

**UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

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| **Semester/Year: FALL 2019**  **Course Title: Introduction to Social Work Service Learning Course**  **Course Prefix/Number/Section: SOCW 2311-011 T/Th**  **Instructor Name: Jim Langford, LCSW**  **Office Number: GACB, #114**  **Phone Number: 817-272-3181**  **Email Address:** [**jimlangford@uta.edu**](mailto:jimlangford@uta.edu) **(\*preference for contacts)**  [jimlangford@uta.edu](mailto:jimlangford@uta.edu) (preference for your non-emergency contacts); in the event of an emergency. The following is a link that instructs students on setting up their email accounts on MyMav, and other pertinent issues related to MyMav: [MyMav Email](https://www.uta.edu/mymav/). A second option for contacting is through the Canvas email: [Canvas Support](https://uta.instructure.com/) .  **Contact options**: Face to face appointment times: **Tuesdays after 12:30, Thursdays after 12:30, Other times are possible depending on days & times, by appointment (contact me prior to an office visit**.  **Location (Building/Classroom Number): SWCA 219**  **Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.**  **Canvas tools**: The instructor will communicate with students mainly using videos, announcements, and discussion posts. Students may send personal concerns or questions to the instructor using **Canvas.**  **Canvas:** [**Canvas Support**](https://www.uta.edu/uta/) |

**A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):**

This course is an introduction to the many facets of social work and for students interested in exploring social needs and the social worker’s role in responding to basic human needs. It will examine the conditions which led to the emergence of the profession of social work. The course will introduce students to social work practices roles and methods, social service settings where social workers are employed, and to the variety of people with social challenges that they serve. The course will also introduce students to the concepts of generalist social work practice and the personal and professional skills needed in the field of social work, such as the ethics, values, and knowledge base.

**B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:**

**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:

* make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
* tolerate ambiguity in resolving ethical conflicts; and
* apply strategies of ethical reasoning to arrive at principled decisions**.**

**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:

* 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:

* Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
* Recognize and communicate their understanding of the importance of difference in shaping life experiences.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:

* advocate for human rights and social and economic justice

**Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:

* analyze, formulate, and advocate for policies that advance social well-being

**C. *Required* Text(s) and Other Course Materials:**

Berg-Weger (2016). *Social work and social welfare: An invitation (3rd or 4th Ed.). New York, NY: Routledge*

This text has an accompanying online supplement**.** [**Text Interactive Cases**](http://www.routledgesw.com/cases)**.**

Routledge is offering the eBook for: eBook (VitalSource) : 9781315744407

pub: 2016-02-05 Purchase eBook$79.96



**Technical Requirements, Technical Skills, Blackboard Support, and Blackboard Problems**

Students are expected to be comfortable accessing Canvas and downloading files such as Microsoft Office documents, YouTube videos, and PDFs. You will need a computer with a consistent internet connection to access the course, speakers or headphones to listen to videos, a word processing software to complete written assignments, and an internet browser: Mozilla Firefox and Google Chrome are recommended and supported browsers for this course.

**Technical Requirement**

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.

**Netiquette**

The online course etiquette policy for UTA is offered in the following link: [**Online etiquette**](http://www.uta.edu/blackboard/students/online-etiquette.php)

**Netiquette in the Discussion Forum**:

1. Review your work before you post.
2. Make sure to present your ideas in a clear, logical order and in a non-threatening tone.
3. To help convey tone, use popular emoticons such as Smile  (smiley face). But, be careful not to overuse them.
4. Avoid writing in all capital letters as this conveys shouting.
5. Use appropriate and non-offensive language. Additionally, slang, sarcasm, and abbreviations can be misunderstood.
6. Respect others and their opinions. Disagree respectfully.
7. Adhere to copyright rules and cite your sources.
8. Criticism does not belong to the discussion board in this course. Please, no tantrums. Rants directed at or about any of your classmates and the instructor are simply unacceptable and will not be tolerated.

**Student and Discussion Expectations**

Each week you should check Canvas at least twice a week to read the announcements, complete and submit assignments, participate in any class meetings, monitor discussion threads and download course materials posted by the instructor.

You should complete your readings and watch the posted videos pertaining to the assigned chapter. Also, complete the assignments for the particular week, be it discussion posts, online quizzes, or papers. The instructor will announce readings and activities, but it is the student’s responsibility for monitoring the posted announcements.

**E. Major Course Assignments & Examinations**

**P1. Service Learning Project: 50 Points 25%**

**30 Points for Full Credit (Hours) 15%**

**10 Points for Full Credit (Reflection #1, Reflection & Presentation): 5% + 5%**

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Center for Service Learning: [https://www.uta.edu/csl/](Center%20for%20Service%20Learning)

This is a combined overview and service learning course. It is an overview course in that we will cover the core elements of the social work profession. It is a service learning course to enrich your learning about being a helping professional. For several years, I have been working closely with the Arlington Salvation Army to develop Service Learning opportunities with their organization. Representatives with this non-profit agency will be presenting to class. Other agencies are possible options but it will require student initiative. I will be providing you with a contract for your own community agency.

A *minimum of 10 (1 for training; 9 of actual service) hours for this assignment is part I of the assignment; reflection papers and a final presentation is part II*. One hour will be used for training. If you choose an alternate agency, you will need to show evidence of an hour of 10 hours, unless you can show evidence of training or orientation time (no more than 1 hour allotted for this alternate agency). Otherwise, 10 hours will be required for full points.

Again, I have worked to involve the local Salvation Army due to their accessibility and experience with my past class. The agency is working with me to variety of experiences for you, but you may still wish to pursue your own social service agency (it must be a non-profit social service agency). You will be asked to sign a service learning agreement with the agency of your choice that gives the hours and the activities.

There will be deadline for deciding on an agency, and getting your service learning agreement to me. Related to keeping up with the required hours, I recommend that you maintain a log of these hours in the event of a discrepancy between your hours and the agency hours. Keep up with the days and the specific hours (no less than 15 minutes increments).

Related to the reflection papers, they will be assigned every 4-6 weeks. The reflection questions will pertain to what is happening with your agency. I expect there to be 2-3 short essay papers that will be submitted online and there will be a deadline.

Below is the criteria that will be used in evaluating these reflection papers:

**Clarity**: The reflection paper explains clearly your involvement with the agency. It is not vague, but expresses accuracy on what how you are involving yourself and any thoughts and feelings associated with these encounters.

**Analysis**: The reflection paper moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.

**Self-criticism**: The reflection paper demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.

A word of caution: The host agency is not required to bail you out at the end of the semester if you wait to get hours at the last minute. You must have ALL hours in by the Friday, 11/22th, deadline. I will not be accepting hours after Friday.

**P2. Comprehensive Weekly Quizzes –25%**

There will be weekly quizzes given in class that will cover any chapters that have been discussed in class making all quizzes comprehensive. They will be offered only during class, and it may be given early or toward the end of class. Late-comers may miss the quiz; if absent, there will be no retakes of a quiz. Quiz questions will be taken only from the text and possibly the power point slides. It will be short, from 5-10 questions, and will be time-sensitive, meaning that you will only have 10-15 minutes for the quiz.

**P3. In Class Activities and Discussion Posts –15%**

Students will demonstrate their knowledge of the readings, power points, small group activities, and lectures with activities both in class and online. Please be forewarned: Small group activities will sometimes be unannounced to encourage student preparation and attentiveness to class discussion. Such participation includes the posting on the discussion board of articles and questions, chapter topics, class discussion, the text, guest presenters, and any other topics deemed suitable for social work students. It will require a response in a timely manner (typically within 7-10 days of the postings.)

With each post, a student will initiate one response AND respond to one student’s post within the timeframe. Each of the discussion posts will be time sensitive. The posts will only remain available for the 7-10 days assigned.

In order to get full credit for your (1) original response, you will provide a thoughtful 3-4 sentence (minimum of 1 paragraph) response to the discussion prompt. In order to get credit for your response to another student, you will (2) comment on 1 or 2 of their major points, and offer how their comment has impacted your thinking of the article. Both your original post and the student post will be graded accordingly: 5 points for full acceptance; 2 point for partial approval, requiring additional work; 0 for no credit. Said another way: 5 points possible for your original response; 1 points possible for your response to a fellow classmate.

For one in-class activity, refer to the following link: [Routledge Interactive Studies](http://routledgesw.com/caseStudies)

In small groups, you will review a case provided online by the publisher of our text. You will see 6 very different scenarios for review. In small groups, the instructor will assign you one of the 6 cases. One group member will take notes on what you learn in reviewing the assigned case. You will consider the case in each of the following categories (each of the categories have questions associated with it): engage, assess, and intervene. You will then present to the class what you learned in each of the 3 categories. Time will be allotted in class for your preparations. Each group will provide a brief one-page summary and/or class presentation of what was learned about the case.

**P4. Field of Practice Paper –(due 11/14) 40 Points 15%**

The Field of Practice (FOP) paper is a minimum of 3-page paper that involves research of the field you have chosen. Students will draw from a *minimum of 2 sources, and both sources must be professional sources, such as a social work text and a professional journal*.

1) A book source (it can be our social work text, or any social work text, but it must be a social work text)

2) A professional, peer reviewed journal (Distinguishing such professional journals from popular magazines will be covered in our discussions.)

Time will be taken in class to discuss this assignment. The School of Social Work research librarian will be invited to speak on doing the research for this assignment.

What am I looking for in the paper, you ask? Here is the rubric for the paper:

• Cover sheet (not in the page count)

• Questions to address in this research paper:

* Discuss what types of settings and populations that make this field of practice unique: Or, another way of saying this is providing an introduction and definition to this field of practice (a minimum of ½ to 1 page for this section)

*In your own words, what are social workers doing in this field of practice that may not be common in the other fields of practice?*

10 Points

* Discuss what social workers are doing in this field of practice: Said another way, the identification of one or more roles of social workers in this Field of Practice (a minimum of 2 pages for this section)

*In your own words, and drawing from your 2 sources, what are the roles of social workers in this field of practice?*

10 Points

* Discuss what might be some challenges or concerns or problems going into this particular field of practice: Said another way, the identification of one or more trends or issues anticipated in this Field of Practice (a minimum of ½ to 1 page for this section)

*In your words, what have learned in your sources that are any of the challenges and concerns of social workers in this field of practice?*

10 Points

* Minimum of 3 pages for the addressing of these 3 areas. The cover page and references page will NOT be counted in these 3 pages. You will make reference to the 3 sources in this section but no lengthy quotes.

10 Points

• References (not in the page count); i.e. minimum of 2 sources

• Follow instructions, i.e. cover sheet, follow APA

**P5. Midterm & Final Exams – 50 Points per Exam (10% + 10%)**

There will be both a Midterm and a Final Exam. If you are staying up with your readings and the class power points, and doing well on the quizzes, you will do well on these exams. Questions will be true/false and multiple choice questions. Each exam will be worth 50 points. There will be no makeup exams unless the student can provide a written request and receives approval from the professor. Exams will be taken from the text and the weekly quizzes.

**Special Project (Arranged by Instructor)–5 Points Possible (1 Discussion post)**

Extra Credit: This is an activity that offers additional points if you are in need of points or have an interest in an activity in addition to the ones that are course requirements. This special project will require additional hours at a designated social service agency and written verification of the completion of these additional hours. No fewer than 10 hours are expected for these additional points. They must be completed and the verified hours from the agency received by **Friday 11/22th**. No hours will be accepted following that Friday cut-off date, so complete them and get me the verified hours.

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| Graded Activity | Percentages |
| P1. Service Learning project:  SL Hours: (15%)  Reflection #1 (5%)  Reflection #2 & Presentation (5%) | 25 |
| P2. Comprehensive Weekly Quizzes: Weekly | 25 |
| P3. In-Class Activities and Discussion Posts: TBD | 15 |
| P4. Field of Practice paper: due 11/14 | 15 |
| P5. Midterm & Final Exams: TBD | (10% + 10%) 20 |
| Extra Credit: (completed by 11/22th) | 5 Points (possible) |
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| TOTAL | 100 |

**F. Grading Policy:**

Grades will be posted on Canvas and are tabulated according to the final grade average.

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| Grade | Percentages |
| A | 90 |
| B | 80 |
| C | 70 |
| D | 60 |

**G. Make-Up Exam or Assignment Policy**:

There will be no makeup exams unless the student can provide a written request and receives approval from the professor.

**H. Attendance Policy:**

At The University of Texas at Arlington, taking attendance is not required. Rather, 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.

Due to the format and content of this course, regular and punctual attendance is imperative and expected. Attendance is part of your final grade. As a matter of fairness and equity**, anyone missing MORE than four (4) scheduled class sessions, the equivalent of 2 weeks, may lose 5 points off your total cumulative points per day absent (for example, 6+ absences might be 10 points off your total number of points).** Additionally, it is expected for students to be on time and not leave early. Repetitive lateness (e.g., 15 minutes late), as well as leaving class early, may affect your final attendance-participation grade. Roles will be taken during the class. If it is necessary for you to be late or leave class early, please let me know in advance. **Missed in-class activities cannot be made up.**

I may post an **excessive absences (EA) column in Canvas**, it will indicate if you are at risk of having points deducted due to excessive absences. What is excessive? See above paragraph.

**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. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

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| Week/Module | LECTURE TOPIC | TEXT READINGS | ASSIGNMENTS/ACTIVITIES |
| Module 1 | **Introduction** | **Review of the Course syllabus**  **Review of the Course text**  **Consideration of Service Learning Project** | **Why social work:** [**This Could Be You: The Many Faces of Social Work video**](https://www.youtube.com/watch?v=77UGDj48oHs&list=PL90222D8D7A0D7B95)  **Course Welcome/Introduction**  [Social Work Career Center NASW](https://careers.socialworkers.org/) |
| Module 2 | ***A Glimpse into the World of Social Work*** | **Read Chapter 1** | **Being a volunteer:** [**Be selfish, volunteer! TED video**](https://www.youtube.com/watch?v=V3L5oNQHylg)  **Review:** [**NASW Help Start Here website**](http://www.helpstartshere.org/) |
| Module 3 | ***History of Social Work & Social Welfare*** | **Read Chapter 2** | **History of SW video:** [**A brief history of social work**](https://www.youtube.com/watch?v=yeqbxwDheJI) |
| Module4 | ***U.S. Poverty and the Implications for Social Work*** | **Read Chapter 3** | **Department of Economic and Social Affairs, United Nations:**  [Department of Economic and Social Affairs, United Nations](https://www.un.org/development/desa/en/)  **Poor kids PBS video:** [**Poor kids documentary**](https://www.youtube.com/watch?v=i9aSp9bFmMg) |
| Module 5 | ***The Social Work Environment*** | **Read Chapter 4** | **Wealth inequality in America video:** [**Wealth inequality in America**](https://www.youtube.com/watch?v=QPKKQnijnsM)  **Wage pay gap and women:**  [PBS article on gender quotas](https://www.pbs.org/video/should-the-us-require-half-of-its-government-to-be-female-dmqpc9/) |
| Module 6 | ***Diversity in Social Work Practice*** | **Read Chapter 5** | **What would you do? Video:** [**What would you do? video**](https://www.youtube.com/watch?v=Lk7GYyAWOaY)  **Read the NASW Standards for Cultural Competence**  [**Cultural competence paper in SW practice**](http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf) |
| Module7 | ***Values and Ethics in Social Work Practice*** | **Read Chapter 6** | **Values and ethics from NASW:** [NASW Code of Ethics](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English)  **Review:**  [**NASW webpage**](http://socialworkers.org/pubs/code/code.asp) |
| Module 8 | ***Completion of 1st 6 chapters;*** | **Chapter 6**  **Review Questions** | **Midterm Exam on Blackboard** |
| Module9 | ***Social Work Perspectives and Methods*** | **Read Chapter 7** | **Case engage, assess, intervene activity in small groups**  [**http://routledgesw.com/caseStudies**](http://routledgesw.com/caseStudies)  **Eco-map & genogram video:** [**Genogram and Ecomap tutorial**](https://www.youtube.com/watch?v=ldbuM-nDcAA) |
| Module 10 | **Fields of Social Work Practice** | **Read Chapter 8** | **On any given day SW video:** [**On Any Given Day video**](https://www.youtube.com/watch?v=LGGIKZE0deU) |
| Module 11 | **Social Work Practice with Individuals & Families** | **Read Chapter 9** | **Last questions about Field of Practice paper: expect a presentation by SSW Research Librarian** |
| Module 12 | **Social Work Practice with Groups** | **Read Chapter 10** | **Field of Practice paper submitted online; papers not received via email: deadline** |
| Module 13 | ***Social Work Practice With Organization, Communities, & Policy Practice*** | **Read Chapter 11** | **Center for Study for Social Policy:** [Center for Study for Social Policy](https://cssp.org/) |
| Module 14 | ***The Social Work Profession:***  **What Have We Learned about Social Work** | **Read Chapter 12** | **Exam questions are posted for remaining chapters** |
| Module 15 | **Finals Activities** | **Service Learning presentations, Extra Credit, Finals Review** | **Deadline for Completion of Service Learning Hours: 11/22**  **Scheduling of In-class final exam** |

**IMPORTANT: Canvas will be the platform for the schedule of all assigned readings, discussion topics and student entries, quizzes and exams, all instructor announcements.**

**Note*:*** *Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.*

**Late Assignment Policy**

**Late exams**: There will be no makeup exams unless the student can provide a written request and receives approval from the professor.

**Late work policy**: Late work will be accepted up to one week from the original deadline, but may be subject to a grade penalty. Late work submitted more than one week from the original deadline may receive a failing grade. All work must be submitted by the last day of the course; no extensions or late work will be accepted beyond that date. Please plan ahead.

**Criteria for submissions**: Make sure you submit coursework according to the directions provided in the course. Here are general guidelines for assignment submission:

• Post discussions threads and replies to the appropriate forum in the Discussions area.

• Submit written assignments and other project deliverables in their respective Module pages, using file formats readable using Microsoft Office 2010 (.pdf, .rtf, .doc, .docx, .ppt, .pptx, etc.).

**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. Students will be expected to spend up to 10 hours outside of class time completing community service hours or interviewing a Social Worker.

**K. Grade Grievance Policy**:

See BSW/MSW Program Manual.

**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 or contact Ms. Patrice Green, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building A of the School of Social Work Complex. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**M. Librarian to Contact:**

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. He may also be contacted via E-mail: [Brooke.Troutman@uta.edu](mailto:Brooke.Troutman@uta.edu) or by phone: **817.272.5352, b**elow 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://www-test.uta.edu/library/help/subject-librarians.php>

Database List <http://www-test.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog <http://discover.uta.edu/>

E-Journals <http://utalink.uta.edu:9003/UTAlink/az>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask a Librarian <http://ask.uta.edu>

**N. Emergency Exit Procedures:**

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

**O. Drop Policy:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships

(<http://wweb.uta.edu/aao/fao/>).

**P. Americans with Disabilities Act:**

The University of Texas at 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)*. 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Q. Title IX:**

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**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 as they see fit in their courses, including (but not limited to) 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.

**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. Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be 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 enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**U. Final Review Week**:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. 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.

**V. School of Social Work - Definition of Evidence-Informed Practice:**

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149). ...the integration of the best research evidence with our clinical expertise and our patient’s unique values and circumstances (Strauss, et al., 2005).

The University of Texas at Arlington School of Social Work vision statement states that the “School’s vision is to promote social and economic justice in a diverse Environment.”  Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice.  Empowerment is a seminal vehicle by which social justice can be realized.  It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply “symptoms”.  This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

University of Texas at Arlington-School of Social Work: Definition of Empowerment

Empowerment is defined by Barker (2003:142) as follows: In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

**VI. Possible Barrier to a Successful Semester: Please let me know if you need help for this:**

