A. Description of Course Content

Building on a social determinants of health theoretical perspective and research methods in health care, this course undertakes a critical examination of policies, research and practices that contribute to health disparities. Topics vary each semester depending on the needs and interests of students and faculty. Potential topics may include, but are not limited to: community health, homelessness, HIV/AIDS, maternal and child health, immigrant health, and veteran health. Emphasis is placed on the role of the social work practitioner in promoting and advancing social justice in health. **Co-requisites:** SOCW 5311 OR SOCW 5312

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 incorporate advanced competencies that are specific to a**
student’s specialty area. This course addresses competencies 1, 2, 3, 4, 5, 7, and 9 at the advanced specialty level.

**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 4: Engage in Practice-Informed Research and Research-Informed Practice**
• Advanced social workers specializing in health demonstrate an understanding of the role of evidence-based practice and practice-informed research, in promoting health equity and reducing health disparities.

• Advanced social workers specializing in health engage in critical analysis, and apply it appropriately to assess and intervene with individuals and families in health care settings.

• Advanced social workers specializing in health have an understanding that their own personal beliefs or biases may influence interpretation of, or translation of research.

Competency 5: Engage in Policy Practice Curriculum

• Advanced social workers specializing in health 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.

• Advanced social workers specializing in health 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 actively engage in policy practice to affect change within those settings.

• Advanced social workers specializing in health 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.

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 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**

Articles and materials will be posted online for students.


**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 each class (in person or online) 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 professor throughout the semester.

**Participation expectations and class format**

Each class has three parts: (1) a Round-of-Questions, (2) Discussion, and (3) a Case Study.

The intentions of the Round-of-Questions is to ensure every student has completed the readings. For the Round-of-Questions, each student will prepare **two questions** ahead of time about the readings and post them to the discussion board for that class by Sunday at 11:59pm. Make sure to put your name with the questions you submit in order to receive credit. These questions are due during the following modules: 3,5,8,10 and 11

These questions should be specific, and they should focus on the readings. For example, “I don’t understand why the author argues that social workers should take on this role: ____, because from my
experience it is much more appropriate to take on this other role: ___?” Or “Why does the intervention in the first article take this approach: _____, but the intervention in the second article takes this different approach: _______?” As you can see, “WHY” questions are good questions. When you come to class, you don’t need to know the answers, but you will be expected to clarify your questions.

These questions will be incorporated into this agenda for the course and the instructor will facilitate the discussion by presenting questions about the readings, while students are expected to actively lead the discussion.

Important elements of discussion include: presenting your perspective and defending it, agreeing with somebody and elaborating on their point, or disagreeing with somebody and providing evidence to the contrary. The discussion will wrap-up at the end of the first half of class.

In the second half of several classes, students will work in their randomly assigned groups to discuss a case study that draws on the topic of the week. Students will intentionally be given a limited amount of time to read and discuss the case study and draft a short memo or presentation in response. The intention of only having limited time is to reflect professional situations in public health and health care settings that require decision-making with minimal time and preparation. Each group will discuss the results of their analysis, and groups will have the opportunity to amend their responses and send their final memo to the instructor within 2 days (Wednesday).

Students who are not present in group are strongly encouraged to be able to participate in the group’s discussion via an online format during class in order to receive credit for the case study presentation.

Groups may be asked to present their responses the following week in class.

The class will conclude with key “take-away” points, as well as general guidance regarding the readings for the following week.

Addresses competencies 1, 2, 3, 4, 5, 7, & 9

Case Studies

Due Dates:

- Case Study #1-2/3
- Case Study #2-2/10
- Case Study #3-2/17
- Case Study #4-3/24
- Case Study #5-4/7

Points 5 at 4 points each (Total 20 points)

In the second half of several classes, students will work in their randomly assigned groups to discuss a case study that draws on the topic of the week. Students will intentionally be given a limited amount of time to read and discuss the case study and draft a short memo or presentation in response. The intention of only having limited time is to reflect professional situations in public health and health care settings that require decision-making with minimal time and preparation. Each group will discuss the results of their analysis, and groups will have the opportunity to amend their responses and send their final memo to the instructor within 2 days (Wednesday).
Students who are not present in group are strongly encouraged to be able to participate in the group’s discussion via an online format during class in order to receive credit for the case study presentation.

Addresses competencies 1, 2, 3, 4, 5, 7, & 9

General Discussion Questions

Due Dates:

- General DB Questions #1-2/7
- General DB Questions #2-2/21
- General DB Questions #3-3/21
- General DB Questions #4-4/4
- General DB Questions #5-4/11

Points: 5 at 2 points each (Total 10 points)

The intentions of the Round-of-Questions is to ensure every student has completed the readings. For the Round-of-Questions, each student will prepare two questions ahead of time about the readings and post them to the discussion board for that class by Sunday at 11:59pm. Make sure to put your name with the questions you submit in order to receive credit. These questions are due during the following modules: 3, 5, 8, 10, and 11

These questions should be specific, and they should focus on the readings. For example, “I don’t understand why the author argues that social workers should take on this role: ____, because from my experience it is much more appropriate to take on this other role: ____?” Or “Why does the intervention in the first article take this approach: _____, but the intervention in the second article takes this different approach: ________?” As you can see, “WHY” questions are good questions. When you come to class, you don’t need to know the answers, but you will be expected to clarify your questions.

These questions will be incorporated into this agenda for the course and the instructor will facilitate the discussion by presenting questions about the readings, while students are expected to actively lead the discussion.

Addresses competencies 1, 2, 3, 4, 5, 7, & 9

Being Mortal Discussion Boards

Due Dates:

- Being Mortal DB#1-1/31
- Being Mortal DB#2-2/14
- Being Mortal DB#3-3/7

Points: 3 at 3 points each (Total 9 points)

A threaded discussion (or discussion forum) is an asynchronous tool used in place of in-class discussions. Because this tool is asynchronous, you must visit the discussion several times to follow the discussion. Due to the topic of the book, we will be utilizing this format to help facilitate discussion about this book. Students will be encouraged to also bring up their thoughts and questions related to the book during class.

Guidelines for Participating in the Threaded Discussions:

Discussions are another way you will “participate” in class. It is important that you post thoughtful messages that move the conversation forward in some way. "Yeah, I agree," and "Me, too" are not acceptable postings and will not earn any points. The quality of your participation in discussions can earn you points for each
discussion. After the due date for the discussion, you will be graded on your overall participation in that discussion thread. Late posts are welcome for their intellectual value but will not be considered in your grade.

Your posts should show that you have read the material as well as your group participant’s posts and have applied all of that to the question for discussion at hand. You should do more than merely spit back what the text says; you should engage with the material by analyzing and interpreting it with your thoughts and opinions. Your posts should be grammatically clear enough not to present anyone with a problem in understanding your point. It's not a formal writing forum, but it's not Facebook either.

To earn full points for this discussion boards student will need to:

- Complete an initial post. Students are encouraged to complete their initial post one week before the due date in order to allow others time to respond.
- Complete a peer response. Students will need to reply to one post before the due date.

Active participation in the discussion boards is critical to ensure student learning. Students in this course are required to post an initial response to a prompt by Thursday and a response to a peer by Sunday. Each student will also need to monitor their post in case a peer asks an additional question. The assessment criteria for the course discussion boards includes evaluation of the quality and quantity of your participation in the discussion boards.

Posts, responses, and questions should be thoughtful and thorough. Students who post “I agree” or “I thought the same thing” will not get credit for the post. If you support those statements with examples, experience, or other references, then you will get credit for the discussion board.

Ensure your post has appropriate grammar and spelling; as well as APA if applicable. Your post and/or your question should address the topic for the discussion board.

You are encouraged to revisit the discussion board and respond to what your peers have posted to your response.

Online Discussion Netiquette:

- Read existing postings and do not just repeat what has already been said by your peers.
- Use appropriate language. Do not use inappropriate and/or offensive language.
- Be careful with humor and sarcasm.
- Do not use ALL CAPS in an online environment.
- Be respectful of your peers. Treat everyone equally as if you were communicating face to face.

Addresses competencies 1 and 2.

**IPE Activity-UNTHSC-Teams and Teamwork participation**

**Due 1/27 or 2/3**

**Points: 5**

At the beginning of the semester students will participate in an online Interprofessional education (IPE) activity with UNTHSC.

The activity will take place online on January 27th (1pm or 3pm) or February 3rd (1pm or 3pm). Students will complete “prework” in order to help them prepare for the IPE activity.

If students are unable to attend the IPE activity and alternative assignment will be assigned. Students must contact the instructor on the first day of the course if they are unable to attend the specific dates of the activity.
Addresses competencies 1, 2, 6, 7, 8 and 9.

**Common Reading IPE-“Race and Discrimination during Hurricane Katrina: A Closer Look”**

**Opens 2/21**

**Initial Post due 2/28**

**Two peer responses due 3/7**

**Points: 5**

In this assignment, students will be engaging in interprofessional groups with students from TCU and UNTHSC from various professions. The online discussion will take place in TCU’s online learning management system, which UTA students will be enrolled in during the semester for this activity.

The online discussion board will open, Sunday, February 21st. Students will be required to respond to a prompt by 2/28 at 11:59pm.

Students will then have the next week to respond to two (2) peer’s posts, which will be due by 3/7 at 11:59pm.

Addresses competencies 1, 2 and 3.

**UTSW Interprofessional Education Simulation and Case Note-Total Points=10**

**UTSW IPE Simulation Activity (5 points)-March 1, 2nd or 3rd**

**Case Note and reflection (5 points)-March 4th**

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 health and aging specializations 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.

You will be one of the members of an interprofessional team who meet together to participate in a simulation.

You will be sent a link to sign up for **ONE (1) Interprofessional Education (IPE) simulation session** which will take place via zoom on March 1, 2 and 3rd from 5pm until 9pm. The activity will be a 1-hour session.

Next steps:

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 participate**

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.

Students will need to have access to a laptop or computer that has video capability. Be prepared to have your video turned on. This includes being properly dressed. Students are encouraged to be in a room with little to
no distractions.

Students will need to come to the session ready to engage in the activity and work together with the interprofessional team.

Addresses competencies 1, 2, 6, 7, 8, and 9.

**Case Note and Reflection**

**Due March 4th**

**Points:** 5

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 immediately after 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.

Students will also complete a reflection about the activity that they can apply to future practice.

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

*Addresses competencies 1, 2, 7, 8 and 9.*

**QPR**

**Due 3/28**

**Point:** 1

Students will need to sign up for one of the QPR sessions held by CAPS at UTA: https://www.uta.edu/student-affairs/caps/events-and-outreach/event-access-and-registration

Upon completion of the activity, students will need to submit their certificate online. The QPR session is to help students prepare for the Mental Health IPE with Athletic Training. If students have already participated in QPR in the past they may submit the certificate from their previous attendance.

Addresses competencies 1, 2, 6, 7, and 8.

**Mental Health IPE with Athletic Training**

**3/29 at 4pm (during class)**

**Points:** 5

Students in the course will participate in an interprofessional education practice activity with athletic training. Students will be required to complete work to prepare for the session, which will take place online, during class. Students will need to be actively engage in the discussions prior to the session (in the prework) and attend class in order to receive full credit.

Addresses competencies 1, 2, 6, 7, 8 and 9

**Cultural Sensitivity IPE**

**Date:** April 9, 9am-12pm
Points: 5

During the semester students will participate in an Interprofessional education (IPE) activity with the University of North Texas Health Science Center (UNTHSC) in Fort Worth, which will take place in an online setting.

Additional information to help prepare students for the event and assignment requirements will be provided online and in class.

Addresses competencies 1, 2, and 3.

IPE Proposal Outline

Due 3/14

Points 5

Working in groups, students will submit a brief outline of their plan for the IPE activity. Students will identify a focus for the IPE activity, which will be related to chronic illness, public health or access to care (behavioral health or health care).

Groups will need to address each of the headings included in the proposal presentation (see below) in their outline. See the IPE Proposal Presentation for additional information regarding the full assignment.

One member from the group will need to submit the outline. The outline may be submitted in bullet format.

The outline will allow the group to begin working and planning their IPE and will also provide the instructor an opportunity to provide feedback to the group.

Addresses competencies 3, 4, 8 and 9.

IPE Activity Proposal Presentation

Due 4/18

Points: 20

Groups of students will be building an IPE activity that will include a case or situation related to chronic illness, public health or access to care (behavioral health or health care). For example, addressing barriers to accessing care, mental/behavioral health services, maternal mortality, diabetes, and transplant. The goal of the IPE is to build awareness around the social determinants of health that impact access to care, promote health equity and improve patient outcomes.

Groups will present their project in class, online, during modules 12 and 13. One group member will need to post their group’s presentation to the discussion board “IPE Activity Proposal Presentation” for their peers to access. Presentations should be no more than 20 minutes, not including questions and answers after the presentations.

Students will present their IPE presentations during the online class and the class will vote on the winner after each class, then the class will determine a winner between the two groups.

Additional information regarding the presentation expectations and a rubric will be posted online.

- Background
  - Information on this specific diagnosis/disease or area of focus
    - Define the disease or what the specific area of focus will be.
  - Why is this an important area to address with IPE?
What health disparities do we see in practice?
This should be supported with statistics and references.

- **IPE Objective and competencies**
  - What is the objective of the IPE?
  - Groups will need to write their objective utilizing Bloom’s Taxonomy (additional information will be posted online)
  - Which IPEC competencies are you addressing and why did you choose them?
    - Pick at least two.
    - [https://www.ipecollaborative.org/ipec-core-competencies](https://www.ipecollaborative.org/ipec-core-competencies)
    - Additional information will be posted online.
  - Interprofessional Team
    - Which professions will participate and why?
    - What does the profession contribute to the activity?
  - Activity
    - What is the format of the activity?
    - Consider the various settings and modalities of the IPEs that you have participated in this semester and research other IPE activities.
    - What preparation will be needed for students to complete?
    - How long is the activity?
    - Imagine you are training the facilitator, what do they need to do to facilitate the activity?
  - Evaluation
    - How will you evaluate the activity?
    - Why did you choose this specific assessment or components of the assessment?
      - Students can utilize the assessments found here: [https://nexusipe.org/advancing/assessment-evaluation](https://nexusipe.org/advancing/assessment-evaluation)
    - Keep in mind that you can choose one or more assessments and you can utilize specific questions for different assessments.
  - Practice Improvement
    - How does this apply to Social Work?
    - How will participating in this IPE improve practice for the health care professionals involved?
    - How does the IPE improve patient outcomes or improve patient-centered care?
    - Students are encouraged to discuss what they have learned throughout the course from the various IPE activities that they have participated in.

Addresses competencies 1, 2, 3, 4, 7, & 9

**Know, Wonder, Learn (KWL) Charts**

**Due 4/18**

**Points: 5**

Students will be required to complete a KWL Chart over each IPE as part of your participation in the IPE activities. All KWL Charts are due by 4/18 as students will utilize these KWL charts during the preparing of their presentation.

KWL Charts examine the following:

- What did a student **know** about the topic prior to the IPE?
- What does the student **wonder** about the topic of the IPE?
- What did the student **learn** from the IPE?

Addresses competencies 1, 7 and 9.

**Participation in the course includes active engagement in discussions, completion of module**
specific activities, and completion of in vivo practice experiences 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 (e.g., can’t, don’t, won’t.).

**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 the online setting and completion of module specific activities 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 or additional extra credit opportunities, they will not be provided or opened back up to be turned in after the due date. Students are strongly encouraged to take advantage of any extra credit opportunities that are provided.

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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 engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

As the instructor of this section, it is expected that you attend/engage in each class as scheduled.

Missed classes/online activities will adversely affect your grade.

This is a weekly course that meets on Mondays. There will be class dates that we will meet on campus, as well as class dates that we will meet in an online setting, this is noted in the syllabus.

Additional requirements for the course:

A respectful and inclusive environment is expected. Any disruption of the course learning environment will result in the identified student(s) being required to meet with the professor.

Meaningful class participation is one of the requirements of the university. For this online course, participation includes regularly accessing the course, thoughtful and thorough contributions to the discussions and questions, class activities engagement and constructive interaction with peers and the instructor.

Online activities may not be made up as the purpose of the activity is to focus on student engagement in the online classroom with peers and/or the professor.

Hybrid Class FAQ and FYI

As we continue with our lives and the business of doing what we need to do, it is my opinion that we are learning a new cultural lesson of community and shared responsibility of community. We are all in this together! If you think about it, this fits with our social justice values as social workers. We have a professional responsibility to ourselves and to our community as social workers.

What does this responsibility look like? It means we protect yourself, we protect our family, and we protect our community. How do we do this? Just like any social work intervention we use the best evidence available along with our practice wisdom. Practice wisdom is not intuition, it is based our experiences between the gap of theory and practice (Samson, 2015). Practice wisdom is also based on the experiences of others and the social context of the environment.

Community accountability means we wear face masks, we use social distancing while on campus, we
check ourselves every day for illness symptoms and we let people know if we have been exposed or have worrisome symptoms. Most importantly, community responsibility also means we report when we have knowledge of exposure or close contact with someone who is ill.

My responsibility to you:

- To keep us all safe I will employ a seating chart when we are in the classroom. This allows me to know who is sitting at what location should you become ill. You would want to know this information if the situation were reversed.
- I will keep the door open until class starts and then close it. Once class has been completed I will open the door and prop it open so that you can minimize touching the door handle.
- I will keep my social distance from you. Depending on the classroom size, I may employ an interactive app to allow for questions if it is hard to hear in the room.
- I will be available for appropriate contact with you about any concerns you may have, I will also provide you with referrals to services or administrative resources where you can find answers to your questions.
- I will practice all safety precautions against exposure and follow the UTA campus guidelines, which includes enforcing protocols among students.
- I will practice all safety precautions against exposure and follow the UTA campus guidelines, which includes enforcing protocols among students.
- If a student comes to class that appears ill, I will excuse you from class and encourage you to isolate at home and refer you to uta.edu/coronavirus for next steps.

Your responsibility to self and to community:

- Do not come to class if you are sick or have symptoms. If you feel you are able to participate in the class, but must be quarantined, please let the instructor and your case study group know so that you can be included during that section of the class.
- Comply with seating assignments
- Wear masks, covering our nose and mouth
- Wash hands frequently
- Don’t touch your face
- Please enter the room and use the Wipes to clean your space.
- Those closest to the exit leave first while maintaining 6’ distancing
- Upon entering the classroom select a designated seat that 1) is farthest from the room's entrance and 2) has a centermost location (like a movie theater) so incoming students don't have to walk around other students to fill the remaining center seats.
- UTA is providing testing for students. You can contact UTA Health Services with concerns during office hours at 817-272-2771. https://www.uta.edu/news/news-releases/2020/07/27/covid-student-testing
- UTA students, faculty and staff who test positive or come into contact with someone who has tested positive for COVID-19 should file a report using the Close Contact or Personal Diagnosis form. The University will coordinate contact tracing with local health authorities and the Texas Department of State Health Services.


Online Class Expectations

Log into the class using your laptop or desktop computer.

Be prepared to have your video turned on. This includes being properly dressed. At times you may move away from your computer screen.

Be in a room with little to no distractions.
Be ready to engage in the discussions

Be ready to work with your peers in breakout rooms.

Have your mobile phone nearby to use for activities.

Familiarize yourself with the features of Zoom, which may use any of the following: Raise hand feature, Speaker view/gallery view, Screen sharing, Whiteboard and chat.

This course is set up to be student-driven. Therefore, come prepared to class by reading or completing the materials in the module. The more you put into the exercises, the more you get out of them!

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 and at the discretion of the instructor and 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. 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.

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.

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.

Final Points Final Letter Grade

100-90 A
89.9-80 B
79.9-70 C
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

Make up Exams:

There are no exams 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 and at the discretion of the instructor and may result in a deduction of 5 points per day that the assignment is late (2 days late=loss of 10 points).

Discussion Board posts are not accepted late and cannot be made up.

I. 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.

Other readings may be posted online. The instructor will notify the class if any reading assignments change or are added online.

<table>
<thead>
<tr>
<th>Module</th>
<th>Class Date &amp; Location</th>
<th>Topic(s)</th>
<th>Required Readings or Materials</th>
<th>Assignments and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Date</td>
<td>Campus</td>
<td>Topic</td>
<td>Readings</td>
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Campus

Social Determinants of Health

*Being Mortal* Ch. 5 & 6


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<tbody>
<tr>
<td>5</td>
<td>2/22</td>
<td>Online</td>
<td>Theory and Models</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Participate in Common Reading IPE General Discussion Questions #2 due before class (2/21)</td>
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<tr>
<td>6</td>
<td>3/1</td>
<td>Online *attend IPE</td>
<td>UTSW IPE</td>
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<td></td>
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<td></td>
<td>Complete Module in Canvas Being Mortal Ch. 7, 8 and Epilogue</td>
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<td></td>
<td>Case Note due 3/4 Participate in Common Reading IPE two peer responses due 3/7</td>
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<td>#</td>
<td>Date</td>
<td>Location</td>
<td>Course</td>
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<td>Topic</td>
<td>Assignments</td>
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<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>3/22</td>
<td>Foundations of Chronic Illness and Accessing Care</td>
<td>Abraham, L.K. (1993). <em>Mama might be better off dead: The failure of health care in urban America</em>. Chicago, IL: The University of Chicago. <strong>Chapters 1-3</strong></td>
</tr>
<tr>
<td>9</td>
<td>3/29</td>
<td>Online MH IPE in class</td>
<td>Complete Module in Canvas</td>
</tr>
<tr>
<td>10</td>
<td>4/5</td>
<td>Health Care Organizations</td>
<td>Abraham, L.K. (1993). <em>Mama might be better off dead: The failure of health care in urban America</em>. Chicago, IL: The University of Chicago Press. <strong>Chapters 4-7</strong></td>
</tr>
<tr>
<td>12</td>
<td>4/19</td>
<td>Group Presentations in Class</td>
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<tr>
<td>13</td>
<td>4/26</td>
<td>Group Presentations in Class</td>
<td></td>
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<tr>
<td>14</td>
<td>5/3 TBD</td>
<td>Course Wrap Up</td>
<td></td>
</tr>
</tbody>
</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.
J. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352.

The following is a list of commonly used library resources:

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

L. Grade Grievances

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

M. Institutional Policies

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

- Drop Policy
- Observance of Religious Holy Days
- Disability Accommodations
- Non-Discrimination Policy
- Title IX Policy
- Academic Integrity
- Electronic Communication
- Campus Carry
- Final Review Week
- Student Feedback Survey
- Active Shooter
- Counseling and Psychological Services (CAPS)
- Student Support Services

N. Mandatory Face Covering Policy

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

O. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.