A. Description of Course Content

Critical evaluation of the value base of the social work profession and basic practice concepts including interviewing, communication and problem-solving skills at the individual, family, and group levels in diverse settings. This course is required for admission to the Bachelor of Social Work (BSW) program. Prerequisite: **SOCW 2311**. Prospective BSW majors only.

B. Student Learning Outcomes

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

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

Specifically, while this course addresses competencies 1, 2, 3, 4 and 6, it mainly focuses on competencies 1 and 6:
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior.

- Social workers make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and models for ethical decision-making.
- Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers value the importance of human relationships, understanding strategies to engage diverse clients.

- Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Social workers use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.

C. Required Textbooks and Other Course Materials


*Please note that students will use these texts again in SOCW 3309. Because these texts cover information pertinent to the social work licensing exam, we strongly encourage you to keep your textbooks.

D. Additional Recommended Textbooks and Other Course Materials

Will be provided by instructor.

E. Descriptions of Major Assignments and Examinations

- **Genogram and Ecomap (20 points).** Part 1: Students will create a three-generation family Genogram (i.e., grandparents, parents, self and siblings). The In addition, the Genogram should include a legend and a two-paragraph summary on insight and findings discovered through the Genogram process. If applicable, a student’s children may also be included in the Genogram. Part 2: Students will create an Ecomap based on his/her own social environment. The Ecomap should also include a legend and a two-paragraph summary on insight discovered through creating the Ecomap. Students should follow the guidelines and descriptions presented in class, the Hepworth textbook Ch. 1 (pp 14-16), and the Cournoyer textbook Ch. 9 (pp 312-314). Addresses competencies 1 and 2.

- **Ethics Group Presentation (15 points).** In this assignment, students will be working in groups. Each group is responsible for determining an ethical course of action for handling a dilemma in an assigned scenario. Groups will utilize resource materials in class lecture, Cournoyer text chapter 5, and the NASW Code of Ethics. Each group will review a scenario (assigned by the instructor) and discuss what ethical principles and/or practice issues are at play. Each group will review their scenario, identify the ethical dilemma(s) and work to arrive at a consensus. Students will follow steps 1-4 of Reamer’s 7-Step Process. Each group will prepare a presentation that demonstrates the dilemma, the steps to resolve the dilemma and
the group’s consensus. In addition to the presentation, each group will submit a one-page handout that lists the responses to each of the 4 steps utilized to resolve the dilemma. Addresses competencies 1 and 3.

- **Exams (2 at 20 points each; 40 points total).** Two exams will be given during the semester. One will cover the first half of the class material; the second will cover the second half of the class. Exam material will come from lectures and assigned readings. Addresses competencies 1, 2, 3, 4 and 6.

- **Role-plays (0 points).** On a number of occasions throughout the semester, students will meet in groups of three to practice skills learned in class and in assigned readings. Students will take turns being the social worker, the client, and an observer. Students are expected to participate fully as part of their class participation. The goal of these exercises is to become increasingly comfortable with yourself, to improve your skills and to learn from others. As an observer, you should gain insight into what is NOT said as much as what is said, and to notice when the body language of the role players does not match what they are saying. *The role-plays will not be graded; however, participation in the exercises is required as part of your class participation grade.* Addresses competencies 2 and 6.

- **Skills Presentation (15 points).** Students, working in pairs, will demonstrate the skills that they have learned throughout the semester in a final, brief role-play segment involving basic interviewing skills utilized by a social work practitioner during an initial meeting. The role-play should last approximately 5 minutes. Students should submit the topic of this initial meeting demonstration to the instructor for approval. The finished presentation should be videoed and uploaded. Addresses competencies 2, 4 and 6.

- **Documentation Exercise (10 points).** Using the topic chosen for the skills presentation, students will select one of the formats (e.g., SOAP, BIRP) taught in class to compose a progress note which will describe your session with the client(s) from the social worker’s perspective. Addresses competencies 2, 4 and 6.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Genogram and Ecomap</td>
<td>20</td>
</tr>
<tr>
<td>Ethics Group Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Exams (2 at 20 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Skills Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Documentation Exercise</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
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**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 an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

Any disruption of the classroom learning environment (through actions in or out of class) will result in the identified student(s) being required to leave the class, without possibility of being readmitted, and cancellation of class work scores for the disrupted class session(s), with a recorded failing semester grade and possible referral for adjudication.

1. Each student is expected to log onto Canvas weekly. Failure to do so will adversely affect your grade.
2. A respectful and inclusive environment is expected. Any disruption of the course learning environment will result in the identified student(s) being referred to the Professional Standards Committee and possibly being required to leave the course session, without the possibility of being readmitted, and the cancellation of course scores, with a recorded failing semester grade.
3. Meaningful class participation is one of the requirements of university education. All students are expected to attend and be an active participant in the classroom. Students are expected to demonstrate professionalism at all times.
4. In borderline grade situations, attendance will count at the professor’s discretion.

G. Grading

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.

General grading criteria for written work include: logical development of concepts, thoroughness, critical thinking and clarity of written expression, application of course content and independent research, and appropriateness of the product to the assignment given. Students are advised to maintain back-up copies of all assignments kept on flashdrives, networks or hard drives. In most cases, expect the professor to grade assignments within two weeks of the due date. If you have questions about your grade, check the grade book on Canvas. Please, do not ask when grades will be assigned before the 2 week period. FERPA, a federal law that provides privacy to university students, severely limits the professor’s ability to discuss grades over the internet or phone. Consequently, the professor discusses grades in person. Do not email about your grades from an email account other than MavMail. Calculating your grade after ALL assignments have been graded:

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 assigned material.
Second, ask your question regarding the course materials through an email to the professor or the Ask the Instructor Link on Canvas.
Remember, it is much better to ask your question about course materials before you turn in your assignment, rather than ask your question about your low grade after the return of your assignment. Invariably, students who communicate with the professor regarding course materials, e.g., “I understand concept ABC to mean DEF, is this correct? … Does TUV relate to WXY in such and such a manner? … etc.,” earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., “When will you grade my assignment? … Do we have to answer all the questions in this assignment? … Why did I get a low grade? … Do we need to buy the book? … etc.”
The course materials, assigned readings, powerpoints and this syllabus are all you require to earn a higher grade in this class. Read all these materials carefully. The syllabus provides you with directions for completing the assignments and a calendar in the course outline showing you when each assignment is due. Additionally, you will find the grading rubrics that will be used to assess your major assignments. This will help you guide your work and understand your professor’s expectations. It is recommended that you check the rubrics before turning in your assignments to ensure you have covered all areas. It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator, Chris Kilgore, and/or UTA’s English Writing Center.

Grades will be determined according to the following points earned against possible total points.

<table>
<thead>
<tr>
<th>Points Grade</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>59 or under</td>
<td>F</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.

H. Make-Up Exams

Assignments are not accepted past due dates unless arrangements are made with instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances and at the discretion of the instructor.

An Incomplete (“I”) grade may be assigned only in relation to an emergency and/or hardship situation, and when the completed portion of the student’s work in the course is passing A request, for an “I”, must be discussed with the instructor prior to the final week of classes. If approved, a specific date for completion of the work will be determined by the instructor. The completion date will be dependent upon the individual situation and may be less than the maximum time permitted by University rules regarding incomplete grades.

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.

Note: The following Web Sites not only define plagiarism, but provide examples of the different types of plagiarism:
- Tutorial on Plagiarism (UT-Arlington) http://library.uta.edu/plagiarism/index.php
- Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry) http://www.chem.uky.edu/courses/common/plagiarism.html#Examples
- Avoiding Plagiarism (UC-Davis) http://sja.ucdavis.edu/files/plagiarism.pdf
- Unacceptable Paraphrases (Indiana University Writing Tutorial Services) http://www.indiana.edu/~wts/pamphlets.shtml

I. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21</td>
<td>Introductions, Syllabus and Course Overview</td>
<td>Syllabus</td>
</tr>
<tr>
<td>1/28</td>
<td>Introduction to Social Work and Challenges</td>
<td>C: Ch 1, H: Ch 1</td>
</tr>
<tr>
<td>2/04</td>
<td>Professionalism, Philosophy and Roles</td>
<td>C: Ch 2, H: Ch 2</td>
</tr>
<tr>
<td>2/11</td>
<td>Critical Thinking and Career-Long Learning</td>
<td>C: Ch 3</td>
</tr>
<tr>
<td>2/18</td>
<td>Overview of the Helping Process</td>
<td>H: Ch 3</td>
</tr>
<tr>
<td>2/25</td>
<td>Exam I</td>
<td>Exam I</td>
</tr>
<tr>
<td>3/17</td>
<td>Practicing Ethical Decision Making</td>
<td>C: Ch 5, H: Ch 4</td>
</tr>
<tr>
<td>3/24</td>
<td>Ethics Presentations</td>
<td>Ethics Presentations Due 03/24</td>
</tr>
<tr>
<td>3/31</td>
<td>Talking and Listening</td>
<td>C: Ch 6, H: Ch 5</td>
</tr>
<tr>
<td>4/07</td>
<td>Preparing and Beginning</td>
<td>C: Ch 7-8, H: Ch 6</td>
</tr>
<tr>
<td>4/14</td>
<td>Exploring and Counterproductive Communication</td>
<td>C: Ch 9, H: Ch 8</td>
</tr>
<tr>
<td>4/21</td>
<td>Documentation</td>
<td>SOAP Notes handout, BIRP Notes handout</td>
</tr>
<tr>
<td>4/28</td>
<td>Skills Presentations</td>
<td>Skills Presentation Documentation Exercise Due 04/28</td>
</tr>
<tr>
<td>5/03</td>
<td>Exam II</td>
<td>Exam II</td>
</tr>
</tbody>
</table>

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. Grade Grievances


L. 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.

M. 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

N. 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.

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

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

**Q. Non-Discrimination Policy**

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

**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.