THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Summer II, 5-week Session 2019
Course Title: Social Work Practice I
Course Prefix/Number/Section: SOCW 2313-001 & 002
Instructor Name: Tracy Orwig, MSSW, LCSW
Faculty Position: Assistant Professor in Practice
Faculty Profile: N/A
Office Number: 101A
Phone Number: 817-272-3181 (main number)
Email Address: tracy.orwig@uta.edu
Office Hours: By Appointment
Day and Time of Class (if applicable): Online
Location:
  Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.
  Blackboard: https://elearn.uta.edu; Canvas: https://uta.instructure.com/

A. Description of Course Content

Critical evaluation of the value base of the social work profession and basic practice concepts including interviewing, communication and problem-solving skills at the individual, family, and group levels in diverse settings. This course is required for admission to the Bachelor of Social Work (BSW) program. Prerequisite: SOCW 2311. Prospective BSW majors only.

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

Specifically, while this course addresses competencies 1, 2, 3, 4 and 6, it mainly focuses on competencies 1 and 6:
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior.

- Social workers make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, and models for ethical decision-making.
- Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers value the importance of human relationships, understanding strategies to engage diverse clients.

- Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Social workers use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.

C. Required Textbooks and Other Course Materials


*Please note that students will use these texts again in SOCW 3304. Because these texts cover information pertinent to the social work licensing exam, we strongly encourage you to keep your textbooks.

D. Additional Recommended Textbooks and Other Course Materials

Additional readings or materials will be posted online

E. Descriptions of Major Assignments and Examinations

- **Genogram and Ecomap (20 points). Due Date: 7/21** Part 1: Students will create a three-generation family Genogram (i.e., grandparents, parents, self and siblings). In addition, the Genogram should include a legend and a two-paragraph summary on insight and findings discovered through the Genogram process. If applicable, a student’s children may also be included in the Genogram. Part 2: Students will create an Ecomap based on his/her own social environment. The Ecomap should also include a legend and a two-paragraph summary on insight discovered through creating the Ecomap. Students should follow the guidelines and descriptions presented in class, the Hepworth textbook Ch. 1 (pp 14-16), and the Cournoyer textbook Ch. 9 (pp 312-314). Addresses competencies 1 and 2.

- **The Write Stuff” Workshop and Reflection (5 points) Due Date: 7/21** Tips, tricks, and strategies for preparing, drafting, and revising your social work papers -- with Writing Resource Coordinator Chris Kilgore via online. **Students will need to attend “The Write Stuff” Workshop online. Chris Kilgore will confirm attendance.**

- **Ethics Group Presentation (20 points). Presentation=10 points; Evaluation=5 points; Reflection=5**
In this assignment, students will be working in groups. Each group is responsible for determining an ethical course of action for handling a dilemma in an assigned scenario. Groups will utilize resource materials in class lecture, Cournoyer text chapter 5, and the NASW Code of Ethics. Each group will review a scenario (assigned by the instructor) and discuss what ethical principles and/or practice issues are at play. Each group will review their scenario, identify the ethical dilemma(s) and work to arrive at a consensus. Students will follow steps 1-4 of Reamer’s 7-Step Process. Each group will prepare a presentation that demonstrates the dilemma, the steps to resolve the dilemma and the group’s consensus. In addition to the presentation, each member of the group will submit a peer evaluation and reflection form. Addresses competencies 1 and 3.

Final Exam (25 points). Due Date: 8/12 A final exam will be given at the end of the summer semester. Exam material will come from lectures and assigned readings. Addresses competencies 1, 2, 3, 4 and 6.

Introduction to Role Play (5 points). Due Date: Initial post due 7/14; two peer responses 7/17 This discussion board will be a chance to practice for your skills presentation. You will need to enlist the help of a friend, family member, colleague, neighbor, etc. to help you practice skills learned in this class. The goal of this exercise is to become increasingly comfortable with yourself, to improve your skills and to learn from others. As an observer, you should gain insight into what is NOT said as much as what is said, and to notice when the body language of the role players does not match what they are saying. The video will be graded based on introducing yourself, asking questions of the person you are engaging with and your responses to your peer’s video role plays. Addresses competencies 2 and 6.

Peer Responses- Active participation in the discussion boards is critical to ensure student learning. Each student will also need to monitor their post in case a peer asks a question. The assessment criteria for the course discussion boards includes evaluation of the quality and quantity of your participation in the discussion boards. I strongly encourage you to respond to other student’s posting and participate in more than the minimum number of discussions require, as participation will enhance your understanding of the material, as well as your experience in this course. 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.

Video Role Plays are not accepted late as the goal for the video role play is to engage with one another and learn from one another to prepare you for the Skills Presentation.

Skills Presentation (15 points). Due Date: 8/8 Students, working in pairs. will demonstrate the skills that they have learned throughout the semester in a final, brief role-play segment involving basic interviewing skills utilized by a social work practitioner during an initial meeting. The role-play should last approximately 5 minutes. Students should submit the topic of this initial meeting demonstration to the instructor for approval. The finished presentation should be videoed and uploaded. Addresses competencies 2, 4 and 6.

Documentation Exercise (10 points). Due Date: 8/8 Using the topic chosen for the skills presentation, students will select one of the formats (e.g., SOAP, BIRP) taught in class to compose a progress note which will describe your session with the client(s) from the social worker’s perspective. Addresses competencies 2, 4 and 6.

Extra Credit: As the instructor for the course, I reserve the right to provide extra credit. Please do not
assum that extra credit will be offered.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Introduction to Role Play Discussion</td>
<td>5</td>
</tr>
<tr>
<td>Write Stuff Workshop with Dr. Kilgore</td>
<td>5</td>
</tr>
<tr>
<td>Genogram and Ecomap</td>
<td>20</td>
</tr>
<tr>
<td>Ethics Group Presentation (Presentation=10; Evaluation=5; Reflection=5)</td>
<td>20</td>
</tr>
<tr>
<td>Skills Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Documentation Exercise</td>
<td>10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
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F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

As the instructor of this section active participation online is required for this course.

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 2 points per day that the assignment is late (2 days late=loss of 4 points). Discussion posts (Introduction to Role Play) are not accepted late and cannot be made up.

All assignments due by 11:59p on the day of the due date. All papers must be gramatically 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 of via phone. Do not email about your grades from an email account other than Mav Mail. If you would like to discuss your grade, an appointment will need to be made with the professor.
Suggestions for earning a good grade:
The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:
First-Read and view the assignments and the syllabus
Second-Ask your question regarding the course materials through an e-mail to the professor or the “Course Q and A” Discussion Board

Please keep in mind that asking a question regarding the course materials before you turn in your assignment is much better than asking your question about your grade.
The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct.
Note: The following Web Sites not only define plagiarism, but also provide examples of the different types of plagiarism:

- Tutorial on Plagiarism (UT-Arlington) http://library.uta.edu/plagiarism/index.php
- Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry)-http://www.chem.uky.edu/courses/common/plagiarism.html#Examples
- Avoiding Plagiarism (UC-Davis) http://sja.ucdavis.edu/files/plagiarism.pdf
- Unacceptable Paraphrases (Indiana University Writing Tutorial Services)-http://www.indiana.edu/~wts/pamphlets.shtml

<table>
<thead>
<tr>
<th>Final Points</th>
<th>Final Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89.9-80</td>
<td>B</td>
</tr>
<tr>
<td>79.9-70</td>
<td>C</td>
</tr>
<tr>
<td>69.9-60</td>
<td>D</td>
</tr>
<tr>
<td>59.9 or below</td>
<td>F</td>
</tr>
</tbody>
</table>

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

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 2 points per day that the assignment is late (2 days late=loss of 4 points).
Discussion posts (Introduction to Role Play) are not accepted late and cannot be made up.

I. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Introductions, Syllabus and Course Overview Introduction to Social Work and Challenges Professionalism, Philosophy and Roles</td>
<td>Syllabus C: Ch 1, H: Ch 1 C: Ch 2, H: Ch 2</td>
<td>Introduction to Role Play Video (Initial Post due Sunday 7/14 at 11:59pm; Peer responses due 7/17 at 11:59pm)</td>
</tr>
</tbody>
</table>
Other readings may be posted online. The instructor will notify the class if any reading assignments change or are added online.

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

*Note

"C" on the course schedule is the following textbook:


"H" is the following textbook:


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

**J. Expectations for Out-of-Class Study**

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

**K. Grade Grievances**
L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page...................... http://www.uta.edu/library
Subject Guides......................... http://libguides.uta.edu
Subject Librarians...................... http://library.uta.edu/subject-librarians
Course Reserves......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ...................... http://library.uta.edu/how-to
Connecting from Off-Campus....... http://libguides.uta.edu/offcampus
Ask a Librarian....................... http://ask.uta.edu

N. Drop Policy

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

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

P. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Q. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

R. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials
S. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/.

U. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

V. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.