



THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Summer 11-week 2020

Course Title: ADVANCED FIELD SPLIT II

Course Prefix/Number/Section: SOCW 5483 (formerly SOCW 6452)-007

Instructor Name: Dawnetta Smith, Ed. D, MSW

Faculty Position: Field Liaison

Faculty Profile: N/A

Office Number: 301D

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Email Address: dawnetta.smith@uta.edu

Office Hours: By Appointment Only

Day and Time of Class (if applicable): Online

Location: Online

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

Practical application of social work skills in real world environment. Student is assigned to field agency to enhance and practice learned theories. This course is 240 hours of direct client contact in agency setting as provided by the Field Experience Office. Prerequisite: SOCW 5312 OR SOCW 5311 AND SOCW 5332 OR SOCW 5342 OR SOCW 5352 OR SOCW 5362.

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**

This course addresses all nine competencies detailed below.

Competency 1: Demonstrate Ethical and Professional Behavior

Aging	Children & Families	Mental Health & Substance Abuse	Health	Community & Administrative Practice
<p>Demonstrate awareness of aging-related personal and professional values through self-reflection and self-regulation.</p> <p>Select and incorporate ethical decision-making frameworks that integrate social work values.</p> <p>Practice in a culturally competent manner that demonstrates recognition of and ability to utilize the principles included in the NASW Code of Ethics, evidence-based knowledge, and relevant legal and policy-related information.</p> <p>Recognize structural social inequities, advocate within the health and social service communities and as members of interprofessional teams on behalf of older adults and their families.</p>	<p>Practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with complex family dynamics and families with multiple challenges and issues.</p> <p>Implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.</p>	<p>Practice active self-reflection and continue to address personal bias and affective responses to stereotypes to build knowledge, critical thinking skills and dispel myths regarding diverse mental health/substance abuse issues.</p> <p>Develop an action plan for continued growth including use of continuing education, supervision, and consultation.</p> <p>Implement an effective decision making strategy using cognitive and affective processes and judgment for deciphering ethical dilemmas in mental health/substance abuse treatment.</p>	<p>Strategically apply models for ethical decision-making, the NASW Code of Ethics, and relevant laws and regulations to critically recognize, analyze, and decipher ethical dilemmas in health care practices affecting individuals, organizations, and communities.</p> <p>Exercise personal reflection and self-regulation to manage personal values and maintain professional demeanor in behavior; appearance; and oral, written, and electronic communication in direct and indirect connection to the delivery of services.</p> <p>Recognize the role of other health professions when engaging in inter-professional teams from a systems perspective approach in health care service delivery.</p>	<p>Understand the ethical standards and applicable laws and regulations that impact their work with groups, organizations and communities.</p> <p>Critically evaluate and apply various ethical frameworks to community and administrative practice, research and policy.</p> <p>Understand the influence of their personal experiences and social identities in community and administrative practice and practice cultural humility to maintain professionalism.</p> <p>Are knowledgeable about the history of community and administrative practice in the profession.</p> <p>Value interdisciplinary collaborations.</p> <p>Understand the role of CAP practitioners both within the profession and as part of interdisciplinary teams.</p> <p>Seek out ongoing learning opportunities and practice ethical use of technology in all forms of communication.</p>

Competency 2: Engage Diversity and Difference in Practice

Aging	Children & Families	Mental Health & Substance Abuse	Health	Community & Administrative Practice
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<p>Appraise their own values related to diversity in aging.</p> <p>Analyze how diversity and oppression impact older adults and families.</p> <p>Address the cultural and spiritual histories, values, and beliefs of older adults and their families.</p> <p>Defend the impact of structural inequalities and the value of diversity among older adults as part of their roles on interprofessional teams and in organizations and communities.</p>	<p>Understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.</p>	<p>Can analyze, using cognitive processes, the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of populations treated by mental health/substance abuse social workers.</p>	<p>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. Recognize and respect different values related to health and health care beliefs. Promote diversity and equity in health and health care service delivery amongst diverse populations, particularly persons who are vulnerable, oppressed, or living in poverty.</p>	<p>Understand how the human experience shapes diversity and difference and how they are valued influences the social, cultural, political and economic arenas.</p> <p>Understand how the intersections of different and multiple factors (i.e. age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status) are culturally valued place different social groups in positions of power and privilege or oppression in different contexts and time.</p> <p>Are knowledgeable of all forms and mechanisms of discrimination and oppression and the effects on diverse populations.</p> <p>Understand and are aware of how diversity and difference are culturally valued influence decision-making in public policy, human service management and community development.</p> <p>Demonstrate cultural competence, cultural humility and skill to engage social groups (populations) in decision making related to advocacy, policy development, human services, and community development to advance social change and the wellbeing of the people.</p> <p>Engage in continuous self-reflection on personal bias and values to respond with equity and inclusiveness.</p>
<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p>				

Aging	Children & Families	Mental Health & Substance Abuse	Health	Community & Administrative Practice
<p>Engage older adults, their caregivers, and other constituencies to become aware of their rights to available resources and how they relate to social, economic, and environmental inequities.</p> <p>Participate in system changes at all levels to promote well-being for and among older adults.</p> <p>Empower individuals and groups within local communities, including older adults themselves, to advocate for social, economic, and environmental justice for all older adults and their caregivers.</p>	<p>Recognize the stigma and shame associated with “family dysfunction.”</p> <p>Recognize disparities in the distribution of resources across families.</p>	<p>Use cognitive and affective processes to understand the range of physical and mental health/substance abuse disease course and recovery issues associated with social stigma and marginalization of persons with mental health/substance abuse diagnoses and psychiatric disabilities, and incorporate them in their assessment and intervention.</p> <p>Describe the distribution and determinants of mental health/substance abuse and identify health disparities.</p>	<p>Advocate for health care as a human right and will utilize health-related practices that promote health equity and reduce health disparities.</p> <p>Understand how issues of social, economic, and environmental justice influence individual’s rights to health and health care, and how their own perspectives and privilege may influence their delivery of services in health-related practice settings.</p>	<p>Engage with groups, organizations, and geographical and non-geographical communities in ways that respect and advance fundamental human rights and social, economic, and environmental justice.</p> <p>Engage with client systems taking into account global effects on local issues and the reverse.</p> <p>Draw from knowledge of CAP theories and strategies to promote equity in the distribution of goods and services and to protect civil, political, environmental, economic, social, and cultural rights of individuals and groups.</p> <p>Draw from knowledge of CAP theories and strategies to promote equity in the distribution of goods and services and to protect civil, political, environmental, economic, social, and cultural rights of individuals and groups.</p>
Competency 4: Engage in Practice-informed Research and Research-informed Practice				
Aging	Children & Families	Mental Health & Substance Abuse	Health	Community & Administrative Practice

<p>Understand and build knowledge central to maximizing the well-being of older adults and their caregivers.</p> <p>Adopt, modify, and translate evidence-informed practices that are most appropriate to particular aging-focused practice settings and populations</p>	<p>Use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.</p> <p>Develop effective models, programs, policies, and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.</p>	<p>Use advanced cognitive and affective processes to search, appraise, select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with mental health/substance abuse clients.</p> <p>Develop effective models, programs, policies and interventions and assess their effectiveness.</p> <p>Use valid and reliable assessments for identifying client problems, risk and protective factors, vulnerability and resilience factors, and consequences for various individuals and groups.</p>	<p>Demonstrate an understanding of the role of evidence-based practice and practice-informed research in promoting health equity and reducing health disparities.</p> <p>Engage in critical analysis and apply it appropriately in health related settings to assess and intervene with individuals and families in health care settings. Have an understanding that their own personal beliefs or biases may influence interpretation of or translation of research.</p>	<p>Understand the value of, and need for, basing their practice in science, including both theory and methods.</p> <p>Assess the quality of research according to rigorous standards and judge its applicability to particular social, economic, and cultural contexts.</p> <p>Seek out research across many disciplines to broaden their knowledge base.</p> <p>Are conscientious users of research, they also add to the body of knowledge for others by evaluating their practice and participating in research efforts.</p>
<p>Competency 5: Engage in Policy Practice</p>				
<p>Aging</p>	<p>Children & Families</p>	<p>Mental Health & Substance Abuse</p>	<p>Health</p>	<p>Community & Administrative Practice</p>

<p>Educate key stakeholders on how policy for an aging society relates to human rights and social, economic, and environmental justice, from the local to the international level.</p> <p>Advocate for policies across all levels to enhance service delivery to promote well-being among all older adults and constituencies.</p>	<p>Communicate to stakeholders the implication of policies and policy change in the lives of children and families.</p> <p>Advocate for policies that advance the social and economic well-being of children and families.</p>	<p>Use cognitive and affective processes to communicate to stakeholders the implication of policies and policy change in the lives of people with mental health/substance abuse concerns.</p> <p>Use cognitive and affective processes to advocate for policies that advance the social and economic well-being of people with mental health/substance abuse concerns.</p>	<p>Understand that human rights and social justice, as well as social welfare and services, are mediated by policy implementation at the federal, state, and local levels.</p> <p>Understand the history and current structures of health policies and services, the role of policy in health service delivery, the social work role in policy development and implementation within health care practice settings at the micro, mezzo, and macro levels and will actively engage in policy practice to affect change within those settings.</p> <p>Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect health policy and are knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>	<p>Are versed in the myriad impacts of policy on well-being.</p> <p>Assess policy (at any level) for its impacts on human rights, social and economic justice, and access to services.</p> <p>Develop and advocate for policies in accord with social work values.</p> <p>Implement policies in accord with social work values, seeking to express social work values in organizational routines.</p>
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>				
<p>Aging</p>	<p>Children & Families</p>	<p>Mental Health & Substance Abuse</p>	<p>Health</p>	<p>Community & Administrative Practice</p>

<p>Establish and maintain strong relationships with older adults and their constituencies for the purpose of working toward mutually agreed on goals.</p> <p>Plan engagement strategies and interventions based on understanding of older adults' diverse life courses, strengths, challenges, and contexts.</p>	<p>Use interpersonal skills to engage children and families in a collaborative therapeutic relationship.</p> <p>Understand and apply the relevant organizational world views and culture that influence how families function, and can relate social work perspectives, the evidence base and related theories to practice with multiple and complex issues that face families.</p>	<p>Use strategies informed by cognitive and affective processes to establish a sense of safety for a collaborative therapeutic relationship</p>	<p>Assess and engage individuals, families, groups, organizations, and communities in health care settings and within the context of a culturally-informed, personal relationship and competent social work practice.</p> <p>Value principles of relationship building and inter-professional collaboration to facilitate empathic engagement with clients, constituencies, and other social workers and health care professionals.</p> <p>Incorporate legal and ethical guidelines when engaging with individuals, families, groups, organizations, and communities.</p>	<p>View engagement as an essential and dynamic component of social work practice with groups, organizations and communities. They value the importance of relationships with communities, human service organizations and the people with them.</p> <p>Critically assess and apply macro theories including systems theory and conflict theory to engage with groups, organizations and communities. They engage in evidence-informed and innovative approaches to engage diverse constituencies and practice cultural humility to understand how their personal experiences and social identities may influence their effectiveness in engaging with others.</p> <p>Apply participatory methods to facilitate equitable engagement with various groups, organizations and communities..</p>
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>				
<p>Ageing</p>	<p>Children & Families</p>	<p>Mental Health & Substance Abuse</p>	<p>Health</p>	<p>Community & Administrative Practice</p>

<p>Conduct assessments that incorporate a strengths-based perspective, person/family-centered focus, and resilience while recognizing aging-related risk.</p> <p>Develop, select, and adapt assessment methods and tools that optimize practice with older adults, their families, caregivers, and communities.</p> <p>Use and integrate multiple domains and sources of assessment information and communicate with other professionals to inform a comprehensive plan for intervention.</p>	<p>Use multidimensional bio-psycho-social-spiritual assessment tools.</p> <p>Assess the quality of interactions between family members within their social environment.</p> <p>Compare and assess the various etiology and interventions relevant to children and families.</p>	<p>Describe the structure of the DSM-V and conduct an assessment informed by cognitive and affective processes using the DSM-V criteria and structure.</p>	<p>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.</p> <p>Uphold legal and ethical guidelines in the assessment of diverse clients and constituencies and value inter-professional collaboration.</p> <p>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.</p>	<p>Utilize assessment tools and strategies to understand needs, strengths, relevant factors and promising approaches to work with groups, organizations and communities.</p> <p>Apply macro theories including systems theory and conflict theory to collect and analyze the data.</p> <p>Utilize this assessment within a participatory framework to determine goals and objectives of partnerships with groups, organizations and communities.</p> <p>Work together with their constituencies to select the best strategies to accomplish the goals and objectives based on their assessment, formal and informal knowledge of all partners, and priorities of the group, organization and community.</p>
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>				
<p>Aging</p>	<p>Children & Families</p>	<p>Mental Health & Substance Abuse</p>	<p>Health</p>	<p>Community & Administrative Practice</p>

<p>Promote older adults' social support systems and engagement in families, groups, and communities.</p> <p>Provide person-centered and family-directed interventions that take account of life course disparities and are targeted to diverse populations, groups, organizations, and communities.</p> <p>Assess for quality and access a range of services, supports, and care options, including groups and technology, for older adults and families to assure optimal interdependence.</p> <p>Monitor and modify interventions as needed to respond to individual, family, and environmental challenges.</p>	<p>Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems that affect children and families.</p> <p>Develop intervention plans to accomplish systemic change that is sustainable.</p>	<p>Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments informed by cognitive and affective processes for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic.</p>	<p>Understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies in health settings.</p> <p>Deliver appropriate culturally relevant health specialty services, using inter-professional collaboration, through interaction of cultural systems between the identity of the social worker, client systems, setting, and immediate community, and practice competently with individuals, families and small groups.</p>	<p>Identify and implement evidence-informed interventions with groups, organizations and communities. Evaluate and apply macro theories, including systems theories, conflict theories, and organizational behavior theories, to inform the effectiveness of interventions.</p> <p>Demonstrate advanced skills in collaborating with others on organizational teams and multi-sector coalitions.</p>
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Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Aging	Children & Families	Mental Health & Substance Abuse	Health	Community & Administrative Practice
<p>Plan and conduct evaluations to continuously improve programs, policies, and practice impacting older adults and their caregivers.</p> <p>Use and translate evaluation outcomes to enhance the effectiveness and sustainability of programs, policies, and practice for an aging society.</p>	<p>Contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.</p>	<p>Contribute to the theoretical knowledge base in the area of mental health/substance abuse through practice-based research, and use evaluation of the process and/or outcomes to develop best practices informed by cognitive and affective processes.</p>	<p>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.</p> <p>Plan and conduct evaluations to continuously improve programs, policies, and practice impacting health care consumers, families, groups, programs, organizations, and communities.</p>	<p>Value the importance of evaluation in interventions with groups, organization and communities and understand the role of evaluation in advancing efficient, effective, and policy-relevant interventions.</p> <p>Distinguish between micro-level and macro-level evaluation, and apply macro-level theories to critically appraise both quantitative and qualitative evaluation methods.</p>

For the purposes of *Quality Matters Certification*, the following course objectives apply:

1. Demonstrate ethical and professional behavior in the field and among peers, clients and supervisors as evidenced through evaluations and self-reflection.
2. Apply knowledge of diversity and differences in the field to build effective and appropriate rapport with clients, peers and colleagues.
3. Demonstrate through practice how you can advance human rights and social, economic, and environmental justice.
4. Conduct practice-informed research and engage in research-informed practice.
5. Engage in policy informed practice to effectively advocate for the needs of clients and organizations.

6. Apply theories, concepts and evidence based best practices to effectively engage with individuals, families, groups, organizations, and communities.
7. Apply theories, concepts and evidence based best practices to effectively assess individuals, families, groups, organizations, and communities.
8. Apply theories, concepts and evidence based best practices to effectively intervene with individuals, families, groups, organizations, and communities.
9. Evaluate programs, policies, and practice to improve practice with individuals, families, groups, organizations, and communities.

C. Required Textbooks and Other Course Materials

MSW Field Policy Manual - available on UTA SSW Office of Field Education Website.

NASW Code of Ethics - available on website <https://www.socialworkers.org>

Required texts and other materials will be assigned by the agency-based Field Instructor. These may include agency operating procedures manuals, federal and/or state policies, research and other materials relevant to the agency services and population served.

D. Additional Recommended Textbooks and Other Course Materials

N/A

E. Descriptions of Major Assignments and Examinations

This course is only comprised of Field practicum. A passing grade will only be assigned if the following are achieved:

1. A minimum of 240 hours at the assigned agency must be completed by the end of the semester
2. All documentation for Field must be completed by the end of the semester

Agency Information Verification Form (5 points) - Complete the agency verification form. This form will provide the professor with the necessary information about your agency and also ensure you have all the necessary information to begin your placement. Please type the form and ensure to complete all sections.

Learning Contract (10 points) - Students will work with their Field Instructors to complete the learning contract. The learning contract provides the objectives student must meet while in their placement. Students should not complete learning contracts on their own, if this happens please contact your professor right away. Please ensure that there are new tasks under each objective and very limited repeats. You must have at least one new task under each objective. Please type the form and ensure to complete all sections.

Weekly Supervision Logs (15 points) - Students need to complete a supervision log for each week in the semester during their weekly supervision. For instance, in Fall and Spring semesters students need 15 supervision logs for the number of weeks in the semester, but in Summer semesters students need 11 supervision logs for the number of weeks in the semester. Supervision logs should be completed and signed each week during weekly supervision with your Field Instructor.

If weekly supervision is missed during a week, then a supervision log needs to be completed that states the reason why supervision was missed. During the next supervision time, the log should be signed. Students should not miss more than 3 weekly supervisions in a given semester.

Midterm Evaluation & Midterm Conference Call (5 points) - Field Instructors will complete a midterm evaluation based on student's progress to date. Student and Field Instructor will speak with the professor regarding the student's progress and review the midterm evaluation.

Student Field Evaluation (10 points) - Students will complete an evaluation of their Field Agency, Field

Instructor and professor.

Resume Update (5 points) - Students will update their resumes to include their Field practicum information. The professor will provide feedback for your resume; however students may choose to incorporate the feedback at their discretion.

Final Evaluation (50 points; based on grade provided on final evaluation, A-100%, B-80%, C-70%, D-0%, F-0%) - Students your final field grade is determined not only by the course work you complete but also from the suggested grade you receive on your final evaluation from your Field Instructor.

Assignments	Points
<i>Field Assignments</i>	
Agency Information Verification Form	5
Learning Contract	10
Weekly Supervision Logs	15
Midterm Evaluation & Midterm Conference Call	5
Student Field Evaluation	10
Resume Update	5
Final Evaluation	50
Field Assignments Total	100

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 Canvas. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section.

- Students should follow the schedule agreed upon by you and your Field Instructor for the semester.
- Reduction in Field Hours Summer 2020:
 - Split: 204 hours for the semester
 - Block: 408 hours for the semester

G. Grading

This course is only comprised of Field practicum. A passing grade will only be assigned if the following are achieved:

1. A minimum of 204 hours at the assigned agency must be completed by the end of the semester
2. All documentation for Field must be completed by the end of the semester in InPlace

Agency Information Verification Form (5 points) - Complete the agency verification form. This form will provide the professor with the necessary information about your agency and also ensure you have all the necessary information to begin your placement. Please type the form and ensure to complete all sections.

Learning Contract (10 points) - Students will work with their Field Instructors to complete the learning contract. The learning contract provides the objectives student must meet while in their placement. Students should not complete learning contracts on their own, if this happens please contact your professor right away. Please ensure that there are new tasks under each objective and very limited repeats. You must have at least one new task under each objective. Please type the form and ensure to complete all sections.

Weekly Supervision Logs (15 points) - Students need to complete a supervision log for each week in the semester during their weekly supervision. For instance, in Fall and Spring semesters students need 15 supervision logs for the number of weeks in the semester, but in Summer semesters students need 11 supervision logs for the number of weeks in the semester. Supervision logs should be completed and signed each week during weekly supervision with your Field Instructor.

If weekly supervision is missed during a week, then a supervision log needs to be completed that states the reason why supervision was missed. During the next supervision time, the log should be signed. Students should not miss more than 3 weekly supervisions in a given semester.

Midterm Evaluation & Midterm Conference Call (5 points) - Field Instructors will complete a midterm evaluation based on student's progress to date. The student and Field Instructor will speak with the professor regarding the student's progress and review the midterm evaluation.

Student Field Evaluation (10 points) - Students will complete an evaluation of their Field Agency, Field Instructor, and professor.

Online Field Writing Webinar (5 points) - Professional Writing for Field is a presentation specific to Field and professional writing. Students will view the presentation and provide 3 takeaways they learned and will apply during their Field practicum.

Final Evaluation (50 points; based on grade provided on final evaluation, A-100%, B-80%, C-70%, D-0%, F-0%) - Students your final field grade is determined not only by the course work you complete but also from the suggested grade you receive on your final evaluation from your Field Instructor.

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

N/A

I. Course Schedule

Please see [Field Calendar](#) online for due dates.

Assignments	Points	Due Date
Field Assignments		
Agency Information Form	5	6/15/20
Learning Contract	10	6/26/20

Midterm Conference Call	5	7/31/20
Resume Update	5	8/7/20
Student Field Evaluation	10	8/13/20
Final Evaluation	50	8/13/20
Weekly Supervision Logs & Timesheets (All logbooks approved in InPlace by Field Instructor)	15	8/18/20
Field Assignments Total	100	

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

See BSW Program Manual at: <http://www.uta.edu/ssw/academics/bsw/student-manual.php>
 Or MSW Program Manual at: http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf

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. 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/>).

O. 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.

P. 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.

Q. 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*

R. 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/>

S. 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>.

T. 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/>

U. 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>.

V. 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.