



INTRODUCTION TO SOCIAL WORK

SOWK 1450

Course Information

Course: Introduction to Social Work

Semester: Fall 2026

Class Location: Virtual

Instructor

Professor Name: Madalyn Worley, LMSW

Office Location: Chilton Hall 390D

Office Hours: By Appointment or Drop-in Hours

Drop In Hours:

Monday 12p - 3:00p; Tuesday 12p-1:30p; Thursday 12p – 4p

Preferred Method of Contact: Email

Email: Madalyn.Worley@unt.edu

Teaching Assistants

Claire Keene: ClaireKeene@my.unt.edu

Tanner Mulkay: TannerMulkay@my.unt.edu

COURSE DESCRIPTION

This course will provide a foundation from which students may develop a critical and analytical approach to issues related to professional social work. As the introductory course in the BSW curriculum, it is anticipated that students will gain a fundamental knowledge base from which they may begin to grow and evolve into beginning generalist social workers. This course, and the accompanying text, will cover the history of social work; various social problems; perspectives on diversity; social service delivery systems and the consumer populations; advocacy in the social work profession, and the social work interventions of practice, policy, and research.

Secondary goals for the course are familiarization with current topics of debate within the

profession, an understanding of different perspectives, and exposure to professional social work values and ethics in practice with diverse client systems across the lifespan. Social work services within the community will be explored, the requirements for social work practice will be presented, and opportunities provided to discover various practice opportunities in the field.

Lastly, students will gain exposure to helping professions and begin the process of integrating theory and practice by interviewing a social worker in an agency and having the opportunity to complete a service-learning experience. There are no prerequisites required to take this course; however, the course serves as a prerequisite for those who intend to apply to the BSW Social Work Program at UNT.

The Council on Social Work Education (CSWE) approved the Educational Policy and Accreditation Standards (EPAS) for accredited programs in 2022 and will use those standards for this course. This course will emphasize the competencies and behaviors as indicated below.

SOWK 1450 is part of the Core Curriculum at UNT. As part of the core, the following objectives will be met:

1) Critical Thinking: Students will investigate current social problems that impact society and how the social work profession serves diverse populations. Students will learn to make logical arguments to effectively analyze a social issue. Students will demonstrate how this evidence informs their understanding of a human condition. They will compare and contrast theoretical perspectives to recognize multiple perspectives and to help guide professionals in considering solutions to complex problems.

2) Communication: Students will enhance their communication skills through the development, interpretation, and expression of ideas through written and oral communication. Students will learn important vocabulary and language utilized in the profession. Oral skills will be demonstrated through online discussion, activities and other assignments. Writing skills will be demonstrated through narrative assignments that emphasize clear conceptualization and quality composition.

3) Empirical & Quantitative Skills: Students will become familiar with the scientific method to aid in understanding complex social issues. Students will understand how to effectively utilize research and interpret data to inform conclusions about social conditions and their impact. Students also understand how to assess research and evaluate differing sources of information.

4) Social Responsibility: Students will develop enhanced social responsibility through understanding of intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. Students will analyze their own perspectives and value system that influence understanding of self and the potential to make meaningful contributions to society.

COURSE REQUIREMENTS

Full assignment descriptions are provided in Canvas; due dates are provided in the “Course Outline” at the end of this syllabus and in Canvas. Assignments are expected to be Professional Writing APA Format

Practice Area Groups & Partners: During the first two weeks of the semester, students will complete a Practice Area Interest Survey and will be assigned to a social work practice area group based on student preferences and class enrollment. This practice area will guide the student's Social Work Career Exploration Presentation and Civil Discourse Conversation Project. Students will also be designated as either **Student A** or **Student B** within their group. For the Civil Discourse Project, each Student A will partner with a Student B from the same practice area. The A/B designation does not represent a student's personal beliefs; specific perspectives will be assigned when the Civil Discourse Project is introduced. Students are responsible for communicating with group members and identifying a partner by the stated deadline. Students who do not select a partner will be paired by the instructor.
(C1, C3, C4)

Social Work Career Exploration Presentation

Students will research a social work career that interests them and create a presentation describing the role, required education and licensure, key responsibilities, essential skills, population served, and expected salary. Students will also share a personal reflection on their learning and whether they would pursue this career path based on their research.
(C1)

Data Analysis Assignment

Using the KIDS COUNT Data Center, students will analyze child poverty trends across five Texas counties and compare them to statewide data from 2018–2022. Students will interpret the tables, trends, and graphs to identify key patterns, discuss possible factors influencing the data, and reflect on what the findings reveal about child well-being and the role of social work in addressing poverty.
(C4)

World View Paper

Students will reflect on their personal worldview by examining the experiences, values, beliefs, and influences that have shaped how they understand themselves and the world. Students will discuss how factors such as culture, family, education, and lived experiences have contributed to their current perspectives.
(C3)

Interview of a Social Worker

Students will interview a licensed social worker (LBSW, LMSW, or LCSW) to explore the knowledge, values, skills, and day-to-day realities of professional social work practices. Students will summarize their learning about the social worker's role, agency, and professional

experiences, connecting the interview to course materials and reflect on how the experience has influenced their understanding of the social work profession and their own career interests. (C1)

Civil Discourse Conversation Project

Civil discourse is an essential skill in social work, where professionals must engage respectfully with individuals whose beliefs, values, and experiences may differ from their own. In this assignment, students will be paired with a classmate and assigned opposing perspectives on a contemporary issue relevant to a specific social work population. Students will research their assigned position using credible sources and participate in a recorded, evidence-informed conversation that emphasizes active listening, respectful communication, and professional dialogue rather than debate.

Following the conversation, students will complete an individual reflection paper analyzing what they learned through their research and discussion, how their understanding of the issue evolved, and how civil discourse supports ethical social work practice at the micro, mezzo, and macro levels. Students will also complete a peer evaluation of their partner's participation. (C1, C3, C4)

Exams

2 Canvas-based exams that cover the main concepts from course readings and modules. Completed individually; open book/open note; untimed. (C1, C3)

Canvas Learning Activities

Students are responsible for logging in and engaging in weekly course material and assigned projects. Students will complete online discussions and other learning activities that support weekly course content. These assignments are intended to promote active participation, critical thinking, and application of key social work concepts. (C1, C3, C4)

COURSE MATERIALS

Required Textbook

Cox, L., Tice, C., Long, D. (2019). *Introduction to social work: an advocacy-based profession*. (3rd ed.) Thousand Oaks, CA: Sage.

OR

Cox, L., Tice, C., Long, D. (2019). *Introduction to social work: an advocacy-based profession*. (4th ed.) Thousand Oaks, CA: Sage.

Methods of Instruction

This class is taught in a virtual setting including readings, activities, case analysis, exercises, videos, and a general exchange of ideas through discussion. My teaching approach for this course is to encourage reflection of critical and challenging issues through an open and respectful

environment. The content for this course will challenge you to think more critically and explore your feelings regarding sensitive and provocative issues. All these efforts are geared toward helping you develop as future professionals in whatever discipline you are pursuing.

POLICIES

Attendance

A set date to 'log on' for attendance is not required for the course. Office hours will be made available as needed; however, failure to 'log on' and engage in the course actively, as well as communicate as needed with your peers and instructor, will result in a poor grade for the course.

Consistent with professional expectations in social work practice, students who anticipate an absence should notify the instructor via email in advance whenever possible. Absences that fall under the UNT Excused Absence Policy may be eligible for limited make-up opportunities related to participation, to be discussed at the instructor's discretion.

Participation

Class participation and professionalism must be demonstrated during this course as social work is a vocation that requires a very high level of personal ethics and professionalism. Social work students will have the opportunity to demonstrate their ability to live up to these expectations throughout the semester, and as a gatekeeper of the profession, I take this very seriously. Engaged, active participation is essential given the purpose and design of this course. Participation is observed and gauged through thoughtful, purposeful, and effective interaction by students. Students have the opportunity to participate through multiple outlets, which can include discussions, audio/video discussions, collaboration, and assignments. Students are expected to access the course in Canvas weekly and submit assignments by the designated deadline. Students are also expected to view weekly announcements for the course on Canvas.

Academic Integrity

Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, UNT promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarships. Academic dishonesty includes cheating, plagiarism, forging the signature of the instructor or of another student, fabrication, and/or facilitating or sabotaging the academic dishonesty of other students.

Any suspected occurrence of academic dishonesty will be investigated and handled in accordance with UNT policy and procedures. The following academic penalties may be assessed at the instructor's discretion upon determination that academic dishonesty has occurred. *Admonitions and educational assignments are not appealable.*

1. *Admonition.* The student may be issued a verbal or written warning.

2. *Assignment of Educational Coursework.* The student may be required to perform additional coursework not required of other students in the specific course.
3. *Partial or no credit for an assignment or assessment.* The instructor may award partial or no credit for the assignment or assessment on which the student engaged in academic dishonesty, to be calculated into the final course grade.
4. *Course Failure.* The instructor may assign a failing grade for the course.

Should the procedure for appeal of a case of academic dishonesty extend beyond the date when the instructor submits course grades for the semester, the student will be assigned a grade that reflects the penalty, which shall be adjusted, as appropriate, at the conclusion of any appeal process.

Specific details and description of UNT's Policy on Student Standards of Academic Integrity (18.1.16) and students' right to appeal are available at

<https://policy.unt.edu/policydesc/student-standards-academic-integrity-18-1-16>

Generative AI

In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like [ChatGPT, Gemini, etc.] is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment, exam, or coursework will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the Student Academic Integrity policy.

Additionally, tools like (Grammarly, Paperpal, Jenni AI and Gemini) are not allowed as they blur authorship and misrepresent your independent work. All work must be your own.

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system at UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. Your feedback is important to me, as I work to continually improve my teaching. The SPOT survey will be made available to you at the end of the semester.

Late Work

Students are expected to turn in all assignments on time. Late assignments will not be accepted in this class. Students should communicate with the professor before the due date if they have an issue with completing the assignment on time. All written assignments will be turned in on Canvas. There will be no exceptions, so please pay attention to all due dates on this syllabus. Do not wait until the last day to submit assignments –as potential problems are unpredictable. Always allow yourself a minimum of several hours to upload assignments and remember that submitting an assignment even a minute late is considered late.

Assignments, Feedback & Make-Up Policy

Students must complete assignments as specified in this syllabus, learning modules, or other informational materials. You are required to read the Learning Modules and assigned readings to make a contribution to weekly course activities such as discussions, exercises, activities, or other assignments. Make every effort to clearly understand the expectations for all assignments and deadlines as located in this syllabus or posted online.

Carefully review the syllabus or instructions outlined in each module for official due dates. Assignments are typically due before midnight on the due date and will be closed and locked after this time period. However, the learning modules and course content will remain open and available for your ongoing educational needs. For organizational purposes, keep track of all important assignment due dates in your own personal calendar! All assignments must be submitted in Canvas during the established timeframes and when the available assignment links are open. The modules or syllabus usually provide descriptions of assignments. In addition, assignment guidelines may be available to provide extended details. Always carefully review and follow instructions before submitting assignments!

Reach out EARLY if you have questions or need support on an assignment.

Assignments completed for this course should first be saved on your computer and then submitted in a readable format that is friendly to an online environment (for example, PDF, Microsoft Word, Word for Mac, or Rich Text). **Google documents are not an acceptable format for submission.** Assignments will be submitted using the Canvas Assignment drop box.

Turn-around Time: I aim to return graded work to you within two weeks of the due date. When this is not possible, I will send an announcement to the class.

Grade Disputes: You are required to wait 24 hours before contacting me to dispute a grade. Within that time, I expect that you will review the assignment details and reflect on the quality of the work you turned in. If you would still like to meet, email me to set up a meeting (I cannot discuss grades over email). You should come to our scheduled meeting with specific examples that demonstrate that you earned a higher grade than you received. If you miss your scheduled meeting, you forfeit your right to a grade dispute. If you do not contact me to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.

Student Conduct

Any student behavior that interferes with an instructor's ability to conduct class or other students' opportunity to learn is unacceptable and will not be tolerated in any instructional setting at UNT. This includes traditional face-to-face classes, online or blended classes, labs, discussion groups or boards, field trips, and verbal and/or written (including email) communication with the instructor and/or other students. Examples of unacceptable behavior include, but are not limited to, disrespectful treatment of other students (verbal or written),

disrupting lecture, and use of inappropriate or profane language or gestures in class or other instructional settings.

A student engaging in unacceptable behavior may be directed to leave the classroom or other instructional setting and may also be referred to the Dean of Students to consider whether his/her conduct violates UNT's Student Code of Conduct.

Professional Etiquette

The college experience is intended to assist in preparing students for professional and career pursuits. That preparation includes learning to use professional etiquette in dealing with people in positions of authority. The appropriate way to address your instructor depends on their particular education credentials. These are usually indicated on the course syllabus. If your instructor has a:

- Doctorate (Ph.D. or Ed.D.), you should address them as: Dr. Instructor's last name
- Master's degree (MA, MS, MSW, MSSW) you should address them as: Professor Instructor's last name

If you are not certain about an instructor's education credentials, you should address them as "Professor." It is not appropriate to call the instructor by their first name unless given permission.

Professional etiquette extends to all types of communication with your instructor. Written communication—including email—forms a permanent record, and so it is important to use care about how you make requests, ask questions, or express concerns. Slang and texting abbreviations should be avoided. The use of profanity is not permitted.

Any type of communication—verbal or written—is most likely to achieve the intended result when it is polite or courteous. Please note that communication can be polite even if there is some type of conflict involved. Instructors may choose not to respond to emails or other forms of communication that is perceived as insulting, disrespectful, or unprofessional.

Using proper grammar in written communication is very important. It demonstrates professionalism and helps to establish your credibility. Turning in a professional product that you can be proud of should be a priority every time! Make sure that all of your work is carefully proofread and is typed, double-spaced, and has one-inch margins; 12-point font size, a cover page, and pages are numbered, following APA guidelines. Should be easy for the reader to understand your line of reasoning. Excessive grammatical/syntactical errors will result in a lower grade. Please proofread.

Requests to Drop Class

We want you to succeed in this class and at UNT. If you are concerned about your progress in the course, or believe you need to drop for other reasons, it is important that you contact the instructor as soon as possible. We want to make sure that dropping the course is your best or only option.

There are consequences to dropping classes that extend beyond losing your invested time, money, and effort. Dropping one or more classes may make you ineligible for financial aid. There are also limits on the number of courses you can drop. You can learn more about this at <http://registrar.unt.edu/registration/dropping-class>. Check with the Registrar's Office or UNT Academic Calendar on deadlines for withdrawing or dropping a class!

Requests for Incomplete

Students must meet specific criteria to be eligible to receive an incomplete in this course. Review these guidelines on UNT's Incomplete Grade policy is available at <http://registrar.unt.edu/grades/incompletes>.

Syllabus Change Policy

This syllabus is subject to change at the discretion of the instructor. Any changes to the syllabus after the beginning of the semester will be communicated to all students via 'Announcements' so please make sure to read them when they are published.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Coursework completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Communication

From time to time, the instructor may need to communicate with the entire class or contact you individually. If/when those occasions arise, only your UNT email account will be used. You are responsible for the information in that email. **Failing to check it or have the address in the proper format will not be excused. Information may also be posted on Canvas Announcements.**

Students must have a university account while enrolled in this class. Students may obtain an email address by logging onto <https://ams.unt.edu/>. This will put you into the computer account management system and you will be able to get Eagle mail. You can arrange for this email to be forwarded to a preferred address if desired.

Please remember to keep all communication with your instructor professional. Keep in mind that anytime you write something in an email message, it is there forever. All emails should be written

in a professional manner and spell-checked before being sent. Students who are encountering problems are invited to make an appointment to talk with the instructor.

The primary tool the instructor or teaching assistants will use to communicate with students is the 'inbox' available in the Canvas learning management system. Canvas will be used to address personal concerns or questions and may also be used to contact other students in this course. Students are responsible for ensuring that they receive notifications in Canvas regarding course information in a timely manner. The default is the students' UNT email account. Students may choose to add additional email addresses or change their default email to receive notifications of course information (see Canvas Guide). Students also have the option of using direct emails.

Contact the Instructor regarding your personal concerns or course related issues. The instructor will try to respond to your emails in a reasonable timeframe (typically within three business days if possible). The methods used to provide you with feedback include emails, assignment feedback, and grades. We are typically not available on weekends/holidays. Feel free to reach out as needed.

NETIQUETTE

Netiquette, or online etiquette, refers to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof.
- Unless specifically invited, don't refer to your instructor by first name.
- Use clear and concise language.
- The use of profanity is not permitted
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Please note that communication can be civil even if there is some type of conflict involved. Instructors may choose not to respond to emails or other forms of communication that are perceived as insulting or disrespectful.
- Avoid slang terms
- Use standard fonts such as Times new Roman and use a size 12-point font
- Avoid using the caps lock feature
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential information via e-mail
- Written communication—including email—forms a permanent record and so it is important to use care about how you make requests, ask questions, or express concerns.

For more information, see these [Netiquette Guidelines](#)

IMPORTANT NOTICE FOR F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads: (G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses. See [UNT Policy 07-002 Student](#)

[Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002)
(<https://policy.unt.edu/policy/07-002>).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Transmission and Recording of Student Images in Electronically Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via video conference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Success Resources

UNT strives to offer a high-quality education in a supportive environment where you can learn, grow, and thrive. As a faculty member, I am committed to supporting you, and I want to remind you that UNT offers a range of mental health and wellness services to help maintain balance and well-being. Utilizing these resources is a proactive way to support your academic and

personal success. To explore campus resources designed to support you, check out [mental health services](https://clear.unt.edu/student-support-services-policies) (<https://clear.unt.edu/student-support-services-policies>), visit unt.edu/success, and explore unt.edu/wellness. To get all your enrollment and student financial-related questions answered, go to scrappysays.unt.edu.

ACADEMIC SUPPORT & STUDENT SERVICES

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

The Suicide and Crisis Lifeline: 988

The Lifeline offers free services 24/7. Call or Text 988

Chat 988lifeline.org

TTY users, use your preferred relay service or dial 711 or 988

Crisis Text Line: 741-741

The text line offers free services 24/7. Text Help to 741-741

Trevor Project: Call 866-488-7386 or text 678-678

Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)

- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

Disability Accommodation

In accordance with university policies and state and federal regulations, UNT is committed to full academic access for all qualified students, including those with disabilities. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide the student with an accommodation letter to be hand delivered to the instructor to begin a private discussion regarding the student's specific needs in the course.

Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Every semester, students must obtain a new letter of accommodation, and they must meet with each faculty member prior to implementation in each class.

As this is an online course, students are strongly encouraged to deliver letters of accommodation via email. Faculty members have the authority to request that students discuss such letters during their designated office hours to protect the privacy of the student.

For additional information, visit the Office of Disability Accommodation (ODA) in 1800 Chestnut St. Suite 102 & 115 or their website at <http://disability.unt.edu>. You may also contact the ODA office by phone at [940.565.4323](tel:940.565.4323) or email disability@unt.edu. Specific information on UNT's policies related to disability accommodations is available at <http://policy.unt.edu/policy/18-1-14>.

Please note that disability accommodations are not retroactively applied to the start of a course. Accommodations in the course become effective after the student has delivered an official accommodation letter from UNT's ODA.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

TECHNICAL REQUIREMENTS & SKILLS

Minimum Technology Requirements

The following is a list of the minimum technology requirements for students enrolled in this course, such as:

- Computer skills
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)

Computer Skills & Digital Literacy

The minimum, course-specific technical skills needed for learners in this course are:

- Using Canvas
- Create documents/presentations, download/upload files, send emails, and use attachments

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: <http://www.unt.edu/helpdesk/index.htm>

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328)
(<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

Technical Difficulties: The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time. Always keep a copy of your work before submitting it in case glitches or errors occur.

Instructor Responsibilities and Feedback: My responsibility is to help you grow and learn in this course. As such, I am committed to providing clear instructions for assignments, answering questions, identifying additional resources as necessary, providing rubrics as appropriate, and continually reviewing and updating course content. You may typically expect responses regarding your emails within two business days. Feedback and grades on assignments may take up to two weeks.

Safe Environment Policy: Due to the sensitive nature of our course content, you may experience a range of raw reactions, opinions or emotions; making the concept of safety very important. Some of you may have had experiences with the topics we address or have severe reactions to this study. We must be cognizant of this as we address these many compelling issues. Regardless, it is essential that all students make every effort to take care of yourself and immediately seek out resources and support upon signs of distress as needed! Keep in mind there are resources on and off campus for students who have faced interpersonal violence or other types of trauma.

Emergency Notifications & Procedures

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (<https://it.unt.edu/eagleconnect>).

GRADING

Criteria for Student Evaluation

Students' progress will be evaluated utilizing the following criteria:

Participation in Discussion Boards/Module Activities	210 points
2 Exams: Mid-term and Final (on Canvas - 100 points each)	200 points
Data Analysis Assignment on Child Poverty	100 points
World View Paper	90 points
Interviewing a Social Worker Paper	100 points
Social Work Research PPT	100 points
Communication for Connection and Change	200 points

TOTAL	1,000 points
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Overall course grades will be assigned on the basis of:

- A = 900 - 1000 points
- B = 800 - 899 points
- C = 700 - 799 points
- D = 600 - 699 points
- F = < 600 points

COURSE OUTLINE AND READINGS

The instructor reserves the right to modify the schedule as class needs dictate.

WEEK	GENERAL TOPIC IN CLASS	READINGS & ASSIGNMENTS
Week 1 Course Overview (August 17)	College 101 Class Introduction: Course Overview & Expectations Introduction to Social Work	<u>Read:</u> Syllabus & Canvas Format <u>Review:</u> "Start Here & Introduction Modules in Canvas <u>Complete:</u> Practice Area Interest Survey due August 23 rd by 11:59pm <u>Discuss:</u> First Day Introductions Make Note of Assignment Due Dates for the Term and plan ahead
Week 2 The Social Work Profession & Ethics (August 24)	The Social Work Profession (Ch. 1)	<u>READ:</u> Chapter 1 (Cox et al) <u>REVIEW:</u> Weekly Module, NASW Code of Ethics, Self Care/Management <u>DISCUSS:</u> Poverty after Pandemic
Week 3 The History of Social Work (August 31)	The History of Social Work (Ch. 2)	<u>READ:</u> Chapter 2 (Cox Et al) <u>REVIEW:</u> Lesson 2 Module Part 1 <u>COMPLETE:</u> World View Paper Due September 6 th by 11:59 pm <u>DISCUSS:</u> Political Typology
Week 4 The History of SW continued (September 7)	The History of Social Work, cont. (Ch. 2)	<u>READ:</u> Chapter 2 (Cox et al) <u>REVIEW:</u> Lesson 2 Module part 2 <u>DISCUSS:</u> Case Study (SNAP)
Week 5 Generalist Social Work Practice (September 14)	Generalist Social Work Practice: The Planned Change Process (Ch. 3)	<u>READ:</u> Chapter 3 (Cox et al) <u>REVIEW:</u> Lesson 3 Module <u>COMPLETE:</u> Social Work Career Exploration Presentation due September 20 th by 11:59 pm <u>DISCUSS:</u> ECO MAP
	Advocacy in Social Work (Ch. 4)	<u>READ:</u> Chapter 4 (Cox et al)

WEEK	GENERAL TOPIC IN CLASS	READINGS & ASSIGNMENTS
Week 6 Advocacy in Social Work (September 21)	NASW Policy Positions	REVIEW: Lesson 4 Module COMPLETE: Data Analysis Paper & Reflection due October 4 th at 11:59pm DISCUSS: Policy and Passion
Week 7 Poverty and Inequality (September 28)	Poverty and Inequality (Ch. 5)	READ: Read Chapter 5 (Cox et al) REVIEW: Lesson 5 Module DISCUSS: Poverty and Inequality
Week 8 Health Care (October 5)	Health Care & Health Challenges (Ch. 7) MID-TERM EXAM OPENS THIS WEEK ON CANVAS	READ: Read Chapter 7 (Cox, et al) REVIEW: Lesson 7 Module COMPLETE: MIDTERM DUE by October 11 th at 11:59pm (Chapters 1,2,3,4,5, & 7)
Week 9 Family and Child Welfare (October 12)	Family and Child Welfare (Chapter 6)	READ: Chapter 6 (Cox, et al) REVIEW: Lesson 6 Module DISCUSS: ReMoved/Bullying
Week 10 Physical, Cognitive, and Developmental Challenges (October 19)	Physical, Cognitive, & Developmental Challenges (Chapter 8)	READ: Chapter 8 (Cox, et al) REVIEW: Lesson 8 Module COMPLETE: Interviewing a Social Worker due October 25 th by 11:59 pm DISCUSS: Physical, Cognitive, & Developmental Needs and Stigma
Week 11 Mental Health (October 26)	Mental Health (Chapter 9)	READ: Chapter 9 (Cox, et al) REVIEW: Lesson 9 Module DISCUSS: Mental Health Services
Week 12 Substance Use and Addiction (November 2)	Substance Use and Addiction (Chapter 10)	READ: Chapter 10 (Cox, et al) REVIEW: Lesson 11 Module DISCUSS: Addiction & Connections

WEEK	GENERAL TOPIC IN CLASS	READINGS & ASSIGNMENTS
Week 13 Helping Older Adults (November 9)	Helping Older Adults (Chapter 11)	READ: Chapter 11 (Cox, et al) REVIEW: Lesson 11 COMPLETE: Communication for Connection and Change Due November 15 at 11:59 pm DISCUSS: The Village Moment
Week 14 Criminal Justice (November 16)	Criminal Justice (Chapter 12)	READ: Chapter 12 (Cox, et al) REVIEW: Lesson 12 DISCUSS: The Criminal Justice System
Thanksgiving Break (November 23)	Thanksgiving Break	Thanksgiving Break
Week 15 Working in Changing Contexts (November 30)	Working in Changing Contexts (Ch. 13, 14, 15, 16, or 17)	READ: Chapters 13-17 (Cox, et al) REVIEW: Lesson Modules for your selected chapter (choose 1) DISCUSS: Working in Changing Contexts
Week 16 Finals (December 7)	FINAL EXAM (Chapters 6,8,9,11 & 12) Opens on 12/7/26 and closes 12/11/26 @ 11:59 pm NO LATE ASSIGNMENTS	READ: Post related SPOT course survey REVIEW: Key concepts on chapters 6-12 COMPLETE: FINAL EXAM due December 11 th at 11:59pm

Failure to complete all of the above assignments may result in a failing grade.