A. Description of Course Content

Offers advanced students the opportunity to study people's behavior within large and complex social settings including: natural helping networks and ontological communities, organizations and bureaucracies, and social and political movements. Meets the advanced Human Behavior requirement for students pursuing the Community and Administrative Practice (CAP) specialization. Prerequisite: SOCW 5301 and SOCW 5317 or advanced standing status.

B. Student Learning Outcomes

Community and Administrative Practice (CAP) Concentration

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

1. Advanced social workers in community and administrative practice implement an effective decision-making strategy for deciphering ethical dilemmas in community and administrative practice.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

1. Advanced social workers in community and administrative practice integrate community and administrative practice models and multiple sources of knowledge to inform intervention choice and design.

Educational Policy 2.1.4—Engage diversity and difference in practice.

1. Advanced social workers in community and administrative practice demonstrate awareness of cultural
competence in program design, evaluation, personnel management, board functioning, and/or community relationships.

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

1. Advanced social workers in community and administrative practice utilize community practice models and knowledge of administrative practice to advance human rights and social and economic justice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

1. Advanced social workers in community and administrative practice assess social, political & organizational theories as they apply to organizations & communities.
2. Advanced social workers in community and administrative practice apply knowledge of human behavior theory to practice with organizations and communities.

**Student Learning Outcomes**

1. Apply human behavior theories in larger social settings, including organizations, communities, and social movements.
2. Explore how theory, evidence, and values, including social justice, interact to inform professional understanding of human behavior in larger social settings.
3. Analyze both pro-social human behavior (e.g. voluntarism, altruism) and anti-social human behavior (e.g. hate crimes, mob action) in the macro environment from the perspectives of theories and evidence-informed scholarship.
4. Critique the ability of organizational theories to explain dynamics observed in human service organizations.
5. Apply theories of exchange, function, change and power to the dynamics observed in geographical and non-geographical communities.

**C. Required Textbooks and Other Course Materials**


Many readings for this course are available on Blackboard.

**D. Additional Recommended Textbooks and Other Course Materials**

See BlackBoard

**E. Descriptions of Major Assignments and Examinations**

**Extra Credit Opportunities may be provided for class**

If provided, the total amount of extra credit points will be added to the total grade points at the end of the semester.

**Test 1- Open Book** [addresses student learning outcomes 1 and CAP practice Behavior 2.1.7 (1)(2)]

Open book test on book chapters

**Group Led Discussion** [addresses student learning outcomes 1 and CAP practice Behavior 2.1.7 (1)(2)].

Students will be assigned to groups. Each group will lead a class discussion for the assigned week. Discussion
should be reflective of course material for that week. Various due dates (see presentation schedule below).

**Paper Proposal [addresses student learning outcome 1 and CAP practice Behavior 2.1.7 (1)(2)].**

This short assignment is due early in the course and has three purposes: To get students started on their major papers early; to give me a chance to comment on, offer direction to, and approve the paper topics; and to practice a skill needed and used by social workers who wish to speak at professional conferences (writing a proposal or abstract of a paper). Proposals give an overview of the topic of the final paper, including specific human behavior theories to be used. Proposals should be 600 words, excluding a required, preliminary list of references and sources that the student has identified.

**Final Paper [addresses student learning outcomes 1-5 and CAP Practice Behaviors: 2.1.2 (1); 2.1.3 (1); 2.1.4 (1); 2.1.5 (1); 2.1.7 (1)(2)]**

Students in this advanced seminar have considerable latitude in choosing their final paper topics. Several possibilities are mentioned below. All papers should be 10-12 pages in length (typed in 12-point and double-spaced), plus the required reference list. All papers should make extensive use of the course readings and incorporate other sources as well. Some possible paper topics include:

A paper integrating human behavior theory into an analysis of a social service organization, membership organization, or advocacy organization (e.g. on what understandings of human behavior does the International Red Cross rely? The NAACP? The National Organization for Women)?

A paper that uses human behavior theory to explore the dynamics of a form of social exclusion or prejudice, such as religious persecution, gay bashing or other hate crimes, gang rape or crimes against women during warfare, physical mutilation of women or others as a cultural practice, or any similar, specific manifestation.

A paper that applies human behavior theory to the development and leadership of any social movement, such as the 1st or later feminist movements, the environmentalist movement, any movement for civil or equal rights (e.g. based on race, gender, sexual orientation, age), social change, etc.

**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,

It is the student’s responsibility, whether present or absent, to keep abreast of assignments. However, there are specific due dates for each assignment posted in the schedule on this syllabus. Students are expected to adhere to the due dates and complete the weekly assignments each week. Students are expected to complete all of the assignments for this course to receive a passing grade. Assignments not turned in will be recorded as "0" in grade center and may jeopardize the opportunity to receive a passing grade for the semester.
G. Grading

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

**Grading Scale**: The following scale will be used in determining the letter grade for the course. A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = Below 60

The following assignments will be utilized in order to determine the final grade for the course:

10 pts Test (25 question-.4 pts per question)

25 pts Group Led Discussion

25 pts Proposal

40 pts Final Paper

**100 pts total**

Possible Extra Credit Opportunities *(this may or may not be given)*:

2 pts Paper 1

2 pts Paper 2

1 pts In class

**5 pts total**

*The total amount of extra credit points will be added to the total grade points at the end of the semester.*

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. Phone and video appointments may be held upon request.

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

Late assignments will not be accepted.

I. Course Schedule
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Modules</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/22 (Wednesday)</td>
<td>1</td>
<td>n/a</td>
<td>*In Class Extra Credit (1 pts)</td>
</tr>
<tr>
<td>8/28</td>
<td>2</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>9/4</td>
<td>3</td>
<td>n/a</td>
<td>*NASW Reflection Paper Extra Credit (2 pts)</td>
</tr>
<tr>
<td>9/11</td>
<td>4</td>
<td>n/a</td>
<td>*Who Am I Extra Credit Paper (2pts)</td>
</tr>
<tr>
<td>9/18</td>
<td>5</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>9/25</td>
<td>6</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>10/2</td>
<td>7</td>
<td>n/a</td>
<td>Test 1 (10 pts)</td>
</tr>
<tr>
<td>10/9</td>
<td>8</td>
<td>n/a</td>
<td>Intro/New Syllabus</td>
</tr>
<tr>
<td>10/16</td>
<td>9</td>
<td>1 and 2</td>
<td>Group 1</td>
</tr>
<tr>
<td>10/23</td>
<td>10</td>
<td>3 and 4</td>
<td>Group 2</td>
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<tr>
<td>10/30</td>
<td>11</td>
<td>5 and 6</td>
<td>Group 3 Proposal Due (25 pts)</td>
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<tr>
<td>11/6</td>
<td>12</td>
<td>7 and 8</td>
<td>Group 4</td>
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<td>11/13</td>
<td>13</td>
<td>9 and 10</td>
<td>Group 5</td>
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<td>11/20</td>
<td>14</td>
<td>11 and 12</td>
<td>Group 6</td>
</tr>
<tr>
<td>11/27</td>
<td>15</td>
<td>13 and 14</td>
<td>Group 7 Final Paper Due (40 pts)</td>
</tr>
<tr>
<td>12/4</td>
<td>16</td>
<td>Last Day of Class Wrap Up Student Feedback Survey</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.***

**Extra Credit Opportunities may be provided for class:**

If provided, the total amount of extra credit points will be added to the total grade points at the end of the semester.

**Group work:**

Up to 2 students can work together on the Proposal and Final Paper assignments. If you choose to work in a group for the Proposal Assignment you must work in the same group for the Final Paper as the Final Paper builds on the Proposal Assignment. This is optional. It is up to the students to work individual responsibilities. All students names on paper submission will receive the same grade.

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. 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.

**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/](http://wweb.uta.edu/aao/fao/)).

**P. 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](http://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](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS) [www.uta.edu/caps](http://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.**

**Q. 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](http://uta.edu/eos).*

**R. 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](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu**

**S. Academic Integrity**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:
I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

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

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

T. 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.

U. 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/.

V. 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.

W. 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.