THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Fall 2020

Course Title: Integrative Seminar

Course Prefix/Number/Section: SOCW 5395 (formerly SOCW 6305)-008

Instructor Name: Regina T. Praetorius, PhD, LMSW-AP

Faculty Position: Professor

Faculty Profile: https://www.uta.edu/profiles/regina-praetorius

Office Number: N/A

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Email Address: rtpraetorius@uta.edu

Office Hours: 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

Focuses on issues and aspects of practice of broad concern to the profession of social work. The Integrative Seminar provides students with a learning experience aimed at demonstrating the ability to articulate, consolidate, analyze, evaluate, apply and synthesize research, theory, knowledge and skills learned in the course of their professional graduate education in social work. The perspective undergirding this seminar is that professional social work practice requires the mastery of a substantial body of social work and social science knowledge, skills, and values/ethics, with application to all levels of client systems: micro, mezzo and macro as well as administration of human service programs. Faculty members serve as consultants and resource persons to seminar members. Required of all non-thesis students in their final semester of coursework. Grade of C or better must be earned in this seminar to pass. If this requirement is not met, the student must repeat the course. Prerequisite: SOCW 5482 or SOCW 5882.

C. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE

Educational Policy and Standards that comprises nine competencies as follows:

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

The Integrative Seminar, as the capstone course, addresses each of the advanced competencies listed by Concentration/Specialty according to the chart below.

Competency 1: Demonstrate Ethical and Professional Behavior				
Aging	Children & Families	Mental Health & Substance Abuse	Health	Community & Administrative Practice

Aging	Children & Families	Mental Health & Substance Abuse	Health	Community & Administrative Practice
Demonstrate awareness of aging-related personal and professional values through self-reflection and self-regulation.

Select and incorporate ethical decision-making frameworks that integrate social work values.

Practice in a culturally competent manner that demonstrates recognition of and ability to utilize the principles included in the NASW Code of Ethics, evidence-based knowledge, and relevant legal and policy-related information.

Recognize structural social inequities, advocate within the health and social service communities and as members of interprofessional teams on behalf of older adults and their families. | Practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with compels family dynamics and families with multiple challenges and issues.

Implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children. | Practice active self-reflection and continue to address personal bias and affective responses to stereotypes to build knowledge, critical thinking skills and dispel myths regarding diverse mental health/substance abuse issues.

Develop an action plan for continued growth including use of continuing education, supervision, and consultation.

Implement an effective decision making strategy using cognitive and affective processes and judgment for deciphering ethical dilemmas in mental health/substance abuse treatment. | Strategically apply models for ethical decision-making, the NASW Code of Ethics, and relevant laws and regulations to critically recognize, analyze, and address ethical dilemmas in health care practices affecting individuals, organizations, and communities.

Exercise personal reflection and self-regulation to manage personal values, maintain professional demeanor in behavior and appearance, and oral, written, and electronic communication in direct and indirect connection to the delivery of services.

Recognize the role of other health professions when engaging in inter-professional teams from a systems perspective in health care service delivery. | Understand the ethical standards and applicable laws and regulations that impact their work with groups, organizations and communities.

Critically evaluate and apply various ethical frameworks to community and administrative practice, research and policy.

Understand the influence of their personal experiences and social identities in community and administrative practice and practice cultural humility to maintain professionalism.

Are knowledgeable about the history of community and administrative practice in the profession.

Value interdisciplinary collaborations.

Understand the role of CAP practitioners both within the profession and as part of interdisciplinary teams.

Seek out ongoing learning opportunities and practice ethical use of technology in all forms of communication. |
| **Competency 2: Engage Diversity and Difference in Practice** | | | | |
| **Aging** | **Children & Families** | **Mental Health & Substance Abuse** | **Health** | **Community & Administrative Practice** |

Appraise their own values related to diversity in aging. Analyze how diversity and oppression impact older adults and families. Address the cultural and spiritual histories, values, and beliefs of older adults and their families. Defend the impact of structural inequalities and the value of diversity among older adults as part of their roles on interprofessional teams and in organizations and communities.	Understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.	Can analyze, using cognitive processes, the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of populations treated by mental health/substance abuse social workers.	Practice self-awareness and self-regulation to manage the influences of personal bias and values, including, but not limited to, age, class, color, culture, disability and ability, gender identity, religion, and immigration status, in working with diverse populations in connection with the delivery of health care services. Recognize and respect different values related to health and health care beliefs. Promote diversity and equity in health and health care service delivery, particularly amongst diverse populations, persons who are vulnerable, oppressed, or living in poverty.	Understand how the human experience shapes diversity and difference and how they are valued influences the social, cultural, political and economic arenas. Understand how the intersections of different and multiple factors (i.e. age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status) are culturally valued place different social groups in positions of power and privilege or oppression in different contexts and time. Are knowledgeable of all forms and mechanisms of discrimination and oppression and the effects on diverse populations. Understand and are aware of how diversity and difference are culturally valued influence decision-making in public policy, human service management and community development. Demonstrate cultural competence, cultural humility and skill to engage social groups (populations) in decision making related to advocacy, policy development, human services, and community development to advance social change and the wellbeing of the people. Engage in continuous self-reflection on personal bias and values to respond with equity and inclusiveness.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice				
Aging	**Children & Families**	**Mental Health & Substance Abuse**	**Health**	**Community & Administrative Practice**
Engage older adults, their caregivers, and other constituencies to become aware of their rights to available resources and how they relate to social, economic, and environmental inequities. Participate in system changes at all levels to promote well-being for and among older adults. Empower individuals and groups within local communities, including older adults themselves, to advocate for social, economic, and environmental justice for all older adults and their caregivers.	Recognize the stigma and shame associated with "family dysfunction." Recognize disparities in the distribution of resources across families.	Use cognitive and affective processes to understand the range of physical and mental health/substance abuse disease course and recovery issues associated with social stigma and marginalization of persons with mental health/substance abuse diagnoses ad psychiatric disabilities, and incorporate them in their assessment and intervention. Describe the distribution and determinants of mental health/substance abuse and identify health disparities.	Advocate for health care as a fundamental human right, and utilize health-related practices that promote health equity and reduce health disparities. Understand how issues of social, economic, and environmental justice influence individuals' rights to health and health care, and how their own perspectives and privilege may influence their delivery of services in health-related practice settings. .	Engage with groups, organizations, and geographical and non-geographical communities in ways that respect and advance fundamental human rights and social, economic, and environmental justice. Engage with client systems taking into account global effects on local issues and the reverse. Draw from knowledge of CAP theories and strategies to promote equity in the distribution of goods and services and to protect civil, political, environmental, economic, social, and cultural rights of individuals and groups. Draw from knowledge of CAP theories and strategies to promote equity in the distribution of goods and services and to protect civil, political, environmental, economic, social, and cultural rights of individuals and groups.
Competency 4: Engage in Practice-informed Research and Research-informed Practice				
Aging	**Children & Families**	**Mental Health & Substance Abuse**	**Health**	**Community & Administrative Practice**

Understand and build knowledge central to maximizing the well-being of older adults and their caregivers. Adopt, modify, and translate evidence-informed practices that are most appropriate to particular aging-focused practice settings and populations	Use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families. Develop effective models, programs, policies, and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.	Use advanced cognitive and affective processes to search, appraise, select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with mental health/substance abuse clients. Develop effective models, programs, policies and interventions and assess their effectiveness. Use valid and reliable assessments for identifying client problems, risk and protective factors, vulnerability and resilience factors, and consequences for various individuals and groups.	Demonstrate an understanding of the role of evidence-based practice and practice-informed research, in promoting health equity and reducing health disparities. Engage in critical analysis, and apply it appropriately to assess and intervene with individuals and families in health care settings. Have an understanding that their own personal beliefs or biases may influence interpretation of, or translation of research.	Understand the value of, and need for, basing their practice in science, including both theory and methods. Assess the quality of research according to rigorous standards and judge its applicability to particular social, economic, and cultural contexts. Seek out research across many disciplines to broaden their knowledge base. Are conscientious users of research, they also add to the body of knowledge for others by evaluating their practice and participating in research efforts.

Competency 5: Engage in Policy Practice

Aging	Children & Families	Mental Health & Substance Abuse	Health	Community & Administrative Practice
Educate key stakeholders on how policy for an aging society relates to human rights and social, economic, and environmental justice, from the local to the international level. Advocate for policies across all levels to enhance service delivery to promote well-being among all older adults and constituencies.	Communicate to stakeholders the implication of policies and policy change in the lives of children and families. Advocate for policies that advance the social and economic well-being of children and families.	Use cognitive and affective processes to communicate to stakeholders the implication of policies and policy change in the lives of people with mental health/substance abuse concerns. Use cognitive and affective processes to advocate for policies that advance the social and economic well-being of people with mental health/substance abuse concerns.	Understand that human rights and social justice, as well as social welfare and services, are mediated by policy implementation at the federal, state, and local levels. Understand the history and current structures of health policies and services, the role of policy in health service delivery, the social work role in policy development and implementation within health care practice settings, at the micro, mezzo, and macro levels, and actively engage in policy practice to affect change within those settings. Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect health policy, and are knowledgeable about policy formulation, analysis, implementation, and evaluation	Are versed in the myriad impacts of policy on well-being. Assess policy (at any level) for its impacts on human rights, social and economic justice, and access to services. Develop and advocate for policies in accord with social work values. Implement policies in accord with social work values, seeking to express social work values in organizational routines.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Aging	Children & Families	Mental Health & Substance Abuse	Health	Community & Administrative Practice
Establish and maintain strong relationships with older adults and their constituencies for the purpose of working toward mutually agreed on goals.

Plan engagement strategies and interventions based on understanding of older adults' diverse life courses, strengths, challenges, and contexts. | Use interpersonal skills to engage children and families in a collaborative therapeutic relationship.

Understand and apply the relevant organizational world views and culture that influence how families function, and can relate social work perspectives, the evidence base and related theories to practice with multiple and complex issues that face families. | Use strategies informed by cognitive and affective processes to establish a sense of safety for a collaborative therapeutic relationship | Assess and engage with individuals, families, groups, organizations, and communities in health care settings, within the context of a culturally-informed, personal relationship and competent social work practice.

Value principles of relationship building and inter-professional collaboration to facilitate empathic engagement with clients, constituencies, and other social workers and health care professionals.

Incorporate legal and ethical guidelines when engaging with individuals, families, groups, organizations, and communities. | View engagement as an essential and dynamic component of social work practice with groups, organizations and communities. They value the importance of relationships with communities, human service organizations and the people with them.

Critically assess and apply macro theories including systems theory and conflict theory to engage with groups, organizations and communities. They engage in evidence-informed and innovative approaches to engage diverse constituencies and practice cultural humility to understand how their personal experiences and social identities may influence their effectiveness in engaging with others.

Apply participatory methods to facilitate equitable engagement with various groups, organizations and communities.. |
| **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** | | | | |
| **Aging** | **Children & Families** | **Mental Health & Substance Abuse** | **Health** | **Community & Administrative Practice** |

Aging	Children & Families	Mental Health & Substance Abuse	Health	Community & Administrative Practice
Conduct assessments that incorporate a strengths-based perspective, person/family-centered focus, and resilience while recognizing aging-related risk. Develop, select, and adapt assessment methods and tools that optimize practice with older adults, their families, caregivers, and communities. Use and integrate multiple domains and sources of assessment information and communicate with other professionals to inform a comprehensive plan for intervention.	Use multidimensional bio-psycho-social-spiritual assessment tools. Assess the quality of interactions between family members within their social environment. Compare and assess the various etiology and interventions relevant to children and families.	Describe the structure of the DSM-5 and conduct an assessment informed by cognitive and affective processes using the DSM-5 criteria and structure.	Understand theories of human behavior in the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies in health settings. Uphold legal and ethical guidelines in the assessment of diverse clients and constituencies, and value inter-professional collaboration. Use multidimensional bio-psycho-social-spiritual tools to conduct assessment of individuals, families, and groups in health practice settings, and utilize assessment data to inform appropriate intervention goals and strategies. and strategies.	Utilize assessment tools and strategies to understand needs, strengths, relevant factors and promising approaches to work with groups, organizations and communities. Apply macro theories including systems theory and conflict theory to collect and analyze the data. Utilize this assessment within a participatory framework to determine goals and objectives of partnerships with groups, organizations and communities. Work together with their constituencies to select the best strategies to accomplish the goals and objectives based on their assessment, formal and informal knowledge of all partners, and priorities of the group, organization and community.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Aging	Children & Families	Mental Health & Substance Abuse	Health	Community & Administrative Practice

Aging	Children & Families	Mental Health & Substance Abuse	Health	Community & Administrative Practice
Promote older adults' social support systems and engagement in families, groups, and communities. Provide person-centered and family-directed interventions that take account of life course disparities and are targeted to diverse populations, groups, organizations, and communities. Assess for quality and access a range of services, supports, and care options, including groups and technology, for older adults and families to assure optimal interdependence. Monitor and modify interventions as needed to respond to individual, family, and environmental challenges.	Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems that affect children and families. Develop intervention plans to accomplish systemic change that is sustainable.	Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments informed by cognitive and affective processes for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic.	Understand theories of human behavior and the social environment, critically evaluate and apply this knowledge to effectively intervene with clients and constituencies in health settings. Deliver appropriate culturally relevant health specialty services through interaction of cultural systems between the social worker and the client, their setting and immediate community, and practice competently with individuals, families and groups.	Identify and implement evidence-informed interventions with groups, organizations and communities. Evaluate and apply macro theories, including systems theories, conflict theories, and organizational behavior theories, to inform the effectiveness of interventions. Demonstrate advanced skills in collaborating with others on organizational teams and multi-sector coalitions.

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

Aging	Children & Families	Mental Health & Substance Abuse	Health	Community & Administrative Practice
Plan and conduct evaluations to continuously improve programs, policies, and practice impacting older adults and their caregivers. Use and translate evaluation outcomes to enhance the effectiveness and sustainability of programs, policies, and practice for an aging society.	Contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.	Contribute to the theoretical knowledge base in the area of mental health/substance abuse through practice-based research, and use evaluation of the process and/or outcomes to develop best practices informed by cognitive and affective processes.	Integrate sources of knowledge, including, but not limited to, public health, health disparities, inter-professional, and social work theories and research, input from constituencies, and broader societal trends, within evaluation processes. Plan and conduct evaluations to continuously improve programs, policies, and practice impacting health care consumers, families, groups, programs, organizations, and communities.	Value the importance of evaluation in interventions with groups, organization and communities and understand the role of evaluation in advancing efficient, effective, and policy-relevant interventions. Distinguish between micro-level and macro-level evaluation, and apply macro-level theories to critically appraise both quantitative and qualitative evaluation methods.

D. Required Textbooks and Other Course Materials

In this class, you will use all required and recommended reading materials from all content areas in the courses you have completed or are currently taking in your MSW Program. Thus, course materials include all textbooks, related books, peer-reviewed journal articles, government documents, data and statistics.

E. Additional Recommended Textbooks and Other Course Materials

Additional resources are available in Blackboard.

F. Descriptions of Major Assignments and Examinations

The purpose of this paper is to demonstrate a comprehensive understanding of practice and theory in your area of specialization. Select a client, client system or target population from your graduate level social work field practicum. The selected client or client system should reflect your chosen specialization. For example, if you are a CAP student you should select an agency, community or other social intervention. If your specialization is mental health, you should chose an individual, family or small group with mental health and/or substance abuse issues and concerns. If your area of specialization is family and children, you should choose an individual, family or small group with issues and concerns related to family and children. The client system you choose for your paper should be a real case from your field placement. If you have an issue or problem with selecting a case from your field placement, please see or talk with your instructor. All exceptions must be approved by the instructor. **In no circumstances are family members, friends, or characters from media to be used as the client system in the paper. The paper will be graded based on the rubric provided in the learning management system.**

Integrative Paper Outline

I. Client Situation. **(10 points)**

2-3 pages

Describe the client system. (e.g., individual, family, other small group, larger group, team, program, agency, organization or community) **and the client's situation** that is the reason for your intervention. Include a discussion of how this client's situation fits into your area of specialization. For example, if your area of specialization is mental health, describe how the client's issues/concerns fit the definition of mental health, mental illness, and/or mental well-being.

II. Apply, synthesize and analyze knowledge, theory, and skills in relation to the client system

A. Human Behavior and the Social Environment (10 points)
2-3 pages
Select and describe one or more of the most relevant HBSE theories that contribute to the client's issues and concerns.

Briefly explain the theory and how this theory is relevant to your client's area of concern/problem situation.

B. Social Policy (15 points)
3-4 pages
Select and describe one or more of the most relevant social policies relevant to the practice situation. This policy section refers to state and federal policies (laws, court decisions, or regulations), not agency policy. Be sure to cite the laws and policies correctly (as you should with all literature you reference).

Briefly explain the policy and how it is relevant to your client's area of concern/problem situation.

Use a policy analysis model to analyze the effectiveness of the policy for the general client group you have chosen and then your client specifically. Include carefully referenced literature sources including books; peer-reviewed journal articles; research studies; government documents, reports and data; and web sites. While this is not expected in the space available to be a full policy analysis, you should draw on one of the policy analysis models with which you are familiar, and reference the model fully.

Based on your analysis, what would you advocate in terms of policy review, application, formulation, or revision?

III. Engaging, Assessing, Intervening, and Evaluating Individuals, Families, Groups, Organizations, and Communities
In this section you will demonstrate your ability to apply interventions from your area of specialization to the client situation.

A. Engagement (10 points)
2-3 pages
Describe how you did engage the client in the assessment and intervention. What specific skills did you use to engage the client?

B. Assessment (15 points)
3-4 pages

Describe your efforts to collect, organize and interpret information about the client. What are the client's strengths and limitations?
Your assessment should include a discussion of relevant issues of age, class, color, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, stigma, and/or sexual orientation as applicable to your client. Be sure that your discussion of diversity links well with the client and or client situation.

Discuss how the issues of social and economic justice and human and civil rights may relate to this specific practice situation.

C. Intervention (15 points)
3-4 pages

Present a mutually developed and agreed upon intervention strategy with specific goals and objectives. Provide a rationale for your selection.

Describe your intervention from beginning to end, including termination. How did you help the client prevent or resolve problems? How did you negotiate mediate and advocate for your client. Select and discuss at least 3 practice skills (micro/macro) used in your intervention with the client.

Write a critique of your work with the client. What did you do well in terms of the intervention? What could have been done to improve the outcomes with the client? How was the intervention empowering? How may it have been discriminatory or oppressive?

Provide a discussion of whether the intervention was developed from a theoretical practice model. If so, which practice theory? If not, what practice theory could have been used to facilitate better outcomes? Regardless, analyze and provide evidence-based knowledge about the theory-based intervention (used or proposed) and its effectiveness.

D. Evaluation (15 points)
3-4 pages

Select one of the methods used to evaluate change and improvement with clients/client systems (single subject, pretest/posttest or other). Provide a rationale for the evaluation method you selected. Describe the method and how you would facilitate using that method to collect data to assess change and improvement.

IV. Conclusion (10 points)
2-3 pages

Critically review your practice situation and intervention as an external observer and comment on the following:

Identify and describe one or more potential ethical and values issues related to this practice situation. Be sure to reference the NASW Code of Ethics in your discussion.

Discuss how this assignment raises issues of professional strengths and challenges.

Formulate a plan for lifelong professional learning and continuing education.

NOTE: The final document should be between 20-25 double-spaced pages (not including references or a cover page) and in 12-point font. Your paper must adhere to APA style (7th edition).

Grading Structure

The paper is divided into sections, and each of these sections will be submitted individually over the course of the semester. The due dates for each of the sections are listed in the Course Outline. **Sections must be submitted electronically via the learning management system by 11:59 pm on the Friday of the week they are due.** Sections submitted after this deadline will be penalized 1 point per day. You will receive a grade and feedback for each section that is submitted. At the end of the term, you will submit a final version of the complete paper that is reflective of the feedback you received on each section throughout the semester. **The final paper is due 12/8/2020 at 11:59pm.**

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.

The expectation in this course is that you will submit work on time, and monitor the announcements and email updates to remain active in the course.

H. Grading

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

You can earn a total of 100 points in this course. The grading for the assignments in the course is as follows:

Assignment

	Points Possible
Section 1. Client Situation	5
Section II.A. Human Behavior and the Social Environment	10
Section II.B. Social Policy	7
Section III.A. Engagement	5
Section III.B. Assessment	4
Section III.C. Intervention	8
Section III.D. Evaluation	7
Section IV. Conclusion	4
Final Paper with Integrated Feedback	50
Total	**100**

Grade

90-100	**A**
80-89	**B**
70-79	**C**
60-69	**D**
59 or below	**F**

In compliance with Graduate School policy, this course requires a grade of C or higher to pass. No incompletes are given. A grade of D or F will result if there is unsatisfactory completion of the course; it will be necessary to re-register for the course in the next semester.

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

No papers will be accepted late unless arrangements are made with the professor at her discretion.

J. Course Schedule

Course Outline

Session	Dates	Tasks to be Completed
1	8/26	Review syllabus and introductory materials
2	8/31	Section I: Client Situation
3	9/7	
4	9/14	Section II.A: Human Behavior and the Social Environment
5	9/21	
6	9/28	Section II.B: Social Policy
7	10/5	Section III.A: Engagement
8	10/12	
9	10/19	Section III.B: Assessment
10	10/26	
11	11/2	Section III.C: Intervention
12	11/9	
13	11/9	Section III.D: Evaluation
14	11/16	Section IV. Conclusion
15	11/23	Work to incorporate feedback into final paper
Thanksgiving		
	11/30	Work to incorporate feedback into final paper
	12/7	Submit completed paper with all feedback incorporated (noted with track changes).

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

See BSW Program Manual at: http://www.uta.edu/ssw/academics/bsw/student-manual.php
Or MSW Program Manual at: http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf

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]().

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]()) or UT Arlington Psychiatric Services (817-272-2771 or visit [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]()

The following is a list, with links, of commonly used library resources:
Library Home Page...................... [http://www.uta.edu/library]()
Subject Guides........................... [http://libguides.uta.edu]()
Subject Librarians....................... [http://library.uta.edu/subject-librarians]()
Course Reserves......................... [http://pulse.uta.edu/vwebv/enterCourseReserve.do]()
Library Tutorials .... [http://library.uta.edu/how-to]()
Connecting from Off- Campus....... [http://libguides.uta.edu/offcampus]()
Ask a Librarian........................... [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/aao/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 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.

Counseling and Psychological Services, (CAPS) 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.

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 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.