



**UNIVERSITY OF TEXAS AT ARLINGTON**  
**School of Social Work**

**Semester/Year:** 1<sup>st</sup> 8 weeks Spring 2019 (Jan 14 to Mar 8)

**Course Title:** Generalist Macro Practice

**Course Prefix/Number/Section:** SOCW 5306

**Instructor Name:** Dorothea L. Ivey, PhD, MSW, MPA

**Office Number:** 207-780-4427

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**Virtual Office Hours:** I can be reached by office phone (207-780-4427) on Mondays and Tuesdays from 12:00 pm to 1:30 pm CST

**Class Day and Time:** Online

**Location (Building/Classroom Number):** Online

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

**Blackboard:** <https://elearn.uta.edu/webapps/login/>

### **A. Description of Course Content**

This course examines generalist community and administrative practice (CAP) roles, the perspectives of strengths, empowerment, and evidence-based practice along with the values of social justice, diversity, and participation. Specific attention is given to assessing community assets and needs. Because most social work practice takes place within organizations in the context of one or more communities, understanding and intervening at the organizational and community levels are essential for effective social work. This course builds on a liberal arts base, including skill in written communication and knowledge of human psychology, sociology, business, and political science. It builds on the historical, contextual, value, and ethical base developed in the Profession of Social Work/Introduction to Social Work courses. It expands the “person in environment” perspective by considering the environment as a focus for practice. It applies ecological systems theory and generic social work process to communities and organizations. It also examines generalist community and administrative practice roles, and the perspectives of strengths, empowerment, and evidence-based practice, along with the values of social justice, diversity, and participation. Specific attention is given to assessing community assets and needs.

### **B. Student Learning Outcomes**

SOCW 3306 addresses the following Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) requirements for Core Competencies.

**2.1.1— Identify as a professional social worker and conduct oneself accordingly.**

- Advocate for client access to the services of social work
- Use supervision and consultation

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

- 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
- Apply strategies of ethical reasoning to arrive at principled decisions

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

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- Analyze models of assessment, prevention, intervention and evaluation
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues

**2.1.4— Engage diversity and difference in practice.**

- Recognize the Extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- 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.

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

- Understand the forms and mechanisms of oppression and discrimination
- Advocate for human rights and social and economic justice
- Engage in practices that advance social and economic justice.

**2.1.6— Engage in research-informed practice and practice-informed research.**

- Use practice experience to inform scientific inquiry
- Use research evidence to inform practice

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

- Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation

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

- Analyze, formulate and advocate for policies that advance social well-being
- Collaboration with colleagues and clients for effective policy action

**2.1.9— Respond to contexts that shape practice.**

- Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant service
- Provide leadership in providing sustainable changes in service delivery and practice to improve the quality of social services

**2.1.10— Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**2.1.10(a)— Engagement**

- Substantively and effectively prepare for action with individuals, families, groups, organizations and communities
- Use empathy and other interpersonal skills
- Develop a mutually agreed-on focus of work and desired outcomes

**2.1.10(b)— Assessment**

- Collect, organize and interpret client data
- Assess client strengths and limitations
- Develop mutually agreed-on intervention goals and objectives
- Select appropriate intervention strategies

**2.1.10(c)— Intervention**

- Initiate actions to achieve organizational goals
- Implement prevention interventions that enhance client capacities
- Help clients resolve problems
- Negotiate, mediate, and advocate for clients
- Facilitate transitions and endings

**2.1.10(d)— Evaluation**

- Social Workers critically analyze, monitor and evaluate interventions

Upon completion of this course, students will be able to:

1. Apply ecological systems theory to communities and organizations.
2. Relate the development of macro practice to the general history of social work.
3. Describe typical roles a macro generalist social worker assumes, e.g., advocate, planner, activist, collaborator, supervisor, leader, and manager.
4. Demonstrate generalist macro practice intervention skills involved in building relationships, establishing a vision/mission, assessing needs and capacities.

5. Demonstrate the importance of using the strengths/capacities, empowerment, and evidence-based practice principles to guide practice.
6. Assess macro practice interventions and their relationship to the values of social and economic justice, stakeholder participation, empowerment, and diversity.

### C. Required Textbook

Kirst-Ashman, K. Hill, G. *Generalist macro practice with organizations and communities*. (7<sup>th</sup> edition). Cengage Learning.

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

Journal article readings and other course materials are available on Blackboard.

### E. Descriptions of Major Assignments and Examinations

| ASSIGNMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | LEARNING OUTCOMES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | POINTS                 | DUE DATE(S)                                                                                  |
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| <p><b>Discussion Forums:</b> Participate actively in 3 discussion forums at 10 points each. The main objectives of these forums are to analyze, discuss and apply course content, share ideas and learn from each other. These threaded discussions will help you reflect and think critically for a more in-depth learning experience. The topic of each forum is specified in the Course Outline. Each forum will have a value of 100 points. Besides your post (70% of grade) you must respond to the amount of peers requested in each forum (30% of grade). Note that you will only be able to read and respond to peers' postings after you submit your post. Forums will be available in corresponding unit content folder. You must meet the following criteria in each forum:</p> <ul style="list-style-type: none"> <li>Demonstrate thoughtfulness and effort in your posts, presenting your perspective and critical thinking on readings, other materials and peers' posts.</li> <li>Respond to main prompt on or before Saturday (11:59pm). Note: This will give you time to read and respond to peers' posts, as well as for them to respond to yours</li> <li>Refer and cite unit's content and concepts.</li> <li>Post reactions to peers' postings by Monday (11:59pm).</li> <li>Write approximately 200 words in initial post and 100 words in each response to peers.</li> </ul> <p>Notes: If you post past the due dates you will not be able to receive full points for corresponding entry.</p> | <p><b>Learning outcome: 1, 3-6</b><br/> <b>Core Competencies:</b><br/>           See corresponding competency in the course outline</p> <p><b>Learning outcomes: 1, 3-6</b><br/> <b>Core Competencies: 2.1.3</b></p> <ul style="list-style-type: none"> <li>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</li> <li>Analyze models of assessment, prevention, intervention and evaluation</li> <li>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</li> </ul> <p><b>2.1.4</b></p> <ul style="list-style-type: none"> <li>Recognize the Extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</li> <li>Recognize and communicate their understanding of the importance of difference in shaping life experiences.</li> </ul> <p><b>2.1.5</b></p> <ul style="list-style-type: none"> <li>Engage in practices that advance social and economic justice.</li> </ul> <p><b>2.1.6</b></p> <ul style="list-style-type: none"> <li>Use practice experience to inform scientific inquiry</li> <li>Use research evidence to inform practice</li> </ul> <p><b>2.1.7</b></p> <ul style="list-style-type: none"> <li>Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation</li> </ul> <p><b>2.1.9</b></p> <ul style="list-style-type: none"> <li>Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant service</li> </ul> <p><b>2.1.10 (b) (c)</b></p> <ul style="list-style-type: none"> <li>Collect, organize and interpret client data</li> <li>Assess client strengths and limitations</li> </ul> | <p>30 points total</p> | <p>Jan 20 at 11:59 pm (introductions)</p> <p>Feb 3 at 11:59 pm</p> <p>Feb 24 at 11:59 pm</p> |
| <p><b>Quizzes:</b> Take 2 quizzes in the content folder. Each quiz is un-timed and consists of 10 multiple choice or short</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Learning outcomes: 1-6</b><br/> <b>Core Competencies:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>20 points total</p> | <p>Jan 27 at 11:59 pm</p>                                                                    |

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| answer items of the corresponding chapter. Each quiz has a value of 10 points each.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | See corresponding competency in the course outline                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                 | Feb 7 at 11:59 pm                                                                                                               |
| <p><b>Community Assessment Project (CA Project):</b> Assess a local community using the textbook's framework (FULL FRAMEWORK DETAILS WILL BE PROVIDED ON Bb WHEN I RECEIVE THE TEXTBOOK). As a macro or micro practitioner, a community assessment can help to respond to the population's needs and to contribute to one of our major ethical responsibilities, social change. The information collected and analyzed will be organized and submitted according to the guideline and rubric. You will find all documents and links needed to develop and submit the proposal and assessment in the Community Assessment Project tab under Bb's course materials menu.</p> <p><b>First you will submit a Community Assessment Proposal in a form provided on Bb.</b> Feedback will be offered and then you may continue working on the assessment.</p> <p><b>Community Assessment Paper:</b> The CA Project will be complete in teams. This project has been designed to be carried out in teams to give students a more real-world experience. Community assessments are usually developed in teams in our professional practice. Students will be placed randomly in small groups of 2-3 students. You can find your team membership the second week of class in the Community Assessment Project tab. Students are responsible for communicating with the member(s) of the team. It's essential to establish: means of communications, distribution of the work load, and team plan to complete the project.</p> <p><b>Peer Assessment:</b> Complete a Peer Assessment survey for each CA Project team member. The total points are based on the average of all the evaluation from your team peers. If you do not submit the assessments, you will not receive your corresponding points. The assessment survey link will be available in the Community Assessment Project tab under Bb's content menu.</p> | <p><b>Learning outcome: 1, 3-6</b><br/> <b>Core Competencies:</b><br/> See corresponding competency in the course outline</p> <p><b>Learning outcomes: 1, 3-6</b><br/> <b>Core Competencies: 2.1.3</b></p> <ul style="list-style-type: none"> <li>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</li> <li>Analyze models of assessment, prevention, intervention and evaluation</li> <li>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</li> </ul> <p><b>2.1.4</b></p> <ul style="list-style-type: none"> <li>Recognize the Extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</li> <li>Recognize and communicate their understanding of the importance of difference in shaping life experiences.</li> </ul> <p><b>2.1.5</b></p> <ul style="list-style-type: none"> <li>Engage in practices that advance social and economic justice.</li> </ul> <p><b>2.1.6</b></p> <ul style="list-style-type: none"> <li>Use practice experience to inform scientific inquiry</li> <li>Use research evidence to inform practice</li> </ul> <p><b>2.1.7</b></p> <ul style="list-style-type: none"> <li>Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation</li> </ul> <p><b>2.1.9</b></p> <ul style="list-style-type: none"> <li>Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant service</li> </ul> <p><b>2.1.10 (b) (c)</b></p> <ul style="list-style-type: none"> <li>Collect, organize and interpret client data</li> <li>Assess client strengths and limitations</li> </ul> | 50 points total | <p>Proposals Due Feb 10 at 11:59 pm</p> <p>Final papers due Mar 8 at 11:59 pm</p> <p>Peer Assessments Due Mar 8 at 11:59 pm</p> |

## F. Grading

General grading criteria for written work include: logical development of concepts, thoroughness, and clarity of written expression, application of course content and independent research, and appropriateness of the product to the assignment given. Students are advised to maintain back-up copies of all assignments kept on computer disks, networks or hard drives. In most cases, expect the professor to grade assignments within 2 weeks of the due date. Unless prior permission is granted, late assignment is penalized 1/2 letter grade per week or part thereof (e.g. an "A" paper earns at best a "B+"). If you have questions about your grade, check the grade book on Blackboard. FERPA, a federal law that provides privacy to university students, severely limits the professor's ability to discuss grades over the internet or phone. The semester grade is based on the breakdown of:

| ASSIGNMENT/TASK                  | POINT VALUE | DUE DATE        |
|----------------------------------|-------------|-----------------|
| Introductions Discussion Board 1 | 10          | Jan 27 11:59 pm |
| Quiz 1                           | 10          | Jan 27 11:59 pm |

|                             |            |                 |
|-----------------------------|------------|-----------------|
| Discussion 2                | 10         | Feb 3 11:59 pm  |
| Proposal                    | 10         | Feb 10 11:59 pm |
| Quiz 2                      | 10         | Feb 17 11:59 pm |
| Discussion 3                | 10         | Feb 24 11:59 pm |
| Final CA Paper              | 35         | Mar 8 11:59 pm  |
| Peer Assessment Form        | 5          | Mar 8 11:59 pm  |
| <b>TOTAL POINTS TO EARN</b> | <b>100</b> |                 |

### **SUGGESTIONS TO EARN A GOOD GRADE:**

The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:

- First, read the assigned material, and view the powerpoints.
- Remember, it is much better to ask your question about course materials before you turn in your assignment, rather than ask your question about your low grade after the return of your assignment. Invariably, students who communicate with the professor regarding course materials, e.g., “I understand concept ABC to mean DEF, is this correct? ... Does TUV relate to WXY in such and such a manner? ... etc.,” earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., “When will you grade my assignment? ... Do we have to answer all the questions in this assignment? ... Why did I get a low grade? ... Do we need to buy the book? ... etc...”
- Generally, I am really open and flexible if you communicate with me.

The course materials, assigned readings, powerpoints on lectures, and this syllabus are all you require to earn a high grade in this class. Read these materials carefully. This document provides you with instructions for completing the assignments and a calendar in the course outline showing you when each assignment is due. It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator or UTA’s English Writing Center.

Each week, you should:

1. Check Blackboard (at least twice a week) to read announcements, take quizzes, submit assignments and download course materials posted by the instructor. The instructor will post announcements as needed to check in with you. This should guide your work during the weeks and help fill any missing gaps in information.
2. View the powerpoints available in the “Course Material” folders to expand upon and explain the information.
3. Complete your readings in the required textbook; supplemental readings are noted in the course outline in this document and are available in the appropriate unit folder in Bb's “Course Materials”.
4. Complete the assignments for each unit. These are designated in the course outline in this document. Assignments and quizzes will be submitted via Blackboard. Major assignment links and individual quizzes will be available in and located in the “Contents” tab.

5. Evaluate whether you understand the course materials. If you have questions about the course materials, then please email your questions to the professor ([dorothea.ivey@uta.edu](mailto:dorothea.ivey@uta.edu) or [dorothea.ivey@maine.edu](mailto:dorothea.ivey@maine.edu)).

Since this is an online course, students are expected to keep track of their performance throughout the semester and seek guidance from available resources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below:

An Incomplete ("I") grade may be assigned only in relation to (1) an emergency and/or hardship situation, and (2) when the completed portion of the student's work in the course is passing quality. A request, for an "I", must be discussed with the instructor prior to the final week of classes. If approved, a specific date for completion of the work will be determined by the instructor. The completion date will be dependent upon the individual situation and may be less than the maximum time permitted by University rules regarding incomplete grades.

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 provide examples of the different types of plagiarism:

- Tutorial on Plagiarism (UT-Arlington) <http://library.uta.edu/plagiarism/index.php>
- 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>

Note: Final grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. 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.

### **G. Make-Up Exams**

In an online class, web outages due to weather and other foreseeable circumstances severely impede your ability to complete assignments. In planning your time online to complete assignments, check the forecast for inclement weather and plan accordingly. Most weather events that compromise your web access are foreseeable and should be planned for accordingly. Students may work ahead if preferred.

### **H. 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, much of what students learn in the classroom, including cyber classrooms, is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. Everyone is asked to participate to her/his fullest extent in the virtual learning environment, and to facilitate others' ability to participate at the same time. This means that we come prepared to join in the online learning experience by having our readings and other work completed, we respect ourselves and others who are posting on the discussion boards, and we take responsibility for completing assignments in a competent and timely manner. But much more than this, it also means that we each take a shared responsibility for the growth and professional development of each of the individuals in our learning community. The assignments for this course have been designed with these ideas in mind. A respectful and inclusive online environment is expected. Any disruption of the course learning environment will result in the identified student(s) being required to leave the course session, without the possibility of being readmitted, and the cancellation of course scores, with a recorded failing semester grade.

## Course Schedule

| UNIT NO./DATES        | TOPICS/READINGS                                                                                                | ASSIGNMENTS/ACTION                                                                                                                                           | DUE DATE        |
|-----------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 1<br>Jan 14 to Jan 20 | <b>Intros/ Syllabus review</b><br><br>Get a head start on reading if you have textbook                         | Post introduction discussion and respond to 2 classmates                                                                                                     | Jan 20 11:59 pm |
| 2<br>Jan 22 to Jan 27 | <b>Intro to Macro Practice, Stress, and Time Management</b><br><br>Kirst Ashman & Hull (KA & H) Chapters 1 & 2 | Quiz 1 – (Covers Chapters 1 Only)<br><br>Professor will assign groups this week so begin to consider an organization to cover in your final papers by Feb 10 | Jan 27 11:59 pm |
| 3<br>Jan 28 to Feb 3  | <b>Using Micro and Group Skills</b><br><br>KA & H Chapters 3 & 4                                               | Discussion 2 (Covers Chapter 2)                                                                                                                              | Feb 3 11:59 pm  |
| 4<br>Feb 4 to Feb 10  | <b>Understanding Organizations and Decision-Making for Organizational Change</b>                               | Proposals Due – required details TBA well before the due date                                                                                                | Feb 10 11:59 pm |

|                          |                                                                                 |                                               |                 |
|--------------------------|---------------------------------------------------------------------------------|-----------------------------------------------|-----------------|
|                          | KA & H Chapters 5 & 6                                                           |                                               |                 |
| 5<br>Feb 11 to<br>Feb 17 | <b>Macro Interventions: Agency Policies and Programs</b><br>KA & H Chapter 7    | Quiz 2 (Covers chapters 3 through 6)          | Feb 17 11:59 pm |
| 6<br>Feb 18 to<br>Feb 24 | <b>Macro Practice in Neighborhoods and Communities</b><br>KA & H Chapters 8 & 9 | Discussion 3 (Chapter 7)                      | Feb 24 11:59 pm |
| 7<br>Feb 25 to<br>Mar 3  | <b>Evaluation, Advocacy, and Social Action</b><br>KA & H Chapters 10 & 11       | Use reading contents to apply to final papers |                 |
| 8<br>Mar 4 to<br>March 8 | <b>Ethics, Management, and Supervision</b><br>KA & H chapters 12, 13, 14        | Use reading contents to apply to final papers | Mar 8 11:59 pm  |

### 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

See BSW Program Manual at: [https://www.uta.edu/ssw/\\_documents/bsw/bsw-program-manual.pdf](https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf)

Or MSW Program Manual at: [http://www.uta.edu/ssw/\\_documents/msw/msw-program-manual.pdf](http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf)

### 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](mailto: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](mailto: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. She may be contacted via E-mail: [brooke.troutman@uta.edu](mailto:brooke.troutman@uta.edu), 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://www.uta.edu/library/help/subject-librarians.php>

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

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. 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](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.

## **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](http://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](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@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/>.

## **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.