A. Description of Course Content

SOCW 1231/UNIV 1131: This course is reserved exclusively for students planning to major in Social Work (e.g., BSW-Intended status) who are freshmen; this will be taken concurrently with UNIV 1131. This course or SOCW 1331 is required for admission to the BSW major.

SOCW 3300: This course is reserved exclusively for students planning to major in Social Work (e.g., BSW-Intended status) who have changed majors or have transferred from another institution; this fulfills the university requirement for UNIV 1131. This course or SOCW 1231 is required for admission to the BSW major.

B. Student Learning Outcomes

The Social Work Professionalism Seminar was designed with the following Student Learning Objectives in mind. By the end of the semester, students will:

- Develop a sense of self-awareness through collaborative efforts with other individuals in the program toward developing a social work career plan.
- Recognize and utilize the various academic and personal student resources available at UTA.
- Determine career goals based upon student’s individual strengths and interests.
- Determine co- and extra-curricular opportunities relevant to the student’s career goals.
- Apply various learning and study strategies to their college classes and identify how these may be implemented in one’s career.
- Describe and demonstrate professionalism in terms of behavior, presentation skills, and demeanor.
- Identify reasons for licensure within the social work profession.
- Delineate the licensure process throughout stages in a social worker’s career.
• Learn an approach to Suicide Intervention.
• Outline how various unprofessional behaviors result in ethics violations as per both the NASW Code of Ethics and the Texas Social Work Practice Act.

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

While this course addresses competencies 1 & 2, it mainly focuses on competency 1

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

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

Students refer to readings as assigned and provided online.

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

Peer Academic Leader (PAL) office hours and study group hours will be held in Microsoft Teams. Follow the link below to find out more information on how to access these hours in MS Teams:

Microsoft Teams Resource Guide
E. Descriptions of Major Assignments and Examinations

A detailed description of all major assignments is included in the Canvas course shell.

Canvas Required

All assignments need to be submitted through Canvas.

Technical Problems

Because technology is vulnerable to experiencing difficulties you should not wait until the last minute to submit an assignment (case study or discussion board). If you experience technical difficulties contact Canvas Support to help resolve the issue. They are open 24 hours a day. All technical issues must be resolved prior to an assignment due date and time.

If a situation occurs that is out of your control, it will be communicated with the Instructor to see if it warrants making other arrangements. All individual circumstances taken into account requires documentation such as a documented medical emergency.

<table>
<thead>
<tr>
<th>Assignment (Descriptions are Online)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and Participation in Class Activities</td>
<td>15</td>
</tr>
<tr>
<td>Completion of Suicide Prevention Training</td>
<td>5</td>
</tr>
<tr>
<td>Personality Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Personal Study Plan</td>
<td>3</td>
</tr>
<tr>
<td>TAO Activities:</td>
<td></td>
</tr>
<tr>
<td>• TAO Mindfulness Library: Select 1</td>
<td>3 x 3pt = 9</td>
</tr>
<tr>
<td>• TAO Calm Your Worry: Select 1</td>
<td></td>
</tr>
<tr>
<td>• TAO Self Help: Select 1</td>
<td></td>
</tr>
<tr>
<td>Reflection Papers:</td>
<td></td>
</tr>
<tr>
<td>• Reflection 1: Strengths &amp; Challenges</td>
<td>3 x 5pt = 15</td>
</tr>
<tr>
<td>• Reflection 2: SMART Goals</td>
<td></td>
</tr>
<tr>
<td>• Reflection 3: Personal Budget</td>
<td></td>
</tr>
<tr>
<td>Journal Articles with APA Citation</td>
<td>5</td>
</tr>
<tr>
<td>Personal Case Note</td>
<td>3</td>
</tr>
<tr>
<td>Job Inquiry and Resume</td>
<td>8</td>
</tr>
<tr>
<td>MAV Advantage Infographic</td>
<td>3</td>
</tr>
<tr>
<td>30-60 second elevator speech: Why Social Work?</td>
<td>10</td>
</tr>
<tr>
<td>Personal Statement</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total (not including extra credit)</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

Optional Assignments:

- Extra Credit: TAO Pre-Test 1
- Extra Credit: TAO Post-Test 1
- Extra Credit: Attend Virtual Student Success Event 1

1) **Extra Credit: TAO Pre-Test**  *Addresses EPAS Competencies 1 & 8*

2) **Class Attendance and Participation in Class Activities**  *Addresses EPAS Competencies 1 & 2*
3) **Completion of Suicide Prevention Training**  *Addresses EPAS Competencies 1 & 7*

4) **Personality Assessment**  *Addresses EPAS Competencies 2, 6, & 7*

5) **Personal Study Plan**  *Addresses EPAS Competencies 1, 8, & 9*

6) **TAO Mindfulness Library: Select 1 Mindfulness activity and complete; post badge**  *Addresses EPAS Competency 8*

7) **Reflection 1: Strengths & Challenges**  *Addresses EPAS Competencies 1 & 7*

8) **TAO Calm Your Worry: Pick one topic and complete; post badge**  *Addresses EPAS Competency 8*

9) **Reflection 2: SMART Goals**  *Addresses EPAS Competencies 1 & 6*

10) **Journal Article with APA Citation**  *Addresses EPAS Competency 4*

11) **Personal Case Note on plan to visit 1 campus resource**  *Addresses EPAS Competency 8*

12) **Extra Credit: TAO Post-test**  *Addresses EPAS Competencies 1 & 8*

13) **Job Inquiry**  *Addresses EPAS Competencies 1, 2, 3, & 6*

14) **Resume**  *Addresses EPAS Competency 1*

15) **TAO Self Help: Pick one topic under Interpersonal Relationships and Communication and complete; post badge**  *Addresses EPAS Competency 6*

16) **MAV Advantage Infographic**  *Addresses EPAS Competency 3*

17) **Reflection 3: Personal Budget**  *Addresses EPAS Competencies 1 & 8*

18) **30-60 second elevator speech: Why Social Work?**  *Addresses EPAS Competency 1*

19) **Personal Statement**  *Addresses EPAS Competency 1*

**F. 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.

**HYBRID2:** Class sessions will be both face-to-face (F2F) and online synchronously. Classrooms will be used allowing for physical distancing and masks are required while in class.
Class Attendance and Participation are 15% of the final grade. You will be expected to attend the entire class on campus or online synchronously as scheduled. Roll will be taken each week at various times during the class period. Attendance and participation are required and will be recorded on Canvas.

If a student plans to be tardy or leave early or is unable to attend class, e-mail the Instructor and PAL prior to the scheduled class time. See Canvas for email addresses. The best method of communication is by email. Please add the course number in the subject of your email to make it easier for us to recognize course related messages.

- Response to student emails can generally be expected within 24 hours with a 48-hour maximum time frame. After 4:00pm on Friday, responses may be on Monday.

Computer and cell phone use shall be limited to note taking relevant to class or social work research only.

**Important Note.** Much of what students learn in the classroom is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. Everyone is asked to participate to the fullest extent in the learning environment, and to facilitate others’ ability to participate at the same time. This means coming prepared to join in the classroom learning experience by having readings and other work completed, respecting ourselves and others, and taking responsibility for completing assignments in a competent and timely manner. But more than this, it also means that we each take shared responsibility for the growth and professional development of each of the individuals in our learning community. Please see Canvas for information regarding online "Netiquette".

G. Grading

**See Section E. Description of Major Assignments and Examinations for allocation of points by assignment.**

Total Overall Course Points (extra credit not included): 100

The following scale will be used for calculating an overall course grade:

- Grade Points
  - A 100 – 90
  - B 89 – 80
  - C 79 – 70
  - D 69 – 60
  - F 59 and below

Grades will be posted to the Canvas gradebook. You can access your grades and feedback by entering the Canvas course and selecting "Grades" from the course menu.

A grade of “incomplete” for the course will not be awarded without prior consultation with the instructor. The student is responsible for initiating this conversation with the instructor. Incomplete will be given only for such reasons as medical emergencies, serious emotional distress, etc. The instructor reserves the right to make the final decision regarding incomplete.

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.

H. Make-Up Exams

**Late Assignment Policy:** If the assignment is received after the deadline or it is received but unable to
be viewed by the Instructor, the assignment will be considered late until the problem is corrected and points will be deducted according to the late assignment policy. Please ensure appropriate submission of all assignments on Canvas.

Late assignments will be assigned a ten percent (10%) penalty for each day late, and will only be accepted up to two (2) days after the scheduled due date.

Since Canvas will show the date and time of all assignment submissions, there will be no discrepancies as to when an assignment or post has been submitted.

Make up policy: In-class assignments and quizzes may not be made up.

If a situation occurs that is out of your control, it will be communicated with the Instructor to see if it warrants making other arrangements. All individual circumstances taken into account requires documentation such as a documented medical emergency.

I. Course Schedule

See Canvas for specifics to the Course Schedule and Assignment Due Dates.

• Class sessions will be both face-to-face (F2F) and online synchronously. Classes will meet F2F on Mondays and online on Wednesdays, unless otherwise specified on Canvas.
• Check online regularly for announcements, assignments, and due dates.
• Be respectful on social media and any video recordings.
• Be prepared to use Canvas Conference for online synchronous classes.

<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments (Due Friday @ 11:59pm)</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Week of 8/24 Meet on Campus</td>
<td>Course Overview and Introductions</td>
<td>Syllabus</td>
<td>Extra Credit Assignment (1 point): TAO Pre-test</td>
<td></td>
</tr>
<tr>
<td>2 Week of 8/31</td>
<td>Who am I? And how does that impact my education and career?</td>
<td>Readings on type self-development from website provided in your results: • Type Description • Careers</td>
<td>Jung Personality Test (Online); post type in Module 2.</td>
<td>Karen Magruder, Director of BSW program</td>
</tr>
<tr>
<td>3 Week of 9/7; Labor Day</td>
<td>Test Taking and Note Taking</td>
<td></td>
<td>Personal Study Plan</td>
<td></td>
</tr>
<tr>
<td>4 Week of 9/14</td>
<td>Self-Care and Introduction to TAO</td>
<td></td>
<td>TAO: Mindfulness Library (pick one)</td>
<td></td>
</tr>
</tbody>
</table>

Reflection 1: Strengths and Challenges (referring to personality type, stress management)
<table>
<thead>
<tr>
<th>Week of 9/21</th>
<th>Types of Social Work: Speaker</th>
<th>Suicide Training</th>
<th>speaker, Social worker in community</th>
</tr>
</thead>
</table>

**Focus: UTA and Me (Navigating UTA Resources to Promote Success)**

<table>
<thead>
<tr>
<th>Week of 9/28</th>
<th>Time Management: Self-care revisited</th>
<th>TAO: Calm Your Worry (pick one)</th>
<th>speaker from UTA CAPS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week of 10/5</th>
<th>Writing Successful Papers: Library Resources and APA</th>
<th>Submit PDF of Journal article you’ve located for a paper (different than the one found by your group) and APA citation in a Word Document.</th>
<th>Brooke Troutman, UTA SW librarian</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week of 10/12</th>
<th>Campus Resources and Networking</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week of 10/19</th>
<th>Note and Test Taking Revisited: Documentation</th>
<th>Case Notes on plan to visit 1 campus resource</th>
<th>Regina Praetorius, Suicide training</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week of 10/26</th>
<th>Building Experience</th>
<th>Identify a part-time job of interest that would build your skills. Draft an email including a Cover Letter inquiring about positions available. Upload your cover letter and your email.</th>
<th>Extra Credit Assignment: TAO Post-Test Job Inquiry</th>
<th>speaker from UTA LMCDC</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week of 11/2</th>
<th>Job Search</th>
<th>Resume</th>
<th></th>
</tr>
</thead>
</table>

**Focus: Me and My Future (Planning the BSW Degree and My Career)**

|-------------|---------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------|------------------------|

|-------------|-------------------------------------------------------------|----------------------------------------|---------------------|

| Week of 11/16 | Long term Plans: Financial Planning and Career Planning | Reflection 3: Personal Budget reflection | speaker from UTA money management center |
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.

J. 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.

K. 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.

The following is a list of commonly used library resources:

- Library Home Page
- Library Services
- Subject Guides
- Subject Librarians
- Course Reserves
- Library Tutorials
- Connecting from Off-Campus
- Ask a Librarian

L. Grade Grievances

For more information on the grade grievance process please see the BSW Program Manual or the MSW Program Manual. Grade grievance can be submitted through the BSW Grade Grievance form or the MSW Grade Grievance form located on the Forms and Resources website.

M. Institutional Policies

UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the UTA Syllabus Institutional Policies page:

- Drop Policy
- Observance of Religious Holy Days
- Disability Accommodations
- Non-Discrimination Policy
- Title IX Policy
- Academic Integrity
- Electronic Communication
N. 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.

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.