Semester/Year: Spring 2020
Course Title: Direct Practice in Healthcare
Course Prefix/Number/Section: SOCW 5342 (formerly SOCW 6317)-002
Instructor Name: Tracy Orwig, MSSW, LCSW
Faculty Position: Assistant Professor in Practice
Faculty Profile: N/A
Office Number: 101A
Phone Number: 817-272-3181 (main number)
Email Address: tracy.orwig@uta.edu
Office Hours: By Appointment
Day and Time of Class (if applicable): Wednesday 7:00pm-9:50pm
Location: SW Building A Room 316
Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.
Blackboard: https://elearn.uta.edu; Canvas: https://uta.instructure.com/

A. 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.

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
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.

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials


E. 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 Presentation/Resource Sheet-Total Points=30

Agency Presentation (15 points), confirmation of site visit (2 points); Resource Sheet (8 points); Peer Presentation Feedback (5 points)

Due: 4/26

Pairs of students will complete this assignment of visiting a community agency that provides health services. The pair of students will need to bring to the second class, at least three (3) agency names that they would like to visit. Agencies will be assigned in class. 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:

1. **Agency Visit**

   - Visit the agency, in person, together
   - Services at the agency
     - Assess what services are provided to adults/children/families and/or the community
     - Determine how services are provided
     - 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?
     - How does Health Literacy impact your job?
   - 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 are the client’s responsibility with their medical plans and what are the social workers’?
     - 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?
   - 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?

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 when visiting the agency. Also, make sure to write them a thank you note after you visit with them; this can also serve as your verification of your site visit.

**Presentation-15 points**

Pairs of students will be assigned to present this community agency to the class. Students will sign up for their agency presentations, which will start during modules 14 and 15.

Students will also need to post the presentation and resource sheet to the "Agency Discussion Board" for their peers to access for class. The presentation and resource sheet must also be posted to the discussion board at
During the semester students, along with the instructor, will establish a rubric to provide detailed feedback for the student presentations. Students will provide thoughtful and thorough feedback to their peers, which will be on a scale of 0-5 and will count towards 5 points of the group’s presentation grade on the assignment. Feedback will be submitted to the instructor after the presentations and the instructor will average the score.

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

**Resource Sheet-8 points**

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. The resource sheet will be 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, and 9.*

**Social and Community Health Assessment Paper-30 points**

**Due 3/22**

Complete a comprehensive psychosocial assessment of a person with a chronic health condition 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. 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 this is “self-plagiarism” and will result in a zero for each section that the previous paper is utilized.

Students may work in dyads for this 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, ethnic background, marital status, number of children, employment status past/present, living arrangements

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.

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. Assess the physical environment in which the person lives (i.e. house, apartment, and steps in/out of the home) and the services provided to the person/community. If the individual does not receive any community services in or out of the home; note that information.

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? 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, 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?

Treatment Plan and conclusion: Includes goals and treatment plans you would have for this person/community if you were to provide services for this person from a professional standpoint. You may want to include in this gaps in services or needs that are not being met at this time as expressed by this person or assessed by you. Please include other things you feel are relevant to understanding this person/community. Overall, assess this person’s/community’s current functioning, including strengths and vulnerabilities. This section does not need to be in the form of a paragraph. Students may choose to outline the treatment plan using a table or bullet points, for example.

Describe how this person/community fits into the “typical” life stage profile (for community, use the age demographics for the entire community) from information gained from class material and readings. How is this person/community “atypical” from a health standpoint?

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

Interprofessional Education Simulation and Case Note-Total Points=10

IPE Simulation Activity-February 29th and March 1st

Case Note Due 3/1
1. This assignment will allow you to participate in a unique learning activity which will involve students from multiple health professions who are currently attending UTA, TWU, and UT Southwestern (UTSW) in team-based interprofessional simulation. UTA and TWU nurse practitioner students in multiple specializations will be participating. MSW students in multiple specializations (e.g., Health, Mental Health and Substance Abuse, Aging, etc.) from UTA may also be participating. Multiple professions from UTSW, including medical students, clinical nutrition, prosthetist/orthotics, physician assistant, physical therapy, occupational therapy, and rehabilitation counseling students will be participating. The activity focuses on teamwork, so as many students as possible from as many professions and schools as possible are needed to make the experience robust for everyone.

1. Please sign up for ONE (1) Interprofessional Education (IPE) simulation session at UT Southwestern Medical Center Simulation Center, Dallas, TX 75235, Room 228. You will be one of the members of an interprofessional team who meet together to participate in a simulation. There are two dates that you may choose from: **February 29th or March 1st**. A link will be sent to all students participating to sign up. You will need to sign up by 2/19

2. Next steps:
   1. Print and sign the Simulation Center Participant Authorization and Confidentiality Agreement (the last 2 pages of the student prep document). You will have access to the agreement in a module in Canvas. In order to review the prework, which will be required before the simulation, you must sign the agreement. Without this agreement on file, you will not be able to
   2. Students will have access to information online to help prepare them for this activity. Students will need to review and complete all of the materials prior to the simulation event.
   3. Please arrive at the simulation laboratory at UTSW at least 15 minutes before the time slot you signed up for, wearing the attire you wear when in clinical (business casual) and bring your UTA ID or ID card. A map of the UTSW campus, including available parking and simulation lab location, is located in the online module. Make sure to enter via the garage entrance as you are not able to enter the building on the street level. **(DO NOT USE GPS or MAPQUEST! IT WILL MISDIRECT YOU!)**
   4. On the day of your simulation activity, your total time at the simulation center is anticipated to be about 60-90 minutes. Please be on time. There are at least 500 participants on the 2 days of simulation. If you are late or miss your appointment, not only will you inconvenience other students, but there will probably not be an opportunity for you to make up the simulation.

Students will complete a case note after the simulation and submit the case note online after the event. Student’s case notes will be well written and free of spelling and grammar errors. In order to receive full credit students will need to attend the event and submit the completed case note. The objective of the case note being due the weekend of the simulation is that in a health care settings documentation typically must occur within 24 hours of a patient encounter depending on the agency policy and procedures.

Additional information about the structure of the case note and the rubric are posted online in the course.

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

**QPR Attendance and Participation-3/18-1 Point**

During class students will attend the QPR training offered through the Counseling and Psychological Services (CAPS) at UTA. Students will submit a copy of their certificate of completion from the QPR Training. If students have previously attend QPR they must also submit a copy of their certificate of completion. Students who have previously attended QPR are encourage, but not required, to attend the training with their peers in order to actively participate in the role plays during the training session.

*This assignment assesses competencies 1, 2 and 6.*

**Population Health IPE at the University of North Texas Health Sciences Center-Total Points=10**

During the semester students will participate in an Interprofessional education (IPE) activity at the University of North Texas Health Science Center (UNTHSC) in Fort Worth (3500 Camp Bowie Blvd, Ft. Worth, TX
76107)-specific parking instructions will be provided closer to the date.

Students will sign up with their instructor by March 1st.

The dates and times for the activity are as follows:

- April 1st at either 1pm or 3pm
- April 8th at either 1pm or 3pm

6 Points

- Preparing for the IPE
  - Students will complete “prework” in order to help them prepare for the IPE activity. Students will have access to the work online in Canvas.
  - Submit the IHI Certificate online.
    - Due 3/31
    - 2 Points
- KWL Charts
  - Before the IPE activity students will complete the first two columns of the KWL chart; “Know” and “Wonder”. The KWL Chart will be posted online for students to access and
    - 1.5 points
    - Due 3/31
  - After each IPE activity students will complete the third column of the KWL Chart; “Learn”.
    - 0.5 points
    - Due 4/12

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

IPE Activity with Athletic Training (Pre Work and Class Session)-4/22-10 points

Students in the course will participate in an interprofessional practice activity with athletic training students who are enrolled in “Clinical Athletic Training III” during class the week of Module 13. Students will be required to complete work to prepare for the session, which will take place online. Students will need to be actively engage in the discussions prior to the session and attend class in order to receive full credit.

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

Participation-9 points

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

Participation in the course includes active engagement in discussions, 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.

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 (i.e., Discussion Boards, Biopsychosocial Assessment). This includes refraining from the use of contractions
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 discussions, 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.

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.

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<th>Points</th>
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<td>QPR Attendance and Participation</td>
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<td>Health and Community Assessment Paper</td>
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<td>UNTHSC-Population Health (Pre-Work, Attendance, and KWL Chart)</td>
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<td>Agency Presentation and Resource Sheet (Presentation=15, Resource Sheet=8; Site visit=2; Peer Presentation Feedback=5)</td>
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<tr>
<td><strong>Total 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,

While attendance is not required for class lectures, students should note that class participation counts towards 9 points of their final grade. Class participation will be assessed by attendance throughout class and active participation in classroom discussions, small group discussions, and interaction with our guest speakers (i.e. asking questions).

G. 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, when discussed with the instructor prior to
the due date and at the discretion of the instructor. Late assignments may result in a deduction of 5 points per day that the assignment is late (2 days late=loss of 10 points).

All assignments are 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.

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.

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.

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

There are no exams required 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, when discussed with the instructor prior to the due date and at the discretion of the instructor. Late assignments 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.

I. Course Schedule

*All assignments are due at 11:59pm unless otherwise noted.

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<td>10</td>
<td>4/1</td>
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<td>Oncology Social Work, Nephrology Social Work and Chronic Disease *Population Health IPE at UNTHSC</td>
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<td>16</td>
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</tbody>
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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.

**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 

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://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.