
**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW 327	Instructor:	Carmel Drewes, LCSW
Unique Number:	61615	E-mail:	carmel.msw@utexas.edu
Semester:	Spring 2015	Phone/Text:	512-771-2622
Meeting Time:	M/W 9:30-10:50	Office Room:	3.104a
Meeting Place:	SW 2.130	Office Hours:	Mondays 12:30-1:30pm Wednesdays 8:30-9:30am Or by appointment

HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT
(W – Fulfills the Writing Flag requirement; Required BSW Course)

I. STANDARDIZED COURSE DESCRIPTION

This course explores the biopsychosocial and cultural functioning of human beings across the life span using an ecological-systems lens and major developmental theories as a framework to guide the processes of assessment, intervention, and evaluation. Using the generalist social work lens, this course integrates content from other human behavior courses. The students will gain an understanding of what physical, mental, social and economic justice hazards can adversely impact an individual's growth and development during his or her lifetime. Frameworks incorporating an eco-systems/developmental perspective, including systems/ecological and psychosocial (life span development) frameworks, are used to conceptualize stages of human growth and development, with a primary focus on adolescence, early adulthood, the middle years, and the aged adult within an intergenerational family context. The impact of the family, social groups, organizations, communities, and society on individuals during these stages of the life span are also discussed. This course emphasizes empirically based research reflecting a risk and resilience perspective in making client assessments and recommending appropriate interventions. This contributes to a social worker's ability to understand and critically analyze the interactions among individuals, families, groups, organizations, and communities.

Students will be able to understand how personal values are reflected in socio-cultural contexts, such as culture, race and ethnicity, gender, sexual orientation, age, class, and religion, and how they can influence human behavior. Increasing access to resources, reducing risks, and considering ethical dilemmas involved in dealing with human behavior are also considered.

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise two assignments, and to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Course prerequisites include Social Work 310, 312, and either Psychology 304 (Child Psychology) or Child Development 313 (Child Development). Social Work 325 (Foundations of Social Justice) is also required as part of this curriculum area and is taken concurrently with SW327.

II. STANDARDIZED COURSE OBJECTIVES

By the end of the semester, students will be able to:

1. Explain the unique perspective that social work has in viewing the relationship between the individual person and environment in comparison to other helping professions **(PB24)**
2. Explain and apply basic principles of learning theories and the systems/ ecological and psychosocial frameworks and analyze individual, family, group, organizational, community, and societal dynamics from each of these perspectives **(PB24)**
3. Describe biological, social, cultural, psychological, and spiritual aspects of adolescent, early adult, middle adult, and older adult developmental states within the context of the broader environment **(PB24)**
4. Describe the dynamics of social groups, organizations, communities, and societies, and the ways that they can impact individual development and behavior **(PB24)**
5. Explain ways that ethnicity, culture, gender, sexual orientation, class, disability, and other factors contribute to human development and their implications for social work practice in assessment, intervention, and evaluation **(PB23)**
6. Describe relevant research and identify and conceptualize additional research needs relating to human behavior and the social environment.
7. Apply information and theories related to human behavior and the social environment to life situations in a manner consistent with social work values and the promotion of social and economic justice **(PB24)**
8. Use critical thinking skills in writing an academic literature review on a human development question of interest.
9. Explain and apply basic principles of learning theories and the systems/ecological and psychosocial frameworks to guide the processes of assessment, interventions, and evaluation **(PB23)**
10. Apply information and theories related to human behavior and the social environment to life situations in order to determine the ways social systems promote or deter people in maintaining or achieving health and well-being **(PB24)**

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

EP 2.1.7 Apply knowledge of human behavior and the social environment.

PB23 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

- Objective(s): 5, 9
- Assignment(s): Classroom Participation, Exams, Final Paper

PB24 Critique and apply knowledge to understand person and environment.

- Objective(s): 1, 2, 3, 4, 7, 10
- Assignment(s): Classroom Participation, Reading Response/Discussion Prompts, Exams, Final Paper

III. TEACHING METHODS

Teaching methods will include lecture, discussion, experiential in-class activities, reading assignments, and writing assignments. Students are expected to take responsibility for their own learning by: completing reading assignments and being prepared to discuss them; thinking critically about information in readings, lectures, and discussion; identifying connections between class material and personal/professional experience; going beyond a superficial level when completing assignments; engaging professionally and respectfully with classmates while *also* pushing oneself and others towards deeper levels of understanding; and contacting the instructor with any questions about expectations, course content, or overall study and practice of social work.

Canvas

This course uses Canvas—a Web-based course management system with password-protected access at <http://canvas.utexas.edu>—for confidential communication such as posting grades and submitting assignments. Readings that are not in the assigned texts can be found in Canvas. Templates, directions, and grading rubrics for assignments are also found in Canvas. Students can receive support in using Canvas at the ITS Help Desk by calling 512-475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

PLUS (Peer-Led Undergraduate Studying)

This course is supported by Peer-Led Undergraduate Studying. PLUS study groups provide an opportunity to collaboratively practice skills and knowledge you need for success in this course, including opportunities to improve your writing. Attending study groups regularly is a great way to ensure that you keep up with the material and do not fall behind. Study groups also provide opportunities for extra discussion and practice of the skills we cover in class. You can attend any study group at any point in the semester; more information on times and locations will be available through Canvas and announced in class. The Senior Preceptor's contact information can be found on the Canvas site. More on PLUS may be found at wikis.utexas.edu/display/PLUS

Teaching Assistant

This course has a Teaching Assistant who is available to consult with you about course material, including your writing. She is available by appointment or by email/Canvas consultation. Please allow 48 hours for a response. Her contact information can be found on the Canvas site.

IV. COURSE REQUIREMENTS

The following assignments are meant to measure your preparation, classroom participation, ability to recall information, ability to integrate knowledge, and technical writing skills. The instructor reserves the right to make modifications to the specific assignments as needed to facilitate learning in this course. Any modifications will be posted on Canvas and announced in class. If you have questions about any assignment for this class, please consult with the instructor well in advance of the due date.

Specific instructions and grading rubrics for assignments will be posted on Canvas and/or provided in class.

Preparation for class consists of reading the assigned readings and thinking about how they relate to real-life practice of social work. Preparation involves a critical analysis of what you have read: what is your reaction to the material, why might you be having that reaction, and how does your reaction inform your thinking/actions going forward?

Preparation will be measured by writing brief Reading Response / Discussion Prompts most weeks of the semester. At the start of each class, the instructor will project a Discussion Prompt (selected at random) on the screen in class. In small groups you will discuss the prompt, then we will discuss it as a large group. These will be informal professional writings (similar to an editorial or a blog post). You will receive a “complete/incomplete” grade on each Discussion Prompt you write. Three of your Discussion Prompts in the semester will receive a more in-depth grade.

- **12 Reading Response / Discussion Prompts (complete/incomplete)**
- **3 will be graded (A-F)**

Classroom Participation means that you contribute to classroom learning in a way that adds additional information or insights. It means that you are attentive to the class dynamic and you help to make sure everyone is part of the discussion. It means that you help move conversation to deeper levels by respectfully disagreeing or questioning things that we have read or things people have said. It also includes supplemental activities that the instructor asks you to do (e.g. reply to a survey). The instructor will assess your participation each month and give you a grade for that month.

Being present for the entire class time is a vital part of participation and your absence has a negative impact on the classroom since we are missing your ideas if you are not here. Missing class or arriving late will lower your participation grade (*note*: missing class or arriving late without notifying the instructor will reduce your grade more than if you communicate with me). After missing three classes, you must meet with the instructor to discuss factors contributing to your absences and how you will improve your attendance. Not following through on the plan you make with the instructor will result in a Level 1 Review.

- **29 Class Meetings | 3 monthly scores: Jan&Feb / March / Apr&May**

Recall of information means that you are able to remember specifics about things that we have read and discussed in class. Recall usually relates to factual information: who, what, when, where, why, or how. It usually measures objective information (where there is a right answer) rather than subjective (your opinion). Ability to recall information will be assessed through in-class examinations twice during the semester. The first exam will cover material from class weeks 1-7, the second exam will cover material from weeks 8-14.

- **2 In-Class Exams**

Integration of knowledge means that you are able to take the material that we have covered in class and apply it to a social work situation. In this class, the integration of information will be measured with the final paper (case study) and the drafts/preparation for the final.

- **Final Paper (plus outline & drafts)**

Technical writing skills involve your ability to communicate clearly in writing. Clear writing is well organized and free of typos, spelling, and grammar errors. Clear writing is easy for your audience to read and understand your ideas. Developing writing skills includes your ability to follow directions, use APA (American Psychological Association) format, write differently in formal vs. informal contexts, analyze and comment on other people’s writing. It encompasses your ability to revise your writing based on feedback, your own self-analysis, and your ability to critique others’ writing. Your technical writing skills are assessed in the following assignments:

- **Informal Professional Writing: Reading Responses/Discussion Prompts**
- **Formal APA Writing: Final Paper (including 1 Paper Outline, 3 Paper Drafts)**
- **Critique of Other’s Writing: 1 Peer Review of another student’s paper**

Assignments and Percentages of Overall Grade

Assignment	Percentage of Overall Grade
Classroom Participation	15%
Discussion Prompts	15%
Exam 1	15%
Exam 2	15%
Paper Outline	5%
Paper Drafts	15%
Peer Review	5%
Final Paper	15%

V. GRADING CRITERIA

Grades will be posted on Canvas; you can track your progress throughout the course. If you have questions about your grade, please proactively contact the instructor so that we can meet and discuss.

Grades will be assigned as follows:

- 94-100 % A (exceptional)
- 90–93.999 % A- (excellent)

To receive an “A” in this course you must have excellent attendance and participation, and you must produce work that is of superior quality.

- 87-89.999 % B+ (very good)
- 84 -86.999 % B (good)
- 80–83.999 % B-

Work earning grades of B+ and B generally exceeds assignment/performance expectations; demonstrates varying degrees of in-depth critical thinking and analysis that resulted in work additional to that laid out in the assignment directions (i.e., coherence and integration of ideas).

- 77-79.999 % C+ (fair)
- 74–76.999 % C

Please note that you will not earn BSW credit if your final grade falls below a ‘C’.
You must earn a ‘C’ or above to receive credit for this course.

- 70-73.999 % C-

Work earning grades of C+, C and C- may substantially to minimally meet requirements, have minor to more significant gaps, and lack evidence of in depth thinking and analysis.

- 67-69.999 % D+ (poor)
- 64-66.999 % D
- 60-63.999% D-

Grades in the D range reflect work that has important gaps in the assignment both in terms of not meeting the requirements and lacking critical thinking and analysis.

- Below 60.0 F (failing)

While it is impossible to outline every possible variable that goes into calculating a course grade, the following table shows my general expectations around A / B / C / D / F level work:

	Writing / Discussion / Activity Content	Classroom Dynamics	Written Presentation of Material
A Level Work	<p>Does the following thoroughly:</p> <ul style="list-style-type: none"> • Draws connections between writing/ discussion/ activity and readings • Draws connections between writing/ discussion/ activity and personal/ professional experience • Demonstrates insight (realizations) about why and how things are happening (not just describing the fact that they are happening) • Demonstrates analysis (explanation) of why things are happening this way given this specific context • Makes inferences (predictions) about what might happen differently if some variable were changed 	<ul style="list-style-type: none"> • Present and focused on topic • Attentive to classroom dynamic (not dominating conversation; drawing in participation from others) • Engaging with other students, not only with the instructor • Offering ideas, beliefs, values, and interpretations related to the topic • Asking questions that deepen the level of discussion • Respectfully disagreeing and/or offering an alternate viewpoint 	<p>Does the following consistently:</p> <ul style="list-style-type: none"> • Free of typos and grammatical errors • Professionally written (using slang or contractions only if necessary to convey meaning) • Well organized, clear writing • Formatted according to directions (i.e. APA vs. informal style; page limits; etc.) • Submitted on or before deadline • Includes citations with APA 6 formatting
B Level Work	<ul style="list-style-type: none"> • Includes some of the items above, but not all • Includes the items above in a basic (not thorough) manner 	<ul style="list-style-type: none"> • Present and focused on topic • Offering surface-level contributions to classroom discussions and activities (brief answers; descriptive rather than insightful answers) • Participating at a personally insightful level but not fostering the classroom dynamic (dominating conversation; not engaging classmates; not actively encouraging the participation of others) 	<ul style="list-style-type: none"> • Meets most of the above criteria, but not all • Does the above items sporadically, not consistently
C Level	<ul style="list-style-type: none"> • Descriptive but not 	<ul style="list-style-type: none"> • Present in class and not 	<ul style="list-style-type: none"> • Only meets a couple of

	Writing / Discussion / Activity Content	Classroom Dynamics	Written Presentation of Material
Work	insightful (tells what happened but not why you think it happened)	disrupting class • Not offering many contributions to classroom discussion or activities	the above criteria
D Level Work	• Insufficient information • Not following assignment	• Repeated disrespectful and/or distracting behaviors that negatively impact the classroom dynamic	• Serious problems evidenced by not submitting attending to instructions (formatting, due date, etc.)
F Level Work	• No basis to grade (not present or assignment not submitted)	• Excessive absences • Constant and unresolved disrespectful and/or distracting behaviors	• Assignment not submitted

VI. REQUIRED TEXTS

- Hutchison, E. D. (2015). *Dimensions of human behavior: Person and environment* (5th ed.). Sage Publication, Inc., CA.

(4th edition of *Dimensions of Human Behavior* may be substituted, though 5th ed. is preferred)
- Any additional readings will be posted on Canvas

Reference materials needed:

- National Association of Social Workers (2008). *Code of ethics of the national association of social workers*.
- American Psychological Association (2009). *Publication manual of the American psychological association* (6th Ed.).

VII. COURSE OUTLINE

- Remember – readings are to be completed before class meets.
- Assignments listed are to be completed before the date/time shown.
- Note that these readings are not listed in APA style. That is for ease of reading the syllabus. If you cite them in your papers, use APA style, not what I have here.

The instructor reserves the right to make modifications to the assigned readings, topics, and/or due dates as needed to facilitate learning. Any modifications will be posted on Canvas and announced in class.

Week #	Date: Topic
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1	<p>Jan. 21: Introduction & Course Overview</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Syllabus <p><i>Assignments Due by Friday, midnight:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Student Survey
2	<p>Jan. 26 & 28: Human Behavior</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Dimensions of Human Behavior, Ch. 1 <p><i>Assignments Due by Monday, 8am:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Response / Discussion Prompt <p><i>Assignments Due by Friday, midnight:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Extra Credit Opportunity: Annotate “Word Crimes”
3	<p>Feb. 2 & 4: Theoretical Perspectives</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Dimensions of Human Behavior, Ch. 2 <p><i>Assignments Due by Monday, 8am:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Response / Discussion Prompt <p><i>Assignments Due by Friday, midnight:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Final Paper Outline
4	<p>Feb. 9 & 11: The Biological Person</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Dimensions of Human Behavior, Ch. 3 <p><i>Assignments Due by Monday, 8am:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Response / Discussion Prompt <p><i>Assignments Due by Friday, midnight:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Respond to “Writing Errors” survey
5	<p>Feb. 16 & 18: The Psychological Person</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Dimensions of Human Behavior, Ch. 4 <p><i>Assignments Due by Monday, 8am:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Response / Discussion Prompt <p><i>Assignments Due by Friday, midnight:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Extra Credit Opportunity: Correct the errors in “Writing Errors”
6	<p>Feb 23 & 25: The Psychosocial Person</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Dimensions of Human Behavior, Ch. 5 <p><i>Assignments Due by Monday, 8am:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Response / Discussion Prompt <p><i>Assignments Due by Friday, midnight:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Final Paper Draft #1

<p>7</p>	<p>Mar. 2 & 4: The Spiritual Person</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Dimensions of Human Behavior, Ch. 6 <p><i>Assignments Due by Monday, 8am:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Response / Discussion Prompt <p><i>Assignments Due by Friday, midnight:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Peer Review Feedback **for those in peer-review group #1
<p>8</p>	<p>Mar. 9 & 11: Exam 1 & Guest Speaker Panel</p> <ul style="list-style-type: none"> <input type="checkbox"/> No additional readings this week, review Ch 1-6 for exam. <p><i>Monday:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Exam #1 <p><i>Wednesday:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Guest Speaker Panel: BSWs to speak about HBSE framework in fieldwork or employment
	<p>Mar. 16 & 18</p> <p>Spring Break</p>
<p>9</p>	<p>Mar. 23 & 25: The Physical Environment</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Dimensions of Human Behavior, Ch. 7 <p><i>Assignments Due by Monday, 8am:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Response / Discussion Prompt
<p>10</p>	<p>Mar. 30 & Apr. 1: Culture & Communities</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Dimensions of Human Behavior, Ch. 8 & 13 <p><i>Assignments Due by Monday, 8am:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Response / Discussion Prompt <p><i>Assignments Due by Friday, midnight:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Final Paper Draft #2
<p>11</p>	<p>Apr. 6 & 8: Families</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Dimensions of Human Behavior, Ch. 10 <p><i>Assignments Due by Monday, 8am:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Response / Discussion Prompt <p><i>Assignments Due by Friday, midnight:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Peer Review Feedback **for those in peer-review group #2
<p>12</p>	<p>Apr. 13 & 15: Small Groups</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Dimensions of Human Behavior, Ch. 11 <p><i>Assignments Due by Monday, 8am:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Response / Discussion Prompt

13	<p>Apr. 20 & 22: Social Structures, Social Institutions, Organizations</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Dimensions of Human Behavior, Ch. 9 & 12 <p><i>Assignments Due by Monday, 8am:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Response / Discussion Prompt <p><i>Assignments Due by Friday, midnight:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Final Paper Draft #3
14	<p>Apr. 27 & 29: Social Movements</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Dimensions of Human Behavior, Ch. 14 <p><i>Assignments Due by Monday, 8am:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Response / Discussion Prompt <p><i>Assignments Due by Friday, midnight:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Peer Review Feedback **for those in peer-review group #3
15	<p>May 4 & 6: Exam 2 & Class Wrap-Up</p> <ul style="list-style-type: none"> <input type="checkbox"/> No additional readings this week, review Ch. 7-14 for exam. <p><i>Monday:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Exam #2 <p><i>Wednesday:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Class Wrap-Up <p><i>Due by Monday, May 11, 8:00am:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Final Paper

VIII. COURSE AND UNIVERSITY POLICIES

ATTENDANCE. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Students who anticipate being absent from class should notify the instructor in advance by e-mail. The instructor will take attendance in each class (noting late arrival, early departure, or absence). Late arrivals, early departures, and absences will impact your Classroom Participation grade since you cannot participate if you are not present. Students are responsible for any material missed due to absences. It is the student’s responsibility to discuss extenuating circumstances related to absences, late arrivals, or early departures with the instructor; the negative impact on your grade will be greater if you do not communicate with the instructor about absences or late arrivals. After missing three classes, you must meet with the instructor to discuss factors contributing to your absences and how you will improve your attendance. Not following through on the plan you make with the instructor will result in a Level 1 Review.

ELECTRONIC DEVICES IN THE CLASSROOM. Students are expected to refrain from use of computers, cell phones, and other electronic devices in the classroom. The classroom experience in this course requires that students and instructor be fully engaged in the moment and not distracted by external information. Students in this course are preparing for Social Work environments where they must be present (mentally as well as physically) and connected to clients, able to minimize the distractions of electronic devices. Presence and attunement are skills that must be practiced like any others – classroom time will be an opportunity to practice disconnecting from external information in order to fully connect with the moment.

MUTUAL LEARNING. The instructor welcomes feedback about the course and the course will be viewed as a mutual learning process between students and the instructor. Students are encouraged to request and to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire. The instructor will also utilize two mid-course evaluation to gain anonymous student feedback. PLEASE schedule office hours appointments if you have concerns about your performance in the course, or if you have specific learning needs or challenges that I can address to strengthen your participation and learning in the course. Please use the support systems like the TA and the PLUS study groups to help you do your best in this course.

WRITING GUIDELINES. Guidelines and scoring rubrics for writing assignments can be found in Canvas. Please ask the instructor or the TA well in advance of the due date if you need more information or clarification about any writing assignment. Beyond the instructor, the TA, and PLUS study groups, remember that the University Writing Center is available to help you: <http://uwc.utexas.edu/>

All written assignments must contain your independent ideas. **ANY** use of another's words or ideas, whether quoted exactly or paraphrased, must be cited. This includes information you obtained through personal conversation, a website, an article, a news program, or any other source. Failure to cite sources constitutes plagiarism and is a breach of the University Policy on Scholastic Dishonesty (for complete text of that policy, see below). Citations are to be APA 6 format. Please consult with the instructor or TA if you have any questions or need additional information.

LATE ASSIGNMENTS. Assignments are expected to be submitted at or before the due date and time indicated on your syllabus and in Canvas (if the syllabus and Canvas differ, the date and time listed in Canvas should be used). Late assignments will be accepted but late submission will have an impact on your grade. If you inform the instructor in advance of a late submission, and agree on a new submission deadline, your grade will not be impacted as negatively as if you submit an assignment late without previous communication or if the instructor contacts you to inquire about a missed assignment.

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 IN CLASS. The instructor 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the instructor does require that students engage one another with respect and professionalism.

CLASSROOM CIVILITY. 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 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.

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 instructor. The instructor 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 can contact a service provider of their choosing, including the UT Counseling Center at [512-471-3515](tel: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 CLASS MATERIALS. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with 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). Present the letter to the instructor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the instructor 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 instructor 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, an examination, a work assignment, or a project in order to observe a religious holy day, the instructor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

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 to keep the university informed about changes to their 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>

** Please allow 48 hours for email response from the instructor. It is likely that you will receive a response sooner than that – however, in the case that you do not, you are encouraged to re-contact the instructor. If there is an urgent, time-sensitive matter, it is best to alert me via text message or phone call.

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 instructor 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 among 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](tel: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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the instructor in writing during the first week of class.
- In the event of an evacuation, follow the instructor’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.