THE UNIVERSITY OF TEXAS AT ARLINGTON
School of Social Work

Semester/Year: Fall 2020
Course Title: Generalist Macro Practice
Course Prefix/Number/Section: SOCW 5306-004
Instructor Name: Pamela Fox, PhD, LCSW-S
Faculty Position: Assistant Professor in Practice
Faculty Profile: N/A
Office Number: Room 211
Phone Number: 817-272-3181 (Office Phone)
Email Address: pamela.fox@uta.edu
Office Hours: Via phone, by appointment
Day and Time of Class (if applicable): Online
Location: Online

Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.
Blackboard: https://elearn.uta.edu; Canvas: https://uta.instructure.com/

A. Mandatory Face Covering Policy
All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.

B. Description of Course Content
Examines generalist community and administrative practice roles, the perspectives of strengths, empowerment, evidence-based practice, and global practice along with the values of social justice, diversity, and participation. Specific attention is given to assessing community assets and needs.

C. Student Learning Outcomes
The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1-9, it mainly focuses on competencies 7 & 9

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitate methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**D. Required Textbooks and Other Course Materials**


Additional readings and course materials will be provided (e.g., PowerPoint presentations, etc.), as posted online, or will be forwarded by email.
E. Additional Recommended Textbooks and Other Course Materials


Additional readings and course materials will be provided (e.g., PowerPoint presentations, etc.), as posted online, or will be forwarded by email.

F. Descriptions of Major Assignments and Examinations

Course Requirements: THIS COURSE REQUIRES CONSIDERABLE READING, WRITING, JOURNALING AND OTHER ACTIVITIES!!

This Course starts on Wednesday, 08/26/20 at 8:00 am (CST). This Course ends on Tuesday, 12/08/20 at 11:59 pm (CST).

NOTE: This syllabus is your learning agreement, and should be followed.

Continuing this course after the distribution and review of the syllabus constitutes informed consent to participate in this course, per syllabus criteria.

In addition to the assignments listed below, each student is expected to read 100% of the assigned weekly readings, to review the course materials, and to come prepared to each weekly class to engage in writing about the readings.

This Professor/Instructor retains the right to change course requirements and evaluation of the learning criteria, as needed, as long as the overall course learning objectives are maintained.

Course assignments, delivery and communication methods may change, if technological problems arise.

As an advanced practice social worker, there is a body of knowledge and a range of skills that you are expected to have in order to engage in responsible and effective social work practice. The following assignments are intended to help you in developing this knowledge base and skill development. These assignments should be approached professionally and seriously.

ALL ASSIGNMENTS WILL ONLY BE OFFERED AS ONLINE (Internet/Web Based) ASSIGNMENTS, as indicated in this syllabus.

For Best Results, ONLY use Microsoft WORD and Google Chrome for your written documents.

Expectations for Out-of-Class Study: Beyond the time required to participate on the weekly tasks, students enrolled in this course should expect to spend at least an additional three (3) hours (for each hour of class or lecture per week) of their own time on course-related activities, including reading required materials, reviewing course materials, completing assignments, preparing for assignments, and reviewing the weekly module online content, etc.

DO WRITE IN APA RESEARCH FORMATTING STYLE:

The Publication Manual of the American Psychological Association (2020, 7th edition) is from the American Psychological Association. It is considered to be a "gold standard" for excellence in academic and professional writing. Please see: https://apastyle.apa.org (Links to an external site.) It is used in the fields of psychology, social work, nursing, communications, education, business, and engineering, and other disciplines for the preparation of written manuscripts for publication, as well as, for writing student papers, dissertations and theses. The Publication Manual of the American Psychological Association is the only authoritative resource and the official guide to APA Style. It is the manual that is used at research universities and elsewhere. The APA Manual is the guide for which graduate level social work students and other researchers need to have keen familiarity. Please review "Sample Student Papers", in the Publication Manual of the American Psychological Association (APA, 2020, 7th ed.), pp. 61-67. This is also found in the UTA Libraries APA Guide (based on the 7th edition) at https://libguides.uta.edu/apap (Links to an external site.) Also, please review the UTA/School of Social Work Writing Resources: https://www.uta.edu/academics/schools-colleges/social-work/writing-resources (Links to an external site.) https://www.uta.edu/academics/schools-colleges/social-work/writing-resources/writing-guide

WEEKLY WRITING ASSIGNMENTS:
Weekly writing assignments will be given during this semester, as follows:

• Self Introduction (including social work career vision) and Community Introduction (describe your home town), to be posted on to Discussion Board (worth 5 class participation grading points)

• Brief Reading Summary and Reflection Papers: There will be 10 Reading Summary Papers (worth 5 class participation grading points each). These Two (2) content page, double spaced WORD documents will be developed from your weekly chapter readings. For practice, APA style formatting will be required, including a cover page, page numbers, in-text citations and reference, with 12 point Times New Roman font. These papers will be submitted on to Canvas via Unicheck. Addresses Competency 7.

**Page One (1) will be your brief reading summary

AND

**Page Two (2) will be your reflections (your thoughts and feelings about the readings) and will include relevance/implications for social work practice (i.e., information from the National Association of Social Workers [NASW] Code of Ethics).

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• Student Activities Journal Entries, i.e., information to prepare for your Community Research Assessment FINAL PAPER.

There are 8 REQUIRED class participation activities. The each of the following activities is designed to assist student leaders in the active preparation toward the Community Research Assessment FINAL PAPER.

**Student Leaders will choose ONE (1) social work concentration topic area from the following list, as a Population and Community of Interest:
- Aging
- Children & Families
- Physical Health
- Mental/Behavioral Health
- Substance Use OR
- Community & Administrative Practice

Emerging sub-topics may include:

- Intimate Partner Violence/Domestic Violence
- Child Abuse and/or Neglect
- Older Adult/Elder Abuse and/or Neglect
- Physical Disease
- Poverty/Wage Gap/Wealth Gap
- Housing Insecurity/Homelessness
- Food Insecurity/Food Deserts/Hunger
- Mental Disorders/Toward Mental and Behavioral Wellness
- Human Trafficking/Human Enslavement
- Substance Use Disorders/Addictions and Dual Diagnosis (Substance Use Disorders and other Mental Disorders)
- Adverse Childhood Experiences (ACEs) and Adverse Community Environments (ACEs), also known as, "A Pair of ACEs"

**On your own, All Student Leaders will create, document, and maintain a Journal /Notebook about what they learn from Activities 1 through 8.

**See the details below for each activity. Addresses Competencies 7 and 9.

Community Assessment (defined): This is the process of identifying the strengths, assets, needs and challenges of a specific community. Assets refers to the skills, talents, and abilities of individuals, as well as the resources that local institutions contribute to the community. Local institutions may include political, religious, educational, recreational and/or youth organizations; community, civic and service groups; local businesses; nonprofit organizations and volunteer groups. (www.ohioline.osu.edu, 2020).

A community assessment involves (Butterfoss, 2007):

1. An evaluation of the current situation in a community
2. A judgment of what the preferred or desired situation in that community would be, and
3. A comparison of the actual and desired situation for the purpose of prioritizing concerns

A community assessment is usually performed early in the development of a collaborative coalition to better understand the community and decide how the collaborative coalition might best address its concerns (Butterfoss, 2007).

<table>
<thead>
<tr>
<th>Needs Assessment</th>
<th>Community Assessment</th>
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5
The focus of the needs assessment is limited to discrepancies between what is and what should be in a given community. This type of assessment forces a community to focus on its deficiencies and ignore what it is doing well (Kretzmann & McKnight, 1993). The community assessment seeks to empower community members by allowing them to take ownership of the issues and concerns affecting the health of their community, instead of providing them with a prescription of what their community needs.

**Student Activity 1: Community Needs Assessment** - Student leaders will consider and make written journal entries about the demographic (population description), geographic, epidemiological (causes of health problems and death) and other data about your chosen population and community, by examining U.S. Census reports, Healthy People 2020 data, and other data sources. Using this collective data, describe your population and community of choice, its' needs and identified problems. Compare your community's data to state or national data. Make written journal entries of your findings.

Questions to consider:

1. What is going to be assessed?
2. What is already known?
3. What data needed to be collected?
4. How and by whom will the data be collected? (You, as the student leader, will be the data collector)
5. How and by whom will the data be analyzed? (You, as the student leader, will be the data analyzer)

**Student Activity 2: Windshield Survey** - Student leaders will select and "visit" the chosen population and community of interest in a vehicle (or virtually) and reflect on community's assets and areas of need based on "visual" observations. Student leaders will make written journal entries about these observations.

**Student Activity 3: Mapping of Community Assets, Needs and Service Gaps** - Using the textbook and other course materials, student leaders will develop a “chart” of the community assets, needs and gaps in services, based on the observations and empirical research, thus far in the semester. Student leaders will make written journal entries about this "chart", highlighting what's being done to respond to the needs and what resources are locally available to meet these needs.

**Student Activity 4: Identifying Major Findings** - Student leaders will expand on their developed knowledge from previous activities, and will do additional explorations including research from peer-reviewed journals and books, and possibly by virtually attending community meetings or conducting virtual interviews. Student leaders will begin to make some conclusions, and will make written journal entries regarding these findings and conclusions.

**Student Activity 5: Assess an Organization** - Based on the chosen population and community of interest, student leaders will create questions for exploring an actual/real community based, human service, or faith based organization. Student leaders will review the organization's website and other organizational information, and will make written journal entries about this organizational assessment; e.g., what is its' mission, vision, and guiding principles, etc.?

**Student Activity 6: Key Informant/Community Partner Interview** - Based on the chosen population and community of interest, student leaders will find and conduct a twenty (20) minute phone or virtual interview with a social worker who works for a community based, human service, or a faith based organization regarding the work that they do, and its' relevance and implications for social work practice. For confidentiality, DO NOT use the interviewee's (the social worker's) actual name and organization in your paper. First, ask the interviewee for permission to interview them and to take notes. Inform the interviewee that you are a UTA graduate social work student who is doing a course project regarding Macro Social Work Practice with organizations. The student leaders CANNOT interview this Social Work Professor/Instructor for this activity. The student leaders will make written journal entries about this interview.

**Student Activity 7: Public Service Announcement** - Student leaders will find and review a public service announcement (from television/radio/or social media), related to their population and community of interest. The student leader will make written journal entries about this Public Service Announcement.
**Student Activity 8: Advocacy** - Using all of knowledge obtained from the previous activities and additional research, student leaders will develop or suggest tools or methods for advocating on behalf/being a champion of an identified population and community of interest. Student leaders will make written journal entries about these tools or methods.

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Affirmation Verification Statement: Your One (1) paragraph statement, which will be provided by this Professor/Instructor, will be written and submitted as a WORD document, as indicated in the designated weekly assignment, and will be worth 5 grading points each.

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Community Research Assessment FINAL PAPER and Affirmation Verification Statement. Your FINAL PAPER will be a WORD document and will be DUE on Saturday, 12/05/20 before 11:59 PM (CST), and will be worth 35 grading points.

Addresses Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities, and Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The Goal of the Community Research Assessment FINAL PAPER is to thoroughly explore and share research findings about a specific topic, as it relates to a specific population, community, and geographic location, e.g., What is happening in south Dallas regarding racial, social, gender, economic and environmental injustices, as evidenced by, food deserts, housing insecurity, health care inequities, education inequities, gender gap, wealth gap, values gap, etc., in the face of structural and systemic racism, sexism, classism, elitism, etc.?

Students’ research must rely ONLY evidence-based literature review, from journals and books; along with the student’s activities journal and interview. A thorough research assessment using course materials and empirically based information is required.

As a macro or micro practitioner, a community research assessment can help to better respond to the population’s needs and to contribute to our major ethical responsibilities of social justice and social change. In addition to the course materials, readings, weekly modules, and discussion boards, the Required Activities 1 -8 mentioned above are designed to guide all student leaders through various components of topic exploration.

Elements of the Community Research Assessment FINAL PAPER:

1. The purpose and scope of the assessment
2. Define the goals and objectives of the assessment
3. Data collection methods (i.e., journaling; interviewing; literature review, etc.)
4. The selected or designed valid and reliable instruments and procedures for data collections (e.g., journaling; interviewing; literature review, etc.)
5. Pilot testing and timeline of instruments and procedures (i.e., August - December 2020)
6. Data collection and analysis (i.e., August - December 2020)
7. Findings and conclusions
8. Relevance and implications for Social Work Practice

**Getting Started:** Choose One (1) social work concentration area from the following list:

- Aging
- Children & Families
- Physical Health and Wellness
- Mental/Behavioral Health and Wellness
Substance Use OR Community & Administrative Practice

For the Community Research Assessment FINAL PAPER, student leaders must have already chosen One (1) social work concentration area from the following list:

- Aging
- Children & Families
- Physical Health and Wellness
- Mental/Behavioral Health and Wellness
- Substance Use OR Community & Administrative Practice

The Community Research Assessment FINAL PAPER will be analyzed and organized into a written, double spaced WORD document, with APA style formatting, with no more than and no less than 10 content pages (Not including the cover page, the abstract or the reference pages), and 8 research references, and will be posted on Canvas Learning Management System (LMS) via Unicheck (plagiarism screener).

**DO NOT do a slide show presentation, i.e., NO Microsoft PowerPoint, Prezi, Google Slides, etc.**

Emerging sub-topics may include:

- Intimate Partner Violence/Domestic Violence
- Child Abuse and/or Neglect
- Older Adult/Elder Abuse and/or Neglect
- Physical Disease
- Poverty/Wage Gap/Wealth Gap
- Housing Insecurity/Homelessness
- Food Insecurity/Food Deserts/Hunger
- Mental Disorders/Toward Mental and Behavioral Wellness
- Human Trafficking/Human Enslavement
- Substance Use Disorder/Addiction and Dual Diagnosis (Substance Use Disorder and other Mental Disorders)
- Adverse Childhood Experiences (ACEs) and Adverse Community Environments (ACEs), also known as, "A Pair of ACEs"

Students may discover additional information regarding the topics that may lead to expansion of the topic by the time the Community Assessment FINAL PAPER will be completed. This type of informational research will be a process throughout this semester.

INFORMATIONAL RESEARCH PROCESS

**Choose a Location:** Students will then choose an area/location from the following list. This is where the students will focus when completing the Community Assessment FINAL PAPER Written Assignment. Dallas, Fort Worth, Arlington, Tarrant County, Dallas County, or other small towns, cities of your choice and/or counties in Texas. Also, other areas such as "South Dallas", are permissible. It is best to designate your location prior to beginning the assessment.
• **Demonstrate the Findings:** The information researched on the topic will be analyzed and organized into a written assignment in the form of (no more than and no less than) a ten (10) content page, double spaced WORD document, posted on to Canvas LMS via Unicheck. APA style formatting will be required. Papers must use 12-point font, and have double spacing. The Cover page, Abstract and the Reference pages do not count in the total number of required pages. Use a minimum of eight (8) research resources, using journal articles, books and other professionally sourced material. Additional outside sources from the course text, materials, and the community is expected. DO NOT use information from PowerPoint presentations in your Community Assessment FINAL PAPER.

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**DO WRITE IN APA RESEARCH FORMATTING STYLE:**


• The Publication Manual of the American Psychological Association (2020, 7th edition) is from the American Psychological Association.
• It is considered to be a "gold standard" for excellence in academic and professional writing. Please see: [https://apastyle.apa.org](https://apastyle.apa.org) (Links to an external site.)
• It is used in the fields of psychology, social work, nursing, communications, education, business, and engineering, and other disciplines for the preparation of written manuscripts for publication, as well as, for writing student papers, dissertations and theses.
• The Publication Manual of the American Psychological Association is the only authoritative resource and the official guide to APA Style.
It is the manual that is used at research universities and elsewhere. The APA Manual is the guide for which graduate level social work students and other researchers need to have keen familiarity.
• This is also found in the UTA Libraries APA Guide (based on the 7th edition) at [https://libguides.uta.edu/apa](https://libguides.uta.edu/apa) (Links to an external site.)
• Also, please review the UTA/School of Social Work Writing Resources: [https://www.uta.edu/academics/schools-colleges/social-work/writing-resources](https://www.uta.edu/academics/schools-colleges/social-work/writing-resources) (Links to an external site.)
[https://www.uta.edu/academics/schools-colleges/social-work/writing-resources/writing-guide](https://www.uta.edu/academics/schools-colleges/social-work/writing-resources/writing-guide)

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**GRADES**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Self Introduction &amp; Community Introduction</td>
<td>5 points</td>
</tr>
<tr>
<td>Activities 1 - 8 and Student Journaling (class participation requirements for FINAL PAPER preparation)</td>
<td>-------</td>
</tr>
<tr>
<td>Brief Reading Summary and Reflection Papers (10 papers, worth 5 grading points each)</td>
<td>50 points</td>
</tr>
<tr>
<td>Affirmation Verification Statements (2 statements, worth 5 grading points each)</td>
<td>10 points</td>
</tr>
<tr>
<td>Community Research Assessment FINAL PAPER &amp; its' Affirmation Verification Statement</td>
<td>35 points</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100 Points</td>
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</tbody>
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**G. Attendance**
At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

As the instructor of this section, please note that this is an 16 week online course. It is important for future social work practitioners to be punctual in your participation and in meeting deadlines. Class participation is expected, as is submitting written assignments ON TIME. Students are expected to complete and submit all course assignments on to Canvas, the official learning management system (LMS), by the end of the week (generally on Saturdays before 11:59 PM [CST], except for the Community Assessment Research Final Paper, which will be due on the Last Day of this course, i.e., Tuesday, December 8, 2020 before 11:59 PM [CST]).

DO NOT SUBMIT YOUR ASSIGNMENTS TO THIS PROFESSOR/INSTRUCTOR VIA UTA EMAIL, OR THE ASSIGNMENTS WILL NOT BE GRADED (Grade Zero).

Your assignments can ONLY be submitted on to the Canvas Learning Management System (LMS) and Unicheck (plagiarism screener), as indicated.

Thus, all students are expected to turn in all required assignments on the due dates and times. Only in cases of extreme emergency/hardship (e.g., documented personal illness, or death in immediate family) and very extenuating circumstances, will the submission of late assignments be considered. These exceptions will only be possible with the permission of the Professor/Instructor, and written documentation of the emergency/hardship will be required.

H. Grading

Basic Paper Grading Rubric for Brief Reading Summary and Reflection Papers, and Community Assessment Research Final Paper:

- APA style Formatting: cover page, abstracts (but no abstracts are required with the Brief Reading Summary and Reflection Papers), page numbering, main headings, sub-headings, in-text citations and high quality research references - must be included with the Brief Reading Summary and Reflection Papers and the Community Assessment Research Final Paper.

Abstracts are not required for the Reading Summaries

- Organization: in-depth topic content, logically written, and with correct page length (not too long, not too short). Do Not have unnecessary white space.
- Grammar/Spelling: must use Spell Check before you submit your papers
- Relevance/Implications for Social Work Practice: and also please include National Association of Social Workers (NASW) information

REMEMBER: The grades that you get, are the grades that you earn!! To get an "A", you have to earn an "A"!!

GRADING SCALE:
Points Earned | Letter Grade
---|---
100 - 90 | A
89 - 80 | B
79 - 70 | C
69 - 60 | D
59 or less | F

Please note that for graduate-level social work students, you will not earn credit for this course, if your final grade falls below a "C". To repeat, you must earn a "C" or above for credit for this course. Also, social work students must maintain an overall "B" grade point average.

Students are expected to keep track of their own performance throughout the semester, and seek guidance from available sources (including this Professor/Instructor), if your performance drops below satisfactory levels. Also, please read the statement on "Student Support Services" included herein this syllabus.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

I. Make-Up Exams

All assignments in this course are ON LINE only, and are to be completed ON TIME. Consequently, make-up assignments are discouraged.

Make-up assignments will only be available under situations of extreme emergency/hardship, and then only with the permission of this Professor/Instructor. Furthermore, written documentation for the emergency/hardship will be required.

J. Course Schedule

<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>TOPICS</th>
<th>Required Readings and Other Course Activities</th>
<th>Assignment Due and Due Dates</th>
</tr>
</thead>
</table>

**As the Professor/Instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.**
| Module 1 | Self & Community Introduction | Course overview: Syllabus review Introduction to Generalist Practice with Organizations & Communities | REVIEW: The entire Course Syllabus/Learning Agreement  
READ TEXTBOOK: Chapter 1  
• This is also found in the UTA Libraries APA Guide (based on the 7th edition) at https://libguides.uta.edu/apa (Links to an external site.)  
• Also, please review the UTA/School of Social Work Writing Resources: https://www.uta.edu/academics/schools-colleges/social-work/writing-resources (Links to an external site.)  
https://www.uta.edu/academics/schools-colleges/social-work/writing-resources/writing-guide  
AND  
POST on to Canvas Discussion Board: Your One (1) paragraph self-introduction, including your social work career vision, and also describe your home town community.  
Due on to Canvas by SATURDAY, 08/29/20 before 11:59 PM (CST), for 5 grading points |
| --- | --- | --- | --- |
| Module 2 | Using Skills in Macro Practice with Organizations & Communities | Chapter 1 Introduction to Generalist Practice with Organizations & Communities | READ TEXTBOOK: Chapter 3  
AND  
WRITE/SUBMIT: Your Two (2) double spaced, content page Brief Reading Summary & Reflection paper, regarding Chapter 3. For practice, APA style required, with cover page, page numbers, in-text citations and reference page. No abstract is needed.  
Due on to Canvas via Unicheck by SATURDAY, 09/05/20 before 11:59 PM (CST), for 5 grading points |
| Labor Day Holiday | Monday, 09/07/20 - ALL DAY | | LABOR DAY HOLIDAY  
Monday, 09/07/20 - ALL DAY |
| Module 3 | Understanding Neighborhoods & Communities | Chapter 8 Understanding Neighborhoods & Communities | READ TEXTBOOK: Chapter 8
DO Activity 1: Community Needs Assessment
AND
WRITE/SUBMIT: Your Two (2) double spaced, content page Brief Reading Summary & Reflection paper, regarding Chapter 8. For practice, APA style required, with cover page, page numbers, in-text citations and reference page. No abstract is needed.
Due on to Canvas via Unicheck on SATURDAY, 09/12/20 before 11:59 PM (CST), for 5 grading points |
|---|---|---|---|
| Module 4 | Macro Practice in Communities | Chapter 9 Micro Practice in Communities | READ TEXTBOOK: Chapter 9
AND
WRITE/SUBMIT: Your Two (2) double spaced, content page Brief Reading Summary & Reflection paper, regarding Chapter 9. For practice, APA style required, with cover page, page numbers, in-text citations and reference page, No abstract is needed.
Due on to Canvas via Unicheck on SATURDAY, 09/19/20 before 11:59 PM (CST), for 5 grading points |
| Module 5 | Understanding Organizations | Chapter 5 Understanding Organizations | READ TEXTBOOK: Chapter 5
DO Activity 2: Windshield Survey
AND
WRITE/SUBMIT: Your Two (2) double spaced, content page Brief Reading Summary & Reflection paper, regarding Chapter 5. For practice, APA style required, with cover page, page numbers, in-text citations and reference page.
Due on to Canvas via Unicheck on SATURDAY, 09/26/20 before 11:59 PM (CST), for 5 grading points |
| Module 6 | Using Supervision AND Developing & Managing Agency Resources | Chapter 13 Using Supervision AND Chapter 14 Developing & Managing Agency Resources | READ TEXTBOOK: Chapters 13 & 14  
DO Activity 3: Mapping of Community Assets, Needed and Service Gaps  
AND  
WRITE/SUBMIT: Your Two (2) double spaced, content Brief Reading Summary & Reflection page paper, regarding Chapters 13 & 14. For practice, APA style required, with cover page, page numbers, in-text citations and reference page. No Abstract is needed.  
Due on to Canvas via Unicheck on SATURDAY, 10/03/20 before 11:59 PM (CST), for 5 grading points |
|---|---|---|---|
| Module 7 | Decision Making for Organizational Change | Chapter 6 Decision Making for Organizational Change | READ TEXTBOOK: Chapter 6  
DO Activity 4: Identifying Major Findings  
AND  
WRITE/SUBMIT: Your Two (2) double spaced, content page Brief Reading Summary & Reflection paper, regarding Chapter 6. For practice, APA style required, with cover page, in-text citations, page numbers, and reference page. No abstract is needed.  
Due on to Canvas via Unicheck on SATURDAY, 10/10/20 before 11:59 PM (CST), for 5 grading points |
| Module 8 | Implementing Organizational Change: Agency Policy, Projects, and Programs | Chapter 7 Implementing Organizational Change: Agency Policy, Projects & Programs | READ TEXTBOOK: Chapter 7  
DO Activity 5: Assess an Organization  
AND  
WRITE/SUBMIT: Your Two (2) double spaced, content page Brief Reading Summary & Reflection paper, regarding Chapter 7. For practice, APA style required, with cover page, in-text citations, page numbers, and reference page. No abstract is needed.  
Due on to Canvas via Unicheck on SATURDAY, 10/17/20 before 11:59 PM (CST), for 5 grading points |
<table>
<thead>
<tr>
<th>Module 9</th>
<th>Advocacy &amp; Social Action with Populations at Risk</th>
<th>Chapter 11 Advocacy &amp; Social Action with Populations at Risk</th>
<th>READ TEXTBOOK: Chapter 11 DO Activity 6: Key Informant/Community Partner Interview AND WRITE/SUBMIT: Your One (1) double spaced, content page Brief Reading Summary &amp; Reflection paper, regarding Chapter 11. For practice, APA style required, with cover page, in-text citations, page numbers, and reference page. No abstract is needed. Due on to Canvas via Unicheck on SATURDAY, 10/24/20 before 11:59 PM (CST), for 5 grading points</th>
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<tbody>
<tr>
<td>Module 10</td>
<td>Group Skills for Organizational &amp; Community Change</td>
<td>Chapter 4: Group Skills for Organizational &amp; Community Change</td>
<td>READ TEXTBOOK: Chapter 4 AND WRITE/SUBMIT: Your Two (2) double spaced, content page Brief Reading Summary &amp; Reflection paper, regarding Chapter 4. For practice, APA style required, with cover page, in-text citations, page numbers, and reference page. No abstract is needed. Due on to Canvas via Unicheck on SATURDAY, 10/31/20 before 11:59 PM (CST), for 5 grading points</td>
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<tr>
<td>Daylight Saving Time Ends</td>
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<td>Daylight Saving Time Ends SUNDAY, 11/01/20 at 2:00 AM</td>
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<tr>
<td>Module 11</td>
<td>Evaluating Macro Practice</td>
<td>Chapter 10 Evaluating Macro Practice</td>
<td>READ TEXTBOOK: Chapter 10 DO Activity 7: Public Service Announcement AND WRITE/SUBMIT: Your Two (2) double spaced, content page Brief Reading Summary &amp; Reflection paper, regarding Chapter 10. For practice, APA style required, with cover page, in-text citations, page numbers, and reference page. No abstract is needed. Due on to Canvas via Unicheck on SATURDAY, 11/07/20 before 11:59 PM (CST), for 5 grading points</td>
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<tr>
<td>Module 12</td>
<td>Ethics and Ethical Dilemmas in Practice with Organizations and Communities</td>
<td>Chapter 12: Ethics and Ethical Dilemmas in Practice with Organizations and Communities</td>
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<td><strong>READ TEXTBOOK:</strong></td>
<td>Chapter 12</td>
<td><strong>DO Activity 8:</strong> Advocacy <strong>AND</strong> <strong>WRITE/SUBMIT:</strong> Your Two (2) double spaced, content page Brief Reading Summary &amp; Reflection paper, regarding Chapter 12. For practice, APA style required, with cover page, in-text citations, page numbers and reference page. No abstract is needed. <strong>Due onto Canvas via Unicheck on SATURDAY, 11/14/20 before 11:59 PM (CST), for 5 grading points</strong></td>
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<tr>
<th>Module 13</th>
<th>Stress and Time Management</th>
<th>Chapter 2: Stress and Time Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READ TEXTBOOK:</strong></td>
<td>Chapter 2</td>
<td><strong>DO begin preparation of your Community Research Assessment FINAL PAPER</strong> <strong>DO REVIEW:</strong> &quot;Sample Student Papers&quot;, in the Publication Manual of the American Psychological Association (APA, 2020, 7th ed.), pp. 61-67. <strong>•</strong> This is also found in the UTA Libraries APA Guide (based on the 7th edition) at <a href="https://libguides.uta.edu/apa">https://libguides.uta.edu/apa</a> (Links to an external site.) <strong>•</strong> <strong>Also, please review</strong> the UTA/School of Social Work Writing Resources: <a href="https://www.uta.edu/academics/schools-colleges/social-work/writing-resources">https://www.uta.edu/academics/schools-colleges/social-work/writing-resources</a> (Links to an external site.) <a href="https://www.uta.edu/academics/schools-colleges/social-work/writing-resources/writing-guide">https://www.uta.edu/academics/schools-colleges/social-work/writing-resources/writing-guide</a> <strong>AND</strong> <strong>WRITE/SUBMIT:</strong> Your Affirmation Verification Statement, your One (1) paragraph statement that will be provided by this Professor/Instructor <strong>Due on to Canvas on SATURDAY, 11/21/20 before 11:59 PM (CST), for 5 grading points</strong></td>
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</table>

| Thanksgiving Holiday Weekend | | **THANKSGIVING HOLIDAY WEEKEND** Thursday, 11/26/20 - Saturday, 11/28/20 |
| Module 14 | Continued preparation of your Community Research Assessment FINAL PAPER | DO Continued preparation of your Community Research Assessment FINAL PAPER which will be due next week  
- **NOTE:** THIS WEEK’S ASSIGNMENT WILL BE DUE ON TUESDAY, 11/24/20 before 11:59 PM (CST)  
- This is also found in the UTA Libraries APA Guide (based on the 7th edition) at https://libguides.uta.edu/apa  
- Also, please review the UTA/School of Social Work Writing Resources: https://www.uta.edu/academics/schools-colleges/social-work/writing-resources (Links to an external site.) https://www.uta.edu/academics/schools-colleges/social-work/writing-resources/writing-guide  
- **WRITE/SUBMIT:** Your Affirmation Verification Statement, your One (1) paragraph statement that will be provided by this Professor/Instructor  
- **Due on Canvas on TUESDAY, 11/24/20 before 11:59 PM (CST) for 5 grading points** |
| Module 15 | Community Research Assessment FINAL PAPER DUE THIS WEEK | WRITE/SUBMIT: Your Community Research Assessment FINAL PAPER, along with an additional Affirmation Verification Statement, which will be an attachment to your FINAL PAPER.  
- **FINAL PAPER Due as a WORD document on to Canvas via Unicheck, on SATURDAY, 12/05/20 before 11:59 PM (CST), for 35 grading points**  
- **DO: Complete Online Course Evaluation now** |
| Module 16 | FINAL PAPER grading continues  
Please submit your Online Course Evaluation for Continuous Quality Improvement | LAST DAY OF COURSE: Tuesday, 12/08/20 at 11:59 pm (CST)  
- **DO: Complete Online Course Evaluation before Tuesday, 12/08/20 before 11:59 PM (CST)** |

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.
K. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

L. Grade Grievances


M. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit [http://www.uta.edu/caps/index.php](http://www.uta.edu/caps/index.php)) or UT Arlington Psychiatric Services (817-272-2771 or visit [https://www.uta.edu/caps/services/psychiatric.php](https://www.uta.edu/caps/services/psychiatric.php)) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

N. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: [http://www.uta.edu/library/services/distance.php](http://www.uta.edu/library/services/distance.php)

The following is a list, with links, of commonly used library resources:

Library Home Page.......................... [http://www.uta.edu/library](http://www.uta.edu/library)
Subject Guides............................... [http://libguides.uta.edu](http://libguides.uta.edu)
Subject Librarians............................ [http://library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)
Course Reserves.............................. [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
Library Tutorials ............................ [http://library.uta.edu/how-to](http://library.uta.edu/how-to)
Connecting from Off-Campus............... [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)
Ask a Librarian............................. [http://ask.uta.edu](http://ask.uta.edu)

O. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration
period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aa0/fao/).

P. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Q. Non-Discrimination Policy

*The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit* [uta.edu/eos](http://uta.edu/eos).

R. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. **For information regarding Title IX, visit** [www.uta.edu/titleIX](http://www.uta.edu/titleIX) **or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu**

S. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

> I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.
UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

T. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

W. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.