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Office Hours: By appointment
Section Information: SOCW 3301 Sec 003
Time and Place of Class Meetings: Mondays/ Wednesdays 1pm – 2:20 – Online

Description of Course
The first of two required human behavior courses that explore, within the context of a strength and empowerment perspective, knowledge of the bio-psycho-social development of persons from birth through young adulthood.

Student Learning Outcomes - Core Competencies Educational Objectives.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.
Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers: a. Recognize and manage personal values in a way that allows professional values to guide practice.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers: a. Distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom.

Educational Policy 2.1.4—Engage diversity and difference in practice.
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:

1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

3. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.
Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical. Recognize and manage personal values in a way that allows professional values to guide practice approaches to building knowledge. Social workers:

1. Use research evidence to inform practice.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.
Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:

1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
2. Critique and apply knowledge to understand person and environment.

Educational Policy 2.1.9—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers:

1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

Required Textbooks and Other Course Materials:

Selected articles will be provided by instructor

NASW Code of Ethics

Technology Requirements

On line teaching tools to be used for this course include Canvas and Teams. Students can access tutorials on these tools by clicking on the “Get Started” Box on their Canvas Homepage.
Descriptions of major assignments and examinations

**Reflection paper on selected readings – 200 pts** Four readings, 50 points each,

SELECTED READINGS WILL BE POSTED .. PLEASE CREATE A THREAD UNDER THE APPROPRIATE HEADING TO POST YOUR REFLECTION

*Components of Reflection Assignments: Must be at least 4 paragraphs.(it CAN be longer) 3-7 sentences in each paragraph. Please be sure to follow outlined components below.

1\(^{st}\) paragraph.. What was the reading ABOUT?

2\(^{nd}\) paragraph.. What aspects of this reading offers you a better understanding of your role as a human services worker?

3\(^{rd}\) paragraph. . What if any, new information did you gain from this reading?

4\(^{th}\) paragraph.. Was the information in this article IMPORTANT to your future career? If so....in what way? If not...why not?

**Developmental Journey Reflection – 200 points**

With this assignment, you will look back on your developmental journey and reflect on the major stepping-stones in your life path. Please respond to the following questions

What are significant turning points in your life history?

How have these turning points influenced your world-view and life decisions?

As you review your developmental process, what milestones were important or significant and what would you have done differently?

Where have you felt aligned and where have you felt alienated within your sociocultural identity?

**Developmental Group Theory Assignment/ Presentation-200 pts**

– Students will be divided into groups, and given a type of Developmental Theory
– Students will develop a current issue case study based on this theory
– Describe your assigned theory including historical overview (who developed the theory), key concepts of the theory and assumptions
– Indicate how the environment surrounding the case study affects the situation and possible “social work client”.
– Students will be placed in groups and collaborate on this assignment. Each group will give a presentation, based on their assigned theory, which will include a historical overview of the issue, its impact today and suggest solutions.
— Students will share insight to how they would address this situation from a human services perspective or their particular profession and offer methods to solve or resolve it.

**Individual Theory Presentation - 200 points**

This is a unique assignment as each student will develop his or her OWN THEORY, based on your chosen profession. Students will demonstrate their understanding of human behavior theories and their ability to use critical thinking skills in integrating best practices through YOUR theory in working with populations/clients/environment you see yourself in after graduation.

**Students will present findings to the class AND submit a 1-2 page summary of YOUR THEORY**

*(see outline further down in this document)*

**Final Exam- 200 pts**

Grading Scale

1. Reflection Writings (4 at 50 pts) 200 points
2. Developmental Journey 200 points
3. Developmental Group Theory Assignment 200 points
4. Individual Theory 200 points
5. Final Examination 200 points

**TOTAL 1000 POINTS**

Grading Scale 900 – 1000 = A 800 – 890 = B 700 – 799 = C 609 – 699 = D 0 – 599 = F
Individual Theories Presentation Outline

1. Select topic of interest (you can base this on the area you intend to focus career on).

2. Approval from Professor (this is necessary in the event two or more students select the same topic to ensure that a DIFFERENT ASPECT of the topic is focused on, rather than students doing too similar of a research project)

3. Power point or slide share presentation must be at LEAST 10 slides, with photos, graphics..etc.. Each student will be allowed 10-15 minutes to do your presentation. It is IMPERATIVE that you KNOW your information and be well prepared. IN OTHER WORDS...DON’T HALF STEP... IMPRESS YOUR PROFESSOR AND TEACH YOUR CLASSMATES. **If you need assistance or clarify...ASK YOUR PROFESSOR**

4. Address the following in your research..

   **Slide 1 – Title Page (What you are naming your Theory... and Your name/ course info)**

   **Slide 2 -** History or pertinent info about your topic/issue/problem

   **Slide 3 -** What is your population? (clients/patients)
   - What are some specific / unique characteristics of your population

   **Slide 4 -** What is the setting of this population

   **Slide 5 -** Determine the problem or issue
   - Is it Social...Is it Cultural....Is it mental or physical wellness..Is it environmental ???
   - Be specific.

   **Slide 6** How is the population (client/patient) affected by the problem or issue?
   - How are others affected?

   **Slide 7**
   - If problem or issue is not addressed what are the consequences?

   **Slide 8- 9- VISUALIZE YOUR THEORY**

   Provide details on HOW A THEORY YOU CREATE will be most applicable regarding your area of interest. Identify specific variables/factors that can have impact (negative interference and/or positive interception) OR which are impacted (negative and/or positive)
   - How you to transform what you are THINKING into a theory and create a METHOD of responding to the problem or issue
   - Show the steps or stages involved... You can develop a chart/ graph

   **Slide 10 – Closing Assessment**

1. Share any new information did you gain from this research project
2. Share any conflict or roadblocks you may have encountered in this process
3. Predict how it will be useful in your future career

**SAVE YOUR THEORY..IT MAY BE TAUGHT IN SOCIAL WORK PROGRAMS SOME DAY**
COURSE SCHEDULE

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.

– Dr Pamela “Safisha” Hill

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<td>Lecture and Discussion</td>
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<td>Week 3</td>
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<td>Reading 3 Assigned (due Sunday by 11:59pm)</td>
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Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings and classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center’s front desk or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA’s Office of Student Conduct.

Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Additional Information

Attendance:

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of 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. As the instructor of this section, I will take 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 must 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.

Emergency Exit Procedures:

Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. Students should also be encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at Emergency Communication System.

Student Success Programs:

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 by appointment, drop-in tutoring, etutoring, supplemental instruction, mentoring (time management, study
skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the Maverick Resources website.

The IDEAS Center (https://www.uta.edu/ideas/) (2nd Floor of Central Library) offers FREE tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR):

The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center (https://uta.mywconline.com). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza (http://library.uta.edu/academic-plaza) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation.

Librarian to Contact:

Each academic unit has access to Librarians by Academic Subject that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Library Information

Research or General Library Help

Ask for Help

- Academic Plaza Consultation Services (library.uta.edu/academic-plaza)
- Ask Us (ask.uta.edu/)
- Research Coaches (http://libguides.uta.edu/researchcoach) Resources
- Library Tutorials (library.uta.edu/how-to)
- Subject and Course Research Guides (libguides.uta.edu)
- Librarians by Subject (library.uta.edu/subject-librarians)
- A to Z List of Library Databases (libguides.uta.edu/az.php)
- Course Reserves (https://uta.summon.serialssolutions.com/#!/course_reserves)
- Study Room Reservations (openroom.uta.edu/)