### 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

This core doctoral-level course on theory and model building in social work will support other courses in the core curriculum including those on quantitative and qualitative research methods, and the research practicum and dissertation seminars.

### C. Student Learning Outcomes

The purpose of this course is to prepare students to perform application and critical analysis of social science and social work theory and theory-driven research. The course involves students in integrating theory, research, and social work practice with the goal of producing models of interventions, programs, and policies. Thus, the course gives special emphasis on ways in which theory informs social work research, with a view to preparing students for their doctoral qualifying exam in the theory area (see pages 10-11 of the PhD Manual), for the design of their dissertation study, and for their development as a social work educator.

Further, since social work is a values-based and social justice-committed profession, the course guides
students in integrating their own values and the values and mission of the social work discipline into their work with models of practice. Practice is defined as social work praxis in any of the domains in which social workers have a presence, including direct practice, groupwork, community organization, community/social development, organizational development and management, political action/legislation, and policy-making. Students will be encouraged to examine their own areas of practice expertise in the light of the issues discussed. These may later be the settings/topics for their dissertation research. The twin philosophical pillars of this school of social work, evidence-informed practice and empowerment (see definitions below), will be emphasized.

**Definition of Evidence-Informed Practice:**

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149).

……the integration of the best research evidence with our clinical expertise and our patient’s unique values and circumstances (Strauss, et al. (2005).

**Definition of Empowerment:**

As defined by Barker (2003:142):

In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

The UT Arlington SSW vision statement states that the “School’s vision is to promote social and economic justice in a diverse environment.” Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice. Empowerment is a seminal vehicle by which social justice can be realized. It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply “symptoms”. This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

**Student Learning Outcomes:**

1. Understand the standpoint and application of theories in the context of power, gender, ethnicity, race, age, ability, socioeconomic status, spatiality, culture, and history.
2. Understand the issues that contribute to gaps among research, theory and social work practice.
3. Begin to advance theoretical knowledge with the potential to bridge these gaps.
4. Analyze and compare theories on multiple dimensions including their ethical, ontological, and epistemological bases.
5. Synthesize evidentiary sources and concepts to modify existing models of practice and create one’s own models of practice.
6. Acquire knowledge and skills adequate to pass the doctoral qualifying exam in the theory area.
7. Acquire knowledge and skills in the relevant and appropriate use of theory to prepare and defend a dissertation proposal and dissertation.
D. Required Textbooks and Other Course Materials

All required readings and other course materials are available online and accessible remotely through the UTA libraries website.

E. Additional Recommended Textbooks and Other Course Materials

There are no additional recommended textbooks and other course materials.

F. Descriptions of Major Assignments and Examinations

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Points</th>
<th>Module/Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Synopses (x5)</td>
<td>7 points (x5) = 35 total points</td>
<td>Various but due before module readings will be discussed</td>
</tr>
<tr>
<td>Infographic Assignment</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Theoretical Review PPT Presentation</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Theoretical Review Paper</td>
<td>30</td>
<td>December 11, 2020 at 11:59pm</td>
</tr>
<tr>
<td>Participation</td>
<td>15</td>
<td>all</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Reading Synopses

There are 5 mandatory reading synopses each and collectively these will be aggregated as a study guide for your qualifying exams. Each contribution should consist of 3 parts: 1) a concise but thorough summary of the reading (more in depth than an abstract), 2) a critique of the reading on its own merit and in conjunction with the other module readings, and 3) a brief bio of the author(s) for contextualization.

Infographic Assignment

There is 1 infographic assignment that will ask you to produce a creative, visual summary and synthesis of your paper source search as a formative evaluation of your progress towards the theoretical review paper. Infographics are fun alternatives to writing that help you engage with materials in different ways and can also be used as the basis for a PPT presentation or conference poster in the future. Assignment instructions will guide you to free online infographic tools to produce these documents.

Theoretical Review Paper

This is the major product of this class. There are many types of literature reviews and this is one that fits our needs. This should be 25-35 pages in length, double-spaced, and in proper current APA style. This review will serve as the basis for the theory requirements of your dissertation and if strong enough, may also be
publishable. This will be a synthesis of theoretical lenses/approaches/influences that implicitly and explicitly have informed the research in your substantive area. I will also expect a critique of what you uncover. Your assigned readings for this class will support your efforts and will dedicate a portion of each class meeting to brainstorming and support for your efforts.

**Theoretical Review Powerpoint Presentation**

During the final class meeting of the semester you will each have 15 minutes to professionally present your paper. This exercise mimics a conference paper presentation and allows you solicit final feedback on your work from your peers before you submit your paper for grading.

**Participation**

As a doctoral level seminar I expect you all to actively engage with one another, the materials, and me during our class time. I will not be lecturing but I will participate in your discussions. I recognize and respect that different people have different comfort levels with respect to speaking up in class. But, given our small class numbers, the importance of nurturing strong cohort cohesion and communication, and the flexibility of our online modality, I hope you all will do your best to contribute. Our class will be as strong as our voices and identities are diverse.

**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.

This is an online synchronous class. This means that we will meet as a class every Tuesday (2:00pm - 4:50pm) for the Fall semester. Our first meeting will be on September 1, 2020. I will send a series of Teams calendar invites to you. Please accept them all. They will automatically populate your Teams calendar and you need only go to the calendar each week to join our class.

**H. Grading**

<table>
<thead>
<tr>
<th>Point Range (this is also your %)</th>
<th>Letter Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
</tbody>
</table>
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

There are no exams and therefore no make-up exams. Please speak to me individually should extraordinary circumstances arise and you need flexibility with due dates.

J. Course Schedule

<table>
<thead>
<tr>
<th>Meeting # &amp; Topic</th>
<th>Meeting Date</th>
<th>Required Materials</th>
<th>Graded Assessment (percent of final grade)</th>
</tr>
</thead>
</table>
| Meeting 1: Introductions to one another, the syllabus, and Teams | 09/01 | **Read:** Rovelli, C. (2018). 'time is elastic': An extract from Carlo Rovelli’s the order of time. *The Guardian* (London)  
<table>
<thead>
<tr>
<th>Meeting # &amp; Topic</th>
<th>Meeting Date</th>
<th>Required Materials</th>
<th>Graded Assessment (percent of final grade)</th>
</tr>
</thead>
</table>
| Meeting 3: Epistemology & Ontology | 09/15 | **Watch:** YouTube video, “Ontology, epistemology and research paradigm”  
<table>
<thead>
<tr>
<th>Meeting # &amp; Topic</th>
<th>Meeting Date</th>
<th>Required Materials</th>
</tr>
</thead>
</table>
After each historical synopsis...Choose and read any entry of at least 2 theorists in Lemert, C. C. (2018). *Social theory: The multicultural, global, and classic readings* (Sixth ed.). London; New York; Routledge.  
<table>
<thead>
<tr>
<th>Meeting # &amp; Topic</th>
<th>Meeting Date</th>
<th>Required Materials</th>
<th>Graded Assessment (percent of final grade)</th>
</tr>
</thead>
</table>
**Read:** Bouchard, L. M. (2020). The role of the contemporary Christian church in the rural American south: Philosophical approaches to operationalizing religion in research. *Social Work and Christianity*, 47 (2), 47-64. doi:10.34043/swc.v47i2.100  
<table>
<thead>
<tr>
<th>Meeting # &amp; Topic</th>
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<th>Graded Assessment (percent of final grade)</th>
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<tbody>
<tr>
<td>Meeting # &amp; Topic</td>
<td>Meeting Date</td>
<td>Required Materials</td>
<td>Graded Assessment (percent of final grade)</td>
</tr>
<tr>
<td>--------------------------</td>
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<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Reading synopsis</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
[https://doi.org/10.1177/0907568219885379](https://doi.org/10.1177/0907568219885379)  
### Meeting # & Topic

<table>
<thead>
<tr>
<th>Meeting # &amp; Topic</th>
<th>Meeting Date</th>
<th>Required Materials</th>
<th>Graded Assessment (percent of final grade)</th>
</tr>
</thead>
</table>
| **Meeting 15:** Qualifying Exam Prep & Wrap-up | 12/08 | **Powerpoint Presentations (10%)**  
**Final Papers Due 12/11 (30%)** |  |

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

**K. Expectations for Out-of-Class Study**

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

**L. Grade Grievances**


**M. Student Support Services**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).
The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671) or UT Arlington Psychiatric Services (817-272-2771) 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.