

SCHOOL OF SOCIAL WORK
The University of Texas at Austin

Fall 2015
Course: SW 398T
Pedagogy in Social Work (Doctoral Seminar)

Schedule: Wednesdays, 8:30 a.m. to 11:30 a.m.

Classroom: SSW 2.140

Instructor: Allan H. Cole Jr., Ph.D.

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Administrative Associate: Kelly McCoy

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Teaching Assistant:

I. COURSE DESCRIPTION

This is a required course for all doctoral students in the School of Social Work. The course focuses on social work curriculum policy and curriculum issues, course development and content, teaching techniques, and classroom management. The course emphasizes skill as well as conceptual content and theory.

II. COURSE OBJECTIVES

By the end of the course, students should be able to:

1. Critique general philosophies of higher education and conceptualize a beginning personal philosophy of teaching and education at the college level;
2. Demonstrate an understanding of the Council on Social Work Education's Educational Policy and Accreditation Standards statement by discussing its implications for a social work curriculum;
3. Demonstrate an understanding of how social work curriculum components can be integrated to prepare students for social work practice;
4. Review and design class materials, examination questions, and grading schemes for use in beginning social work courses that incorporate levels of learning (knowledge, comprehension, application, analysis, synthesis, and evaluation) as well as skills and values;
5. Identify and assess approaches to integrating values, diversity, and research content into social work courses;
6. Demonstrate an understanding of the student/teacher relationship in a social work program;
7. Identify and assess teaching methods that facilitate an open, creative atmosphere that promotes learning (e.g., lively discussions, active participation, and group participation);
8. Identify common problems that arise in social work classes and assess alternatives for handling them.

III. TEACHING METHODS

This course includes a variety of teaching/learning methods to achieve the course objectives. Reading, writing, discussion, lecture, speakers, videos, in-class group activities, student presentations, and self-reflection may be utilized. *Emphasis is given to student leadership of class meetings as a way to practice various pedagogical approaches.*

IV. READINGS

- Required Texts (available for purchase at University Co-op and for borrowing through UT Libraries)

Ambrose, S. A, Bridges, M. W., DiPietro, M., Lovett, M. C. & Norman, M. K. (2010). *How learning works: 7 research-based principles for smart teaching*. San Francisco: Jossey-Bass.

Nilson, L. B. (2010). *Teaching at its best: A research-based resource for college instructors* (3rd ed.). San Francisco: Jossey-Bass.

Parini, J. (2005). *The art of teaching*. New York: Oxford University Press.

- Recommended Text

Svinicki, M. D. and McKeachie, W. J. (2014). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Belmont, CA: Wadsworth.

- Additional readings (noted in weekly assignments) are available on reserve in the Perry-Castañada Library (PCL) and a portion of these readings are posted on the Canvas learning management system.

V. ASSIGNMENTS

A. Weekly Reading (10%)

Read each week's required assigned reading (noted with an asterisk). Prepare and bring to class in written form two copies of at least two questions and two comments related to these readings. These questions and comments may include assessment, affirmation, and/or critique and will be utilized for class discussions. One copy of questions and comments will be given to the instructor at the beginning of each class period.

B. Book Review, Presentation, & Discussion (15%)

- Read a book on teaching in higher education and write a review of three to four pages (double spaced, standard margins). The book may focus on a philosophy of education or on teaching in colleges and universities.
- Include a brief description of the book's content (approximately one-half of the review), and devote the other half of the review to critical commentary. See the bibliography at the end of this syllabus for book

- suggestions *or* you may choose another book. Check your selection with the instructor for approval so that class members do not duplicate books.
- You will have 30 minutes of class time for your review—15 minutes to present the book and 15 minutes for class questions and discussion. We will adhere strictly to this time limit.
 - Your written book review is due in final form on the day you present it (week 5 or 6 of the course). Please e-mail your review to class members and the instructor at least 24-hours in advance of your presentation.
 - Please consult the rubric for this assignment for specific evaluation criteria.

C. Teaching Experiences

1. Microteaching (30%)

- Select a core social work topic. Examples may include an ethical principle of social work practice; the concept of social insurance and social insurance programs; how to develop a research hypothesis; a theory of human development; a clinical intervention; or a theory or method of direct practice, social administration, community organization, or policy practice.
- Make a 40-minute in class presentation on the topic that demonstrates knowledge of learning theory and one or more teaching methods/techniques. Topics must receive the instructor's approval no later than week 3 of the semester. Presentations will be made in weeks 7, 9, and 10.
- Please consult the rubric for this assignment for specific evaluation criteria.

2. Classroom Teaching (40%)

In consultation with the pedagogy course instructor, identify an undergraduate social work course in which to teach **two** class sessions of approximately 50 minutes each (the instructor will provide UTSSW's BSW course schedule). Preferably, the course will be one being taught by an experienced instructor. If an appropriate undergraduate course cannot be identified, a graduate course may be used with the permission of the pedagogy course instructor. If you are a teaching assistant (TA), you may use your appointed course if you can meet this assignment's requirements by doing so. Each teaching experience should be carefully constructed and should allow you to utilize at least two different methods of delivering course content. One session you teach should include a lecture-type presentation, preferably one that covers a core concept or aspect of social work education. Sessions may also include a guided class discussion, demonstration of a practice technique, a collaborative learning group, or an on-line class session. Try to arrange your teaching so that you teach no sooner than mid-October, as this will give you sufficient time to learn more about teaching and to fully prepare for the teaching experience.

After discussing with the instructor of the course you have selected what the topics of these two sessions will be, do the following:

- a. Submit a brief description of each session (approximately 100 words) to the pedagogy course instructor. **Due September 23, 2015 (Week 5)**
- b. For each session do the following:
 - Develop a detailed lesson plan and outline of the content of approximately 2 pages; include the list of books, articles, and/or other materials you will use as a basis for the class session.
 - Identify the learning objectives to be achieved during the class and the CSWE Educational Policy and Accreditation Standards (EPAS) competencies on which you will focus, and include examples of how you will attend to these in your class session. EPAS will be discussed during week 2 of the class.
 - Identify the learning theories (e.g., levels of Bloom's taxonomy and/or Kolb's learning styles) on which you will focus and provide examples of how you will attend to these in your class session. Bloom's taxonomy will be discussed during week 4 of the course.
 - Develop other teaching materials, such as a PowerPoint presentation, handout, and/or discussion guide, depending on the class session.
 - **No later than one week before you teach the class session**, submit your outline and materials to the instructor of the course in which you are teaching and to the pedagogy course instructor for review and critique.
 - After you teach each class session, make notes about anything you would modify if you taught the session again, and include these notes when you submit your final work for the course, due no later than **December 2, 2015**.
 - Utilize a different method to assess each session you teach, such as a quiz to test students' knowledge of the material, a "one-minute paper" that students write describing what they learned, or provide students a short Likert scale form that they can use to evaluate the session with questions such as: How would you rate the presenter's teaching style? How clearly was the material presented? You can also utilize open-ended questions such as: What was the most important thing you learned from the class? How could the presenter improve the session? You can utilize an existing assessment form, modify an existing form, or devise the form yourself. **At least one of these assessment methods should provide students an opportunity to give direct feedback on your teaching. Turn in each assessment with its results when you submit your final coursework.** Also obtain written and/or verbal feedback from the instructor of the course in which you teach.
 - Record at least part of each of the two class sessions you teach but **do not include students in the video**. An easy to operate camera is available for your use from the pedagogy course instructor. In addition to reviewing and critiquing the recordings yourself, select approximately 10 to 15 minutes from one or both of the recordings for the pedagogy class to review. Since class time is tightly scheduled, make sure you know how to use the camera **before** you record yourself and be sure you know how to play back your

recordings in our classroom prior to the day you will show your recording in class. **The videos will be shown during weeks 12 and 13 of the course.**

- Self-Assessment. At the end of the semester, include with your final work a paper of approximately four pages (double spaced, standard margins) describing your teaching experiences, what you learned from them, how you would improve your teaching, and other comments you wish to include. This is due no later than **December 2, 2015.**

You are also encouraged to observe other sessions of the course in which you will be making presentations and/or to work with the course instructor in additional ways, such as developing tests, grading papers, and discussing issues that arise in the class during the semester. If you engage in additional written work, you may wish to include it when submitting end of the semester work, or you may describe your additional activities in the 4-page paper you submit (see last bullet point above). You may also wish to place all the teaching materials you developed during the semester, including your recordings, in a portfolio to use in your job search.

D. Teaching Philosophy Statement (5%)

- Write a statement of your philosophy of teaching social work in higher education (approximately 2 to 4 pages; double spaced, standard margins). Since you may not have had extensive prior higher education teaching experience, you may think of this as a description of the way you expect to approach teaching. Examples of teaching philosophies will be made available to you (see the Center for Teaching and Learning Webpage: http://ctl.utexas.edu/teaching/peer_review/teaching_philosophy). A draft of your teaching philosophy statement is due on October 28, 2015 (week 10). The instructor will review it and provide comments. You may revise it if you wish. **Statements will be discussed in class on December 2, 2015.** Please email your statement to class members and the instructor by 5:00 p.m. on November 30, 2015. Include a final version of the statement with the rest of your final work, which is due no later than **December 2, 2015** whether or not you revise it.

VI. CRITERIA FOR EVALUATING ASSIGNMENTS

Assignments will be evaluated using rubrics and will include the following grading criteria as appropriate to the specific assignment:

1. Have all instructions for the assignment been followed?
2. Is the assignment complete and thorough, clearly presented, and logically organized?
3. Does the work reflect a solid understanding of the profession of social work and social work education?
4. Is the work theoretically grounded, and does it reflect a clear understanding of adult learning theory and practice?
5. Is there evidence of originality and creative thinking?
6. Is written work clearly presented and carefully proofread, i.e., free from spelling, punctuation, and grammatical errors, and where applicable, is American Psychological Association (APA) format used, including non-biased language, and are references cited correctly?

VII. COURSE SCHEDULE

Date	Topic	Assignments
Week 1 8.26.15	Getting Started <ul style="list-style-type: none"> • Introductions • Course overview • Syllabus review The Art of Teaching <i>Dr. Jay Parini</i> <i>Middlebury College</i> http://tinyurl.com/ld5lz4s	<ul style="list-style-type: none"> • *Read <i>The Art of Teaching</i> by Jay Parini and discuss with the author via Skype. <u>Framing Questions:</u> <ol style="list-style-type: none"> 1. What do you anticipate being most rewarding in a teaching life? 2. What do you anticipate being most challenging in a teaching life? 3. What makes a good teacher? 4. What makes a good student? 5. Prepare a list of your own questions and comments as we engage Dr. Parini in a discussion.
Week 2 9.2.15	Social Work Educational Standards <ul style="list-style-type: none"> • CSWE Educational Policy and Accreditation Standards (EPAS) <i>Dr. Rowena Fong</i> <i>UT-SSW</i>	<ul style="list-style-type: none"> • *Read 2015 CSWE Educational Policy and Accreditation Standards (EPAS) (on Canvas) <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><u>Assignment Due</u></p> <ul style="list-style-type: none"> • Inform the instructor via email of the book you have chosen to review and present in week 5 or 6 on teaching in higher education. </div>
Week 3 9.9.15	Theories of Learning <ul style="list-style-type: none"> • Students' preparation and motivation <i>Dr. Bob Duke</i> <i>Butler School of Music</i> https://music.utexas.edu/about/people/duke-robert	<ul style="list-style-type: none"> • *Read and Discuss Ambrose, et al., Introduction, Chs. 1-3; Appendices A and B • Read and discuss Nilson, Chs. 1 and 5 <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><u>Assignment Due</u></p> <ul style="list-style-type: none"> • Inform the instructor via email of your proposed microteaching topic. </div>
Week 4 9.16.15	Theories of Learning <ul style="list-style-type: none"> • Bloom's Taxonomy of Educational Objectives • Kolb's Learning Styles <i>Dr. Karron Lewis</i> <i>UT Center for Teaching and Learning</i>	<ul style="list-style-type: none"> • *Read and Discuss Anderson, et al., Ch. 3 (on Canvas) • *Read and Discuss Nilson, Ch. 25 • Read and Discuss Kolb & Kolb (2005). Learning styles and learning spaces (on Canvas)

<p>Week 5 9.23.15</p>	<p>Empowering Students for Learning</p> <ul style="list-style-type: none"> Feedback and course climate <p>Student Presentations</p>	<ul style="list-style-type: none"> *Read and Discuss Ambrose, et al., Chs. 4-6; Appendices C, D, and E <div data-bbox="789 239 1256 743" style="border: 1px solid black; padding: 10px; background-color: #e6f2ff;"> <p style="text-align: center;"><u>Assignments Due</u></p> <ul style="list-style-type: none"> Book Review, Presentation, & Discussion <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <ul style="list-style-type: none"> Classroom Teaching Session Descriptions </div>
<p>Week 6 9.30.15</p>	<p>Empowering Students for Learning</p> <ul style="list-style-type: none"> Promoting self-directed learning 	<ul style="list-style-type: none"> *Read and Discuss Ambrose, et al., Ch. 7 and Conclusion; Appendices F, G, and H <div data-bbox="789 932 1256 1409" style="border: 1px solid black; padding: 10px; background-color: #e6f2ff;"> <p style="text-align: center;"><u>Assignments Due</u></p> <ul style="list-style-type: none"> Book Review, Presentation, & Discussion <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ </div>

<p>Week 7 10.7.15</p>	<p>Course Design and Pedagogies</p> <ul style="list-style-type: none"> • Outcome-centered course design • Syllabi • First day of class 	<ul style="list-style-type: none"> • *Read Nilson, Chs. 2-4 • Midterm course assessment <div data-bbox="777 222 1245 600" style="border: 1px solid black; padding: 10px; background-color: #e6f2ff;"> <p style="text-align: center;"><u>Assignment Due</u> Microteaching Presentation</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> </div>
<p>Week 8 10.14.15</p>	<p>Course Leadership and Management</p> <p>CSWE APM</p> <p><i>*Class Does Not Meet*</i></p>	<ul style="list-style-type: none"> • *Read Nilson, Chs. 6-10 • *Read Svinicki & McKeachie, Chapter 13 (on Canvas) <p style="text-align: center;">----- ----- -----</p>
<p>Week 9 10.21.15</p>	<p>Tools for Teaching and Learning</p> <ul style="list-style-type: none"> • Matching teaching with learning outcomes • Lectures 	<ul style="list-style-type: none"> • *Read Nilson, Chs. 11-12 <div data-bbox="777 1024 1245 1402" style="border: 1px solid black; padding: 10px; background-color: #e6f2ff;"> <p style="text-align: center;"><u>Assignment Due</u> Microteaching Presentation</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> </div>
<p>Week 10 10.28.15</p>	<p>Tools for Teaching and Learning</p> <ul style="list-style-type: none"> • Leading discussions • Individual and group learning • Gatekeeping in social work education <p><i>Professor Jane Kretzschmar, Assistant Dean for Master's Program UT-SSW</i></p>	<ul style="list-style-type: none"> • *Read Nilson, Chs. 13-16 <div data-bbox="764 1524 1245 1864" style="border: 1px solid black; padding: 10px; background-color: #e6f2ff;"> <p style="text-align: center;"><u>Assignment Due</u> Microteaching Presentation</p> <p>7. _____</p> <ul style="list-style-type: none"> • Draft of Teaching Philosophy Statement (email to instructor) </div>

<p>Week 11 11.4.15</p>	<p>Tools for Teaching and Learning</p> <ul style="list-style-type: none"> • Inquiry-guided learning • Case method • Problem-based learning • Experiential learning • Quantitative reasoning and problem solving <p><i>Dr. Hillary Procknow Program Coordinator Texas Success Initiative UT Undergraduate Studies</i></p>	<ul style="list-style-type: none"> • *Read Nilson, Chs. 18-21 • *Read Svinicki & McKeachie, Chapter 15 (on Canvas)
<p>Week 12 11.11.15</p>	<p>Tools for Teaching and Learning</p> <ul style="list-style-type: none"> • Helping students read well • Helping students write well • Using visual aids • Using technology <p><i>Johanna Creswell Baez</i></p>	<ul style="list-style-type: none"> • *Read Nilson, Chs. 23, 24, 26, 27 <div data-bbox="789 856 1252 1255" style="border: 1px solid black; padding: 10px; background-color: #e6f2ff;"> <p style="text-align: center;"><u>Assignment Due</u></p> <ul style="list-style-type: none"> • Classroom teaching video presentation and discussion <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ </div>
<p>Week 13 11.18.15</p>	<p>Assessing Learning (and Teaching)</p> <ul style="list-style-type: none"> • Gauging progress • Testing students • Grading students • Assessing instruction and the instructor 	<ul style="list-style-type: none"> • *Read Nilson, Chs. 28-32 <div data-bbox="799 1388 1255 1850" style="border: 1px solid black; padding: 10px; background-color: #e6f2ff;"> <p style="text-align: center;"><u>Assignment Due</u></p> <ul style="list-style-type: none"> • Classroom teaching video presentation and discussion <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ </div>

Week 14 11.25.15	THANKSGIVING BREAK <i>Class Does Not Meet</i>	----- ----- -----
Week 15 12.2.15	Comps Course Discussion <i>Dr. Diana DiNitto</i> <i>UT-SSW</i> Teaching Philosophies Assessing the Course	<div style="border: 1px solid black; padding: 10px; background-color: #e6f2ff;"> <p style="text-align: center;"><u>Assignments Due</u></p> <ul style="list-style-type: none"> • Notes on teaching sessions • Teaching Philosophy Statement (Will be discussed in class; please email to class members and the instructor by 5:00 p.m. on November 30, 2015) • Teaching self-assessment </div>

VIII. Bibliography

Books

- Anastas, J. W. (2010). *Teaching in social work: An Educators' guide to theory and practice*. New York: Columbia University Press.
- Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Rath, J., & Wittrock, M. C. (Eds.) (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*, Abridged edition. New York: Longman.
- Bain, K. (2012). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Bloom, A. (1987). *The closing of the American mind*. New York: Simon & Schuster.
- Boice, R. (2000). *Advice for new faculty members: Nihil Nimus*. Boston: Allyn & Bacon.
- Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.
- Cranton, P. (2001). *Becoming an authentic teacher in higher education*. Malabar, FL: Krieger Publishing.
- Duke, R. A. (2005). *Intelligent college teaching: Essays on the core principles of effective instruction*. Austin: University of Texas at Austin.
- Eble, K. (1988). *The craft of teaching: A guide to mastering the professor's art* (2nd ed.). San Francisco: Jossey-Bass.

- Finkel, D. L. (2000). *Teaching with your mouth shut*. Portsmouth, NH: Boynton/Cook.
- Galbraith, M. W. (2008). *College teaching: Developing perspective through dialogue*. Malabar, FL: Krieger Publishing.
- Hersh, R., & Merrow, J. (2005). *Declining by degrees: Higher education at risk*. New York: Palgrave MacMillan.
- Kimball, R. (1998). *Tenured radicals: How politics has corrupted our higher education*. Chicago: Elephant Paperbacks.
- Kramer, G. L., & associates. (2007). *Fostering student success in the campus community*. San Francisco: Jossey-Bass.
- Leamson, R. (1999). *Thinking about teaching and learning: Developing habits of learning with first year college and university students*. Sterling, VA: Stylus.
- Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass.
- Svinicki, M. D., & McKeachie, W. J. (2014). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (14th ed.). Belmont, CA: Wadsworth, Cengage Learning.

Articles

- Kolb, A. Y. & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education*, 4(2), 193-212.

Websites Related to Social Work Education

Association of Baccalaureate Social Work Program Directors (BPD)

<http://www.bpdonline.org/>

Council on Social Work Education (CSWE)

<http://www.cswe.org/>

Group for the Advancement of Doctoral Education in Social Work (GADE)

<http://www.gadephd.org/>

International Association of Schools of Social Work (IASSW)

<http://www.iassw-aiets.org/>

National Association of Deans and Directors of Schools of Social Work (NADD)

<http://www.naddssw.org>

Society for Social Work and Research

<http://www.sswr.org/>

Publications and Resources on Higher Education

Academe: Magazine of the AAUP
Academy of Educational Leadership Journal
AAHE Bulletin (American Association for Higher Education)
Adult Education Quarterly
ASHE (Association for the Study of Higher Education) Higher Education Report series
Change: The Magazine of Higher Learning
Chronicle of Higher Education
College Teaching
Community College Journal of Research and Practice
Community College Enterprise
Community College Review
Community College Week
Educational Leadership
Educational Research
Educational Research Review
 Educational Resources Information Center (ERIC)
Educational Technology Research and Development
Higher Education Abstracts
 Higher Education Resource Hub
Higher Education Studies
Innovative Higher Education
Journal of Classroom Interaction
Journal of College Student Development
Journal of Creative Behavior
Journal of Educational Research
Journal of Excellence in College Teaching
Journal of Further and Higher Education
Journal of General Education
Journal of Higher Education
Journal of Negro Education
Journal of Women in Educational Leadership
Journal on Excellence in College Teaching
Mentor, The NACADA Journal (Journal of the National Academic Advising Association)
New Directions for Community Colleges
New Directions for Teaching and Learning
National Teaching & Learning Forum
Phi Delta Kappa
Phi Kappa Phi Forum
Research in Higher Education
Review of Educational Research
Review of Higher Education
Review of Research in Education
Studies in Higher Education
Teachers College Record
Teaching in Higher Education
Teaching Professor, The
Women in Higher Education

Journals on Higher Education in Social Work

Journal of Social Work Education

Journal of Teaching in Social Work

IX. CLASSROOM POLICIES, PRACTICES, AND EXPECTATIONS

Attendance and Participation. Students are expected to attend class regularly and to participate in an interactive process with other students and the professor. Students are expected to complete assigned readings prior to class and should be prepared to engage in discussions and experiential learning assignments. Failure to attend class and to demonstrate through discussions that one has comprehended the readings will be considered when assigning the final course grade.

Class will begin promptly at 8:30 a.m. and end by 11:30 a.m. Students are considered absent if they arrive more than five minutes late to class, leave early, or are unable to attend class. Efforts should be made to contact the professor in advance of any absence or class conflict. Students are responsible for material missed due to absence. Tardiness and more than one unexcused absence will result in a reduction of the course grade.

Written Assignments. Social workers must write in a professional manner. Written work for this course must be typed (unless specified otherwise) and edited for grammatical, spelling, and typographical errors. All written work must adhere to the guidelines for references and citations in the *Publication Manual of the American Psychological Association (6th edition)*.

Except in the case of emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty. Students are expected to submit all required assignments by the beginning of class on the due date. Assignments turned in after class begins will be considered late. Assignments should be uploaded to the class page on Canvas unless specified otherwise.

If accepted, late assignments will be assessed point penalties at the rate of five (5) points for each day late. If the due date is a problem, the student should meet with the professor to establish another due date well in advance of the original due date.

Communication. Student feedback is welcome. If students are concerned about class performance, the professor is eager to work with them to help improve their understanding of the course material prior to the end of the semester. Students are encouraged to provide feedback during office hours, by phone, or appointment. The professor will return phone calls and emails promptly, and typically within 24 hours.

Confidentiality. All students are expected to maintain confidentiality regarding all shared professional and personal information related to agencies, clients, or the experiences of other students, as required by Section 1.07 of the National Association of Social Workers Code of Ethics.

Electronics. Social work requires being fully present with and attentive to clients in practice. The classroom provides a setting in which students may model practices of presence and attention. In order to do so, and to facilitate classroom communication and learning, students may not use social media, the Internet, email, or cell phones (including texting) during class. Doing so distracts the user, those seated nearby, and the professor. Laptops or other devices used exclusively for the purpose of note taking or related course matters are permitted.

X. UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security

settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. All faculty, instructors, and staff who supervise students are required to relay student reports of alleged sex discrimination, sexual harassment, including sexual violence or sexual misconduct, experienced by a student to the University Title IX office and an assistant or associate dean of the school. Further information including student resources related to Title IX may be found at <https://www.utexas.edu/student-affairs/policies/title-ix>.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by FERPA regulations as well. Discussions with individuals outside of the educational context are not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.

- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

XI. GRADING SCALE

94.0 and above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

Appendix A Attendance Sheet

Name _____

The definition of an attended class session is that you were there for the entire session. Unless you are ill or have an (unforeseen) emergency, the first absence results in 5 points subtracted from your final grade and the second in 10 points subtracted from the final grade. Regardless of the reason for absence, two or more absences will generally result in a grade of F for the course or the need to withdraw from the course, depending on circumstances and UT Austin policy.

Week	Date	Attended Circle One		If you have an excused absence, you may state the reason here to remind the instructor if you wish.
1	8.26.15	Yes	No	
2	9.2.15	Yes	No	
3	9.9.15	Yes	No	
4	9.16.15	Yes	No	
5	9.23.15	Yes	No	
6	9.30.15	Yes	No	
7	10.7.15	Yes	No	
8	10.14.15	NO CLASS		
9	10.21.15	Yes	No	
10	10.28.15	Yes	No	
11	11.4.15	Yes	No	
12	11.11.15	Yes	No	
13	11.18.15	Yes	No	
14	11.25.15	Holiday		
15	12.2.15	Yes	No	

The above is a true reporting of my class attendance.

Signature

Date