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

Explores the central contribution of social work to comprehensive health care and health in environment theory and evidence; advanced knowledge and skills in human behavior theory relevant to health care, as well as social work interventions to assess and ameliorate the psychological effects of illness and disability, are included along with emerging roles for social work in prevention and health maintenance.
Co-requisite: SOCW 5311.

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

Advanced courses at the MSW level also incorporate advanced competencies that are specific to a student’s specialty area. This course is required of all MSW students, and addresses Competencies 1, 2, 3, 6, 7, 8 and 9, at the advanced specialty level, as below.

**Competency 1: Demonstrate ethical and professional behavior for advanced social worker specializing in health**

- Advanced social workers specializing in health 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.
- Advanced social workers specializing in health 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.
- Advanced social workers specializing in health recognize the role of other health professions when engaging in inter-professional teams from a systems perspective in health care service delivery.

**Competency 2: Engage Diversity and Difference in Practice**

- Advanced social workers specializing in health 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.
- Advanced social workers specializing in health recognize and respect different values related to health and health care beliefs.
- Advanced social workers specializing in health promote diversity and equity in health and health care service delivery, particularly amongst diverse populations, persons who are vulnerable, oppressed, or living in poverty.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

- Advanced social workers specializing in health advocate for health care as a fundamental human right, and utilize health-related practices that promote health equity and reduce health disparities.
- Advanced social workers specializing in health 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.

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

- Advanced social workers specializing in health 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.

- Advanced social workers specializing in health value principles of relationship building and inter-professional collaboration to facilitate empathic engagement with clients, constituencies, and other social workers and health care professionals.
- Advanced social workers specializing in health incorporate legal and ethical guidelines when engaging with individuals, families, groups, organizations, and communities.

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

- Advanced social workers specializing in health 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.
- Advanced social workers specializing in health uphold legal and ethical guidelines in the assessment of diverse clients and constituencies, and value inter-professional collaboration.
- Advanced social workers specializing in health 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.

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

- Advanced social workers specializing in health 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.
- Advanced social workers specializing in health 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.

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

- Advanced social workers specializing in health 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.
- Advanced social workers specializing in health plan and conduct evaluations to continuously improve programs, policies, and practice impacting health care consumers, families, groups, programs, organizations, and communities.

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


**E. Additional Recommended Textbooks and Other Course Materials**

F. Descriptions of Major Assignments and Examinations

Continuing the course after distribution and review of the syllabus constitutes informed consent to participate in the course, per syllabus criteria. In addition to assignments listed below, each student is expected to read 100% of the assigned reading material and to come to class prepared to discuss (e.g. ask and answer relevant questions) the reading material. Students will be required to actively utilize the online program to access course assignments, required reading assignments, and to communicate with peers and the instructor throughout the semester.

Some class sessions, as determined by the instructor, will be done online.

Agency Visit and Presentation

Points: 20

Due Date: 11/22

Pairs of students will complete this assignment of visiting a community agency that provides health services and has a social worker at the agency.

This assignment will be discussed during the first class to help students find a partner for this assignment. Students will sign up during the second class session, which will take place online.

No duplicate agency visits will be allowed as one of the goals for this assignment is for the pair of students to present the agency to the class, so that everyone can learn about the agency.

The pair will be responsible to complete the following:

Agency Visit

Visit with the social worker at the agency, together either via video, telephone conference, or if possible, at the agency.

Services at the agency

Assess what services are provided to adults/children/families and/or the community

Determine how services are provided (outpatient, inpatient, consult).

Discuss areas of services lacking within the agency

Clients Served

What are the needs of the clients the agency works with?

What is the eligibility to receive services at the agency?

Does the agency provide services to individuals who are uninsured? What resources are available for individuals who are uninsured or underinsured through the agency or does the agency refer to specific community resources? If referrals to community resources, which ones?

Social Work role

Discuss what type of services Social Workers provide in this agency

How many clients do you work with or what is your typical case load or client interaction per week?
What is the client’s responsibility with their medical plans and what are the social workers’?

How does Health Literacy impact your job?

What is it like working with various health professions?

Why is it important for social workers to know the role of other health professions and for health professions to know what social workers do?

Do you have a particular ethical code that you have to adhere to? How do you resolve any ethical conflicts or dilemmas that occur? Can you give an example?

How has COVID impacted your job?

Social Work advice and skills

What do you like best about your job?

What do you like least about your job?

What skills and knowledge do you think a person should have to work as a social worker at this agency/setting?

What advice would you give to someone as they start a career as a health social worker and/or to a new graduate?

How do you maintain a work/life balance?

How do you practice self-care?

Presentation (Dates: 11/23; 11/30; 12/7)

Pairs of students will be assigned to present this community agency during an online class. Students will need to prepare a visual presentation of their agency visit. Formats can include PowerPoint, Prezi, Google, etc.

Students will sign up for their agency presentations, which will take place during modules 12, 13 & 14.

Students will need to submit their presentation to the “Agency Presentation Discussion Board”, so that their peers will have access to it, if needed during their presentation.

Grades for the PowerPoint Presentation will not be completed until after the pair of students have presented to the class.

This assignment assesses competencies 1, 6, 7, 8 and 9.

Additional information and grading criteria will be posted online

Confirmation of Visit (Thank you)

Points: 2

Due Date: 11/22

Students will need to submit correspondence thanking the social worker that you met with for the agency presentation.

Please note: Consider that this person you are meeting with might be someone that you may want to approach in the future for a job or field placement or you may need to connect with them for resources for clients/patients. Therefore, consider leaving a good impression, such as being professional in both your
correspondence and your attire (if you are doing a video conference) or when visiting the agency.

**Resource Sheet**

**Points:** 8

**Due Date:** 11/22

Students will make a resource sheet to provide to their peers about the agency that they visited. The purpose of this assignment is to examine the resources that are provided to a client/patient while considering health literacy.

Students will need to submit their resource sheet to the “Agency Resource Sheet Discussion Board”, so that their peers will have access to it, if needed during their presentation.

The resource sheet will be submitted as an assignment, as well as uploaded online to the discussion board and discussed during the class presentation.

The resource sheet should contain at least the following information on a 6th grade or below reading level:

- **Agency information (name, contact information)**
- **What services are provided?**
- **Who does the agency provided services to?**
- **How can clients access the services?**

This assignment assesses competencies 1, 6, 7, 8 and 9.

*Additional information and grading criteria will be posted online*

**Social and Community Health Assessment Paper**

**Points:** 20

**Due Date:** 11/1

Complete a comprehensive psychosocial assessment of a person with a chronic health condition (for example, diabetes, asthma, hypertension, kidney failure) or a community health system. The purpose of this assignment is to provide an opportunity for students to practice their interpersonal skills and to allow the person/community to serve as a resource for better understanding of the needs of the health impaired. Students are encouraged to speak with someone who utilizes health care services more than once a year for a primary care visit.

The assessment should reflect the assessment concepts and strategies covered in the course readings and lectures. If a particular item does not apply to that person, please note that it in your paper. For example, if an individual reports that they are not religious or spiritual, students should write that in their paper, for example, “Obi Wan denies any specific religious or spiritual beliefs”.

There is not a page requirement for this paper. Students are expected to cover all of the questions in the outline below. There is no set number of references, however, specific sections, such as “Economics” and “Personal Philosophy of Health” will require references due to the content that is discussed. References should be peer-reviewed journals from the last 10 years. References will need to be in APA format. The textbook may be used for the paper; please note that the textbook is an edited text and should be cited properly. Students cannot use a paper that was submitted in another class. Students need to be aware that if they use components of a previous assessment and they do not cite the previous paper that this is “self-plagiarism” and
will result in a zero for each section that the previous paper is utilized.

Students may work in partners for this assignment but will need to notify the instructor prior to submitting the assignment.

Students psychosocial/community health assessment should be multidimensional focusing on the following areas, which should be used as section headings:

**Introduction:** Give a brief description of your relationship with the person/community, including the circumstances of your interactions (phone, in person, location).

**Demographics of the person/community:** age, gender (include pronouns), ethnic background, marital status, number of children, employment status past/present, living arrangements. This information should be based on what the individual presented.

**Physical status:** disabilities, chronic or acute illnesses, nutrition status, sensory impairments, medications (students may ask what they take the medications for versus the exact prescription names), mobility, general satisfaction/dissatisfaction with current health status, overall view of health, and level of being able to provide for their own daily living needs (ADLs and IADLs).

**Psychological status:** cognitive ability and emotional health - mental status, general outlook on life, coping abilities, affect, cognition, memory, orientation, clarity of thought, and the role of spirituality and religion. Previous behavioral health services that have been utilized. Does the individual have a mental health diagnosis?

**Social functioning:** availability and functioning of support systems, social activity level, social skills, and relationship with others (family, friends, neighbors, and staff) available to the person/community. Include a summary of what you learned from the family member and from the service providers you talked to, if applicable. Describe a typical day/week or month for this person/community health system agencies/networks when they access health care or what their typical medical routine looks like (i.e. dialysis three times a week, specialist visits once a month).

**Formal service usage:** services the person/community members receive in and out of their residence. This can include doctor’s visit, therapy visits or mental/behavioral health services. Students are encouraged to speak with someone who utilizes health care services more than once a year for a primary care visit.

**Physical Environment:** Assess the physical environment in which the person lives (i.e. house, apartment, and steps in/out of the home). Are there any barriers in the home?

**Historical events:** Have any large-scale events (e.g., 9/11, Great Depression, presidential elections, etc.) or personal health care events that have influenced the person’s/community’s attitude toward life and health? Or has an experience with a loved one’s health influenced their view towards life or health? Gather other personal history that is relative to this person’s/community’s assessment.

**Economics:** What financial resources are available for this person/community? Do they have health and/or life insurance etc.? Interest is in their perception of finances and not in how much they have. Address social policies and programs this person/community members take part in or is currently utilizing and explain how the policies have helped or hindered the person/community. How does the program(s) help them access health care or other services in the community?

**Personal philosophy of health:** What are the person’s personal views, attitudes, beliefs, and feelings about becoming ill? What social theory of health best fits this person/community and why did you pick this particular theory?

**Reflection:** What was different from this assessment than a general assessment? What did you learn from completing this assessment as it is more focused on someone’s health?
This assignment assesses competencies 2, 6, 7, 8 and 9.

**Treatment Plan and Goals**

**Points:** 10

**Due Date:** 12/6

Put together a treatment plan for the individual you interviewed for your assessment paper. The treatment plan should include goals and referrals/resources you would have for this person/community if you were to provide services for this person from a professional standpoint.

Students should use the following areas as headings:

- **Client Summary** - This should be in paragraph form and provide a brief (1-2 paragraph) overview of the client from your Assessment Paper
- **Goals** - What are areas that the individual would like to improve or what did you identified from your assessment that could be a mutual goal? This should focus on the individual’s health, as well as other components of their life that you learned about from your assessment.
- **Treatment Plan** - What will be the next steps when working with this individual? What are the client’s responsibilities and the “social workers” responsibilities to support the client?
- **Referrals or Resources** - What resources would this individual/family benefit from and why? This does not need to be a specific agency, but can be identified, for example as obtaining a primary care provider and why a primary care provider would be important for this person.
- **Gaps in Services** - What are gaps in services that you noticed that the individual does not have access to improve their health and overall wellbeing and why would these services be important to this individual?
- **Strengths and Vulnerabilities** - What are the individual’s strengths that you have identified through your assessment that would help them move towards their goals. What are areas that the individual could strengthen during the treatment plan? What are areas that they may need additional supports (community, family, etc.)

Students may choose to outline the treatment plan using a table or bullet points, for example.

This assignment assesses competencies 7, 8 and 9.

*Additional information and grading criteria will be posted online*

**IPE Activity-UNTHSC**

10 total points

5 points-prework; due by 9/15

5 points attendance (9/16 or 9/23 at 1pm online)

During the semester students will participate in an online Interprofessional education (IPE) activity with UNTHSC. Students will sign up for the dates for the IPE events that will be held via an online platform.

Students will need to sign up by 8/31.

Students will complete “prework” in order to help them prepare for the IPE activity.
Introduction to Psychological Safety and Collective Competence in Interprofessional Teamwork (UNTHSC Module)

Module Objectives:

1. Identify the relevance of psychological safety in effective interprofessional teamwork.
2. Identify the relevance of collective competence in support of effective interprofessional teamwork.

Teamwork and Communication in a Culture of Safety (Institute of Healthcare Improvement (IHI) Patient Safety (PS) 104.

The module contains three 25-minute lessons to be completed. Each lesson has a post-lesson assessment that must be passed at 75% or above. You must pass the post-lesson module at 75% or above for all three modules individually in order to receive the certificate of completion for the entire module.

IHI Module Objectives:

Explain why effective teamwork is essential for promoting patient safety.
Define a culture of safety and discuss the features of a strong safety culture.
Identify four behaviors anyone can use to promote teamwork, communication, and a culture of safety.
Use structured communication techniques to improve communication within health care.

A copy of the IHI Module PS 104 certificate of completion must be submitted to CANVAS by September 15th. If students are unable to attend the IPE activity and alternative assignment will be assigned. Students must contact the instructor prior to 8/31 if they are unable to attend the specific dates of 9/16 or 9/23 at 1pm. There are a limited number of spots at each session.

This assignment assesses competencies 1, 2, 6, 7, 8 and 9.

Additional information and grading criteria will be posted online

Common Reading Guide

Points: 10

Due Date-10/11

Students will complete the reading guide that is posted online regarding the book Five Days at Memorial. Students are to provide thoughtful and thorough responses to the prompts on the reading guide to help them prepare for the Common Reading IPE Event on 10/15

This assignment assesses competencies 1 and 2

Common Reading IPE attendance

Points: 5

Due Date-October 15; 330pm-5pm

Students will participate in an online Interprofessional education (IPE) activity with various health professionals from TCU and UNTHSC. The event will be held online, and students will be placed in small Interprofessional groups to discuss the book Five Days at Memorial.
Please note that this is a required assignment for the course. Please make plans accordingly to attend.

This assignment assesses competencies 1, 2, 6, 7, 8 and 9.

**Common Reading Reflection Paper**

**Points: 5**

**Due Date - 10/18**

After the event students will submit a reflection paper related to the online common reading event using the “What”, “So What”, “Now What”. Additional information and grading rubric will be posted online.

This assignment assesses competencies 1, 2, and 3

**Additional information and grading criteria will be posted online**

**Online Discussion Participation**

**Points: 10**

Participation will be assessed throughout the semester. Our format for our course this fall is a hybrid format, meaning we will meet some days on campus and some days online at 7pm. The dates we will meet on campus and online will be noted on the syllabus. Participation in the course includes active engagement in discussions, guest speakers’ events, completion of module specific activities, including in pre-work, such as quizzes, and completion of in vivo practice experiences assigned in class or online over the course of the semester.

Addresses competencies: 1, 2, 3, 5, and 7

**Extra Credit:** As the instructor for the course, I reserve the right to provide extra credit. Please do not assume that extra credit will be offered. If an extra credit opportunity is offered, it will have a specific due date, which will be strictly adhered to. At the end of the semester, please do not ask for additional time to complete extra credit opportunities or additional extra credit opportunities, they will not be provided or opened back up to be turned in after the due date. Students are strongly encouraged to take advantage of any extra credit opportunities that are provided.

**PAPERS - GENERAL INFORMATION AND EXPECTATIONS**

All papers must follow APA guidelines. **At a minimum** this means:

Points will be deducted if you do not follow these See the following website for additional help with APA format: http://owl.english.purdue.edu/owl/resource/560/01/

Written work must be clear, concise, and grammatically correct. Deficiencies in areas such as spelling, punctuation, sentence structure, and incoherent organization will result in lower grades. As stated, plagiarism (using someone else’s words, thoughts, or ideas and claiming them as your own - e., using direct sentences written by others) will result in a failing grade for the course.

Please use formal and professional language when completing papers and assignments for this course. This includes refraining from the use of contractions (e.g., can’t, don’t, won’t).

**Unless otherwise indicated by the instructor, all designated assignments must be submitted through the online learning management system.**
Assignments will not be accepted via email. Hard Copies are not to be turned in unless specified otherwise.

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<th>Assignment</th>
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<td>UNTHSC IPE-PreWork</td>
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<td>UNTHSC IPE Attendance</td>
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<td>Common Reading IPE-Attendance</td>
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<td>Common Reading Reflection Paper</td>
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<td>10/18</td>
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<td>Common Reading-Reading Guide</td>
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<td>Assessment Paper</td>
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<td>Agency</td>
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<td>Resource Sheet</td>
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<td>Confirmation of Visit</td>
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<td>Treatment Plan and Goals</td>
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<td>Online Discussion Participation</td>
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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, it is expected that you attend/engage in each class as scheduled.

Missed classes/online activities will adversely affect your grade.

Additional requirements for the course:

A respectful and inclusive environment is expected. Any disruption of the course learning environment will result in the identified student(s) being required to meet with the professor.

Meaningful class participation is one of the requirements of the university. For this course, participation includes regularly accessing the course, thoughtful and thorough contributions to discussions and questions, class activities engagement and constructive interaction with peers and the instructor.

Online activities may not be made up as the purpose of the activity is to focus on student engagement in the online classroom with peers and/or the professor.
Hybrid Class FAQ and FYI

As we continue with our lives and the business of doing what we need to do, it is my opinion that we are learning a new cultural lesson of community and shared responsibility of community. We are all in this together! If you think about it, this fits with our social justice values as social workers. We have a professional responsibility to ourselves and to our community as social workers.

What does this responsibility look like? It means we protect yourself, we protect our family, and we protect our community. How do we do this? Just like any social work intervention we use the best evidence available along with our practice wisdom. Practice wisdom is not intuition, it is based on our experiences between the gap of theory and practice (Samson, 2015). Practice wisdom is also based on the experiences of others and the social context of the environment.

Community accountability means we wear face masks, we use social distancing while on campus, we check ourselves every day for illness symptoms and we let people know if we have been exposed or have worrisome symptoms. Most importantly, community responsibility also means we report when we have knowledge of exposure or close contact with someone who is ill.

My responsibility to you:

- To keep us all safe I will employ a seating chart when we are in the classroom. This allows me to know who is sitting at what location should you become ill. You would want to know this information if the situation were reversed.
- I will keep the door open until class starts and then close it. Once class has been completed I will open the door and prop it open so that you can minimize touching the door handle.
- I will keep my social distance from you. Depending on the classroom size, I may employ an interactive app to allow for questions if it is hard to hear in the room.
- I will be available for appropriate contact with you about any concerns you may have, I will also provide you with referrals to services or administrative resources where you can find answers to your questions.
- I will practice all safety precautions against exposure and follow the UTA campus guidelines, which includes enforcing protocols among students.
- I will practice all safety precautions against exposure and follow the UTA campus guidelines, which includes enforcing protocols among students.
- If a student comes to class that appears ill, I will excuse you from class and encourage you to isolate at home and refer you to uta.edu/coronavirus for next steps.

Your responsibility to self and to community:

- Do not come to class if you are sick or have symptoms
- Comply with seating assignments
- Wear masks, covering our nose and mouth
- Wash hands frequently
- Don’t touch your face
- Please enter the room and use the Wipes to clean your space.
- Those closest to the exit leave first while maintaining 6’ distancing
- Upon entering the classroom select a designated seat that 1) is farthest from the room’s entrance and 2) has a centermost location (like a movie theater) so incoming students don’t have to walk around other students to fill the remaining center seats.
- UTA is providing testing for students. You can contact UTA Health Services with concerns during office hours at 817-272-2771. https://www.uta.edu/news/news-releases/2020/07/27/covid-student-testing
- UTA students, faculty and staff who test positive or come into contact with someone who has tested positive for COVID-19 should file a report using the Close Contact or Personal Diagnosis form. The University will coordinate contact tracing with local health authorities and the Texas Department of State Health Services. (https://cm.maxient.com/reportingform.php?UnivofTexasArlington&layout_id=15)
H. Grading

*Note: Assignments and exams are not accepted past due dates unless arrangements are made with the instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances and at the discretion of the instructor and may result in a deduction of 5 points per day that the assignment is late (2 days late=loss of 10 points).

All assignments due by 11:59p on the day of the due date. All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

**Unless otherwise indicated by the instructor, all designated assignments must be submitted through the online learning management system.

Assignments will not be accepted via email. Hard Copies are not to be turned in unless specified otherwise.

Participation in the course includes active engagement in the online setting and completion of module specific activities over the course of the semester.

Expect the instructor to grade assignments within two weeks of the due date. Please do not ask when grades will be assigned before the two-week period. If a student has a question regarding his/her grade check the gradebook on Canvas. Federal law and FERPA ensure a student’s right to privacy and limits the instructor’s ability to discuss grades over the internet or via phone. Do not email about your grades from an email account other than Mav Mail. If you would like to discuss your grade, an appointment will need to be made with the professor.

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.

Suggestions for earning a good grade:

The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:

First-Read and view the assignments and the syllabus

Second-Ask your question regarding the course materials through an e-mail to the professor or the “Course Q and A” Discussion Board. Please keep in mind that asking a question regarding the course materials before you turn in your assignment is much better than asking your question about your grade.

The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct. Please see “Plagiarism Information” online for additional resources.

Extra Credit: As the instructor for the course, I reserve the right to provide extra credit. Please do not assume that extra credit will be offered. If an extra credit opportunity is offered, it will have a specific due date, which will be strictly adhered to. At the end of the semester, please do not ask to for additional time to complete extra credit opportunities or additional extra credit opportunities, they will not be provided or opened back up to be turned in after the due date. Students are strongly encouraged to take advantage of any
extra credit opportunities that are provided.

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<td>59.9 or below</td>
<td>F</td>
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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

Make up Exams: There are no exams for the course:

Please note: Assignments and exams are not accepted past due dates unless arrangements are made with the instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances and at the discretion of the instructor and may result in a deduction of 5 points per day that the assignment is late (2 days late=loss of 10 points).

J. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Class Date &amp; Location</th>
<th>Topic(s)</th>
<th>Required Readings</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/31; Meet on Campus</td>
<td>Intro the Course, Syllabus Overview Foundation of Social Work in Health Care; Social Work roles in Health Care Settings</td>
<td>Ch. 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/14; Online</td>
<td>Public Health and Social Work; Healthy Policy and Social Work</td>
<td>Ch. 5 &amp; 6</td>
<td>UNTHSC IPE Pre-Work (9/15) Attend UNTHSC IPE</td>
</tr>
<tr>
<td>3</td>
<td>9/21; Meet on Campus</td>
<td>Understanding Health Disparities; Health Care Access and Disability Issues</td>
<td>Ch. 8 &amp; 10</td>
<td>Attend UNTHSC IPE</td>
</tr>
<tr>
<td>4</td>
<td>9/28; Online</td>
<td>Theories of Health Behavior; Evidence Based Practice in Health</td>
<td>Ch. 7 &amp; 11</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>10/5; Meet on Campus</td>
<td>Health Literacy and Health Communication; Behavioral Health Care</td>
<td>Ch. 12 &amp; 9; and online readings</td>
<td>Common Reading Guide</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Reading Topic</td>
<td>Ch.</td>
<td>Additional Assignments</td>
</tr>
<tr>
<td>------</td>
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<td>-------------------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 6    | 10/12; **Online-meet 10/15** | Ethics in Health Care; Social Work and Genetics  
*Please note we will meet online 10/15 for the Common Reading IPE and not on Monday* | 3 & 21; Online reading | Common Reading IPE (10/15) Common Reading Reflection Paper (10/18) |
| 7    | 10/19; Meet on Campus | Families, Health and Illness; Social Work with Children and Adolescents | 15 & 16 | |
| 8    | 10/26; Online | Social Work with Older Adults | 17 | Assessment Paper Due |
| 9    | 11/2; Meet on Campus | Religion, Belief and Spirituality in Health Care; Complementary and Alternative Approaches to Health Care | 13 & 14 | |
| 10   | 11/9; Online | Chronic Illness | 18, 19, & 20 | |
| 11   | 11/16; Meet on Campus | Palliative Care and End of Life Care | 22 & 23 | Agency Presentation, Resource Sheet, Confirmation of Visit |
| 12   | 11/23; Online | Agency Presentations | | |
| 13   | 11/30; Online | Agency Presentations | | Treatment Plan & Goals |
| 14   | 12/7; Online | Agency Presentations; Course Wrap Up | | |
| 15   | No Class | | Finals Week; No Final | |

**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.**

Other readings may be posted online. The instructor will notify the class if any reading assignments change or are added online.

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.

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. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

P. 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/aaoffao/).

**Q. 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.

**R. 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.*

**S. 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.

**T. 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/

U. 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.

V. 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/.

W. 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.

X. 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.