

**UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

**Social Work Direct Practice: Stress, Crisis and Coping**

SOCW 6361-001, Fall Semester 2014- Face to Face Classroom and Web Integrated

Course ID Number: 83444

**Instructor:** Director: MSSW Program andAssociate Professor: Randall Basham Ph.D., M.S.W.

**Equipment:** A laptop computer with wireless capability, or equivalent- required of all SSW classes.

**Campus Office Location:** UTA School of Social Work, Building A, Suite 301-B

**Office Telephone Number:** 817-3181 (School Main Number: Messages only)

**Email Address (MavMail): (**Preferred contact method). basham@uta.edu

**Faculty Profile:** <https://www.uta.edu/mentis/profile/?369>.

**Office Hours:**  Arranged, or by appointment.

**Place of Class Meetings: SSW-A, Classroom 316, and Online** (Pending central classroom scheduling)

**Time of Class Meetings:** Monday eveningsfrom 4:00pm to 6:50pm.

**Login:** (For online sections, or web supported course materials)**:** <https://elearn.uta.edu/webapps/login/>

**Academic Standards and Descriptions**

**Council on Social Work Educational Policy (EPAS)**

(Requirements for Direct Practice Courses)

**A. Council on Social Work Education – Educational Policy and Academic Standards:**

Social work practice is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments, Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and asset; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice (pp. 35-36).

**B. Graduate Catalog Course Description:**

To live is to experience stress. Depending on how one defines crisis, most social work clients can be classified as to be in a crisis state when they come into contact with social work services. For the purpose of this course, the term crisis is used to denote certain significant life-alternate events and experiences perceived by individuals as extremely threatening and the resulting adverse effects causing significant emotional, social or physical distresses to them and their family. The purpose of this course is for students to gain knowledge and skills in evaluating clients’ various coping behaviors and develop timely and appropriate intervention strategies. The history and evolution of the stress concept and recent research of relationships between stress and individual bio-psychosocial functioning will be explored. Economic, racial, gender, cultural and environmental factors as well as unique individual personality hardiness and at risk factors as they influence one’s coping and adaptation under life’s adverse circumstances will be the focus of this course.

**C. UTA-School of Social Work: Definition of Evidence-Informed Practice:**

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149). …..the integration of the best research evidence with our clinical expertise and our patient’s unique values and circumstances (Strauss, et al., 2005).

The University of Texas at Arlington School of Social Work vision statement states that the “School’s vision is to promote social and economic justice in a diverse environment.”  Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice.  Empowerment is a seminal vehicle by which social justice can be realized.  It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply “symptoms”.  This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

University of Texas at Arlington-School of Social Work: Definition of Empowerment

Empowerment is defined by Barker (2003:142) as follows: In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

**D. Course Learning Objectives and the MSSW Program Objectives**

This course relates to and advances the program objectives by including specialized stress management and coping models of direct practice learning activities related to theories of stress which compare and synthesize client strengths, diversity and social justice learning experiences in the classroom related to the of the profession, the social work professional value base, and discourse on the mechanisms of oppression and discrimination and apply appropriate, evidence-informed, empowerment-based assessments and interventions as these relate to individual and group experiences of distress. The course also includes several writing assignments to develop critical thinking with respect to individual coping skills, self-exploration of personal versus professional values in working with various stress responses and understanding and developing appropriate intervention plans, as well as, objective measures of knowledge gain.

**II. Course Objectives**

1. To provide students theoretical underpinnings of individuals’ perceptions of stress and their resulting coping behavior.
2. To enable students to comprehend the interactive nature of social, psychological, and physical effects of crisis and prolonged stressful situations and their impact on individuals and family members.
3. To enable students to identify psychosocial stressors including cultural and social milieu such as poverty, discrimination, racism and sexism that can impact individuals and their family.
4. To enable students to identify individual habitual coping style and disposition as a result of historical and developmental influences resulting in personality hardiness and resiliency or at- risk for ineffective coping behavior.
5. To enable students to identify client’s internal and external resources as means for effective coping.
6. To enable students to make proper contextual assessment of client(s) individual situation(s), to develop clinical skills in selecting appropriate and effective intervention approaches and to provide timely and relevant intervention strategies.
7. To enable students to identify proper tools and measurements to obtain objective data for assessing clients and evaluate workers intervention effectiveness.
8. To enable students to uphold social work ethics and values in various difficult practice dilemmas related to clients crisis and stressful situations.

**III. STUDENT LEARNING OUTCOMES**

By the end of the semester, students should be able to demonstrate the following knowledge and skills in their class assignments including written assignments, oral presentation (formal or informal), and examinations.

1. Demonstrate the ability to have a comprehensive understanding of the concept of stress and coping as defined in professional literature and be able to apply it in working with client systems.

2. Identify physical, psychological, social and environmental stressors and their impact on individual’s ability in coping

3. Demonstrate sensitivity in understanding cultural, social conditioning and unequal treatment of individuals due to their race, gender, and social-economic standing.

4. Evaluate clients’ sources and severity of stressors by using objective and subjective tools and measurements.

5. Identify and evaluate the efficacies of various intervention approaches/models in their applicability when providing timely effective and appropriate social work interventions.

6. Demonstrate an understanding of social work ethics and values as they relate to clients in crisis.

These outcomes shall be measured through performance of classroom activities and other course requirements.

**IV. Requirements**

The Foundation Curriculum is to be completed prior to proceeding to the Advanced (2nd year) Curriculum.  Students who have met course prerequisites are eligible, however, to enroll in any of the following second year courses during the final semester of the Foundation curriculum: Advanced Micro Practice (SOCW 6325); Research and Evaluation Methods in Social Work II (SOCW 6324), Social Welfare Policy and Services options, Human Behavior and the Social Environment options, and Community and Administrative Practice (SOCW 6371).

**V. Required/Recommended Textbooks and Other Course Materials:**

1. Seaward, B. L. (2015). **Managing Stress**. (8th Ed.). Boston: Jones and Barlett Publishers.
2. *Seaward, B. L. (2008). The Art of Peace and Relaxation: Workbook. Boston: Jones and Barlett Publishers. (****Recommended*** *companion text for additional reading: Not required.)*
3. Additional readings and content as posted on line, or forwarded by email and a student resource page is available from the publisher for the course text, as well as an included CD-ROM.

**VI. Course Outline/Topics and Readings.**

*“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.” –Randall Basham Ph.D.*

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| **Lesson** | **DATE** | **TOPIC** (For this date or class) | **READING ASSIGNMENT(s)**(For class discussion) |
| **Week 1** | **Aug.** **25th** | Review course syllabus, &Topic: The nature of stress,Sociology of stress | To read before classCh. 1&2  |
| **Week 2** | **Sept.****8** | Topic: Physiology of stress, &Stress and disease | Ch. 3 &4  |
| **Week 3** | **Sept.****15** | Topic: Psychology of stress, &Stress emotions, Anger, Fear and Joy | Ch. 5 & 6  |
| **Week 4** | **Sept.****22** | Topic: Stress prone/stress resistant personalities, Stress & human spirituality | Ch. 7 & 8  |
| **Week 5*****Exam 1 due*** | **Sept.****29** | Topic: Cognitive restructuring, &Behavior modification | Ch. 9&10 |
| **Week 6** | **Oct.****6** | Topic: Journal writing &Expressive art therapy | Ch. 11&12 |
| **Week 7** | **Oct.****13** | Topic: Humor therapy & Creative problem solving  | Ch. 13&14 |
| **Week 8** | **Oct.****20** | Topic: Communication skills &Resource management (time & money)  | Ch. 15&16 |
| **Week 9*****Exam 2 Due*** | **Oct.****27** | Topic: Additional coping techniques & Diaphragmatic breathing | Ch. 17&18 |
| **Week 10** | **Nov.****3** | Topic: Meditation and mindfulness, &Hatha yoga. | Ch. 19& 20 |
| **Week 11** | **Nov.****10** | Topic: Mental imagery and visualization, & Music therapy | Ch. 21& 22 |
| **Week 12** | **Nov.****17** | Topic: Massage therapy, &Tai Chi Ch’aun | Ch. 23& 24  |
| **Week 13** | **Nov.****24** | Topic: Progressive muscle relaxation, & Autogenic training and Clinical Biofeedback | Ch. 25& 26  |
| **Week 14*****Exam 3 Due*** | **Dec.****1** | Topic: Physical exercise, Nutrition and stressEcotherapy: Healing power of nature | Ch. 27& 28  |
| and**Week 15** | **Dec.** **8** | Special Topic(s) Disaster Mental HealthWitnessing Death, Final Hours (Stress and Recovery for Social Workers) | None (May be provided online) |

### Note*: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.*

**VII. Descriptions of major assignments and examinations with due dates**

**Course Requirements:** (This syllabus should be followed if different than any dated online material).Continuing the course after distribution and review of the syllabus constitutes informed consent to participate in the course, per syllabus criteria. In addition to assignments listed below, each student is expected to read 100% of the assigned reading material and to come to each class prepared to discuss (e.g., ask and answer relevant questions) the reading material. The instructor may change course requirements and evaluation of learning criteria so long as the course learning objectives are maintained. Course assignments, delivery and communication methods may change if technological problems arise.

As an advanced practice social worker, there is a body of knowledge and a range of skills that you are expected to have in order to engage in responsible and effective practice. The following assignments are intended to help you to continue to develop this knowledge and skill. These assignments should be approached professionally and seriously. All assignments must be completed to be eligible to receive a passing grade, and may be offered as online or offline assignments as indicated in the syllabus.

**Expectations for Out-of-Class Study**: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing module online content, etc.

**Assignment 1 (Exam 1). ANNOTATED BIBILOGRAPHY**

 Learning Outcomes 1, 2

 Each student is to turn in an annotated bibliography on 10 journal articles related to stress and coping as defined in the course and social work practice. Objectives for this assignment are for students to be familiar with **professional literature** and to develop an area of professional development or research.These articles have to be from five different sources, all related to social work practice. Follow the outline as below:

1. Author’s name, year and title of the article, name of the journal, volume and page numbers.
2. Summary—to be written as if the reader has not read the article and needs to be informed of the essence of the article.
3. Critique—Intervention approaches/model’s strengths and weakness, applicability and limitations especially for clients who are diverse in terms of gender, sexual orientation, racial, ethnic and economic and education background.

Each summary and critique should be 2-3 pages in length.

Grading criteria:

1. A broad review of established effective social work intervention approaches/modalities in working with clients who suffer from various

serious losses and illnesses, or stress and crises

1. Reflects writer’s ability to analyze and evaluate these approaches/

modalities’ appropriateness and effectiveness with specific client groups

1. Summary is clear and succinct and informs the reader of its major focus
2. Critique is thoughtful and reflects comprehensiveness of the concept of stress and coping and the contribution, or lack of it, to social work practice.

**Assignment 2: Exam 2 Group Wiki Page Project**

Learning objectives 1,2,3,4,7,8,9

Each person will be randomly assigned to a Wiki Development Group focused on one of the Stress, Crisis or Coping concepts we have, or will be covering in this class. Members of the group will describe and critique the concept or technique according to the following sections:

1. Historical foundations including who developed it, where, what was the rationale for it?
2. Concepts including theoretical underpinnings, assessment and intervention techniques, method of evaluation and method of termination.
3. Evidence-based knowledge including strengths/limitations (look for meta-analysis, system reviews, etc.). Address what populations or problems are most helped by this intervention according to the literature.
4. Implications of the concept or intervention for Social Work practice, policy, research.
5. Appropriateness/applications where appropriate and reasonably expected, for social work including application to social justice, diversity, ethics
6. References

This assignment, as is EXAM 1, is graded on a pass – fail basis. If the assignment is graded unsatisfactory, the group can continue to work on it until the end of the class sessions, to improve it to a passing grade.

NOTE: I have turned on the tracking system so that I may see which students are participating in the assignment and which are not. Those not participating will not receive a pass.

Some possible examples (Each can be specified to an area not well developed in the public domain or online):

**Stress**  **Crisis** **Coping**

Career Stress Crisis Intervention Intrapersonal

Family Stress Critical Incidents Interpersonal

Financial Stress Death; Witnessing Negative Approaches

Organizational Stress Disaster and Recovery Positive Approaches

Student Stress Loss or Divorce Resiliency

Technology Stress Retirement, Phase of Life Support Systems

Vicarious Stress Trauma; Witnessing Techniques

**Wiki Grading Rubric: Group and Individual Contributor Expectations**

**A collaborative effort** (as seen in the history) A wiki can be reviewed in retrospect noting each contributor’s additions and individual effort over time. Several participants or all should have contributed. Wikis are collaborative. Each person brings their strengths and contributes things that they are good at to the project.

**Visual appeal**

Graphics are used as needed and add to the message. Graphics are not distracting and used where

needed to further explain a topic. If does not look cluttered.

**Organization**

A table of contents is used; headings and underlines are used appropriately.

**Hyperlinks to sources**

An effective wiki hyperlink’s sources and gives readers additional information about the topic.

Because most people tend to not trust wikis (they don't know the authors), you must include a

variety of hyperlinks to be considered an effective source of information. As people follow your

hyperlink’s, they will begin to look at the information you've linked to. They will learn that you

are an authority and that you've "done your homework." Make sure that you have checked your

hyperlink’s and that they work.

**Original, intelligent wording**

The effective wiki summarizes information but never copies it! (Cite your sources.) The wording is intelligent and meaningful and jargon is not used. Wikis may be read by a global audience and

authors must keep that in mind.

**Spelling/Grammar Punctuation** (-1 each up to max)

**Assignment criteria met.**

Multi-sensory tools are used (Optional, but use where possible)

The use of sound and/or video involves the wiki reader more through the increased engagement of hearing and sight. When it is used effectively, it can boost you into the hall of fame because you have more thoroughly taught your reader about your subject.

RSS Feeds and Cutting edge tools are used (Optional, but use where possible)

Pioneers are often recognized for their ability to venture into new places that others are afraid

of. Our wiki pioneers will be recognized as they learn about new technology and integrate it into their page. These technologies include RSS Feeds, video, podcasts, and any other new Web 2.0.

***Note:*** *Should problems arise in the Blackboard Course Platform relative to the Wiki Assignment, then groups will be assigned by the instructor to work on a Group Blog, with similar evaluative criteria by having each group develop a blog online at:* [*http://dimleventis.blogspot.com/*](http://dimleventis.blogspot.com/)*. Failing this, a paper or equivalent assignment would be the second alternate.*

**EXAM 3-TREATMENT PAPER**

Learning objectives 1,2,3,4,5,7,8,9

In the final stress, crisis and coping paper, the student will pick two stress, crisis or coping related problems discussed in the text or course and address with two interventions also discussed in the class materials and compare and contrast them in a formal paper. The paper must correctly cite and include as informational or reference sources, a minimum of eight videos included in the Blackboard online course format To complete the paper correctly with adequate conceptual complexity. Search for Blooms Taxonomy of Critical Thinking Skills online and incorporate analysis, comparison and contrast, synthesis and evaluation into your arguments and presentation for using the two selected intervention as supported by references and videos to address stress crisis or coping issues self-selected for your paper. Should anyone wishing to pursue another stress or crisis or coping topic not included in the text and online course, you will need to clear the topic with the instructor, but the same rigor will apply to the development and presentation of your paper. The required outline follows for this paper. The format should be APA style, 10-15 pages.

I. Introduction, Purpose of Paper

II. Comparison of Two Stress Crisis or Coping Problems and Two Intervention Models

A. Description of the two models (History, Techniques, etc.)

B. Comparison and contrast of the two models

C. Synthesize observations and analysis and an evaluative component or strategy

 to determine the efficacy of your interventions if applied.

III. Conclusions, implications and/or recommendations

IV. References (Journal articles and Video electronic references, only 1 text book citation is permitted, with only 1 additional text citation. At least 25 references and citations are expected, more are preferred.

**Final Review Week**: (Does not apply: Applies only to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes.) A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**EXAM 3-GRADING MATRIX**

1. How well were text or course inclusive theories, skills and research knowledge included and well referenced in APA style? Was an evidence informed practice approach present, in your argument and justification? Was the theory comprehensive and substantial? Were the interventions described appropriate, for the problems selected from the course materials?

 2. Did the paper identify, and discuss and support with literature sources, issues (such as professional values and ethics, diversity and social justice) from each model? How well were these discussed?

3. Did this paper demonstrate comprehensive knowledge and mastery of the professional knowledge appropriate for a graduate level paper? Was it well written, organized and presented in a professional style, no spelling or grammatical errors, with cover sheet included?

**VII. Grading Policy:**

Exams 1 (Assessment and Treatment Plan) and 2 (Wiki Group Assignment) are required and Exam 3 is an optional (Stress, Crises and Coping) paper.

EXAM 1 & EXAM 2 will be graded as either Pass/Fail. If a student or a group receives an Fail grade, the instructor will work with the student(s) to redo the exam until the grade is raised to a Passing level. Completion of these two exams at a Passing level will result in a grade of B.

EXAM 3: (optional). Exam 3 is also graded Pass/Fail. Satisfactory completion of Final Exam 3, at an "A" level, in addition to Passing Exams 1 and 2 will result in a grade of "A" in the course. Not everyone who submits a paper is assured of and "A" or passing grade. There will be no redo of Final Exam 3.

Note: the paper must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade. The content of the paper must be high, A, quality. This must be the best of your work possible.

Attendance and/or classroom participation: is counted in the grading criteria. Two to three “in class” activities may be assigned that are minor projects, to permit the class to develop additional understanding of the course content. Please be as consistent as possible throughout the course.

**VIII. Attendance Policy:** (Online, or Classroom, or Web Integrated: See below)

 *Online Sections only:*

There is no location attendance requirement if an online course offering. However, you are advised to check onto the Blackboard course site frequently as the instructor may post updates and important information. The instructor is available on a frequent basis during the week should you have a question. Contact through the course Blackboard system or post a discussion item. Response times will vary, so be sure to allow time (up to 2 days) for the instructor to read and respond to your questions. For critical and urgent requests, you may email the instructor directly without going through Blackboard.

Student support for accessing online courses or course components in Blackboard is located at: <http://www.uta.edu/blackboard/students/index.php> online.

*Classroom sections:*

1. Students are expected to be on time, attend all class sessions, and stay until the completion of the class and contribute to, and maintain, a positive learning environment throughout.

2. Students are to complete reading assignments and be prepared to participate in class, and participate in discussions, or discussion groups and small group activities. Expect an active learning environment.

Multiple absences, or non-participation, will, likely result in a letter grade deduction from the final calculated grade of the class (i.e. 3 or more). Greater absence or non-participation, than this, will likely result in not receiving a passing grade for the course.

3. All written assignments are due at the beginning of class period of the date specified on the course outline. Emailed or digitally papers will not be accepted (unless requested in this format in advance). Any technical issues with online paper submission, if offered, will result in an alternate method of either email or paper submission. Late papers will not be accepted.

4. Assignments are to be completed correctly at the time of submission. No papers or assignments may be resubmitted once a grade is given.

5. Any disruption of the classroom learning environment (through actions in or out of class) will result in the identified student(s) being required to leave the class, without possibility of being readmitted, and cancellation of class work scores for the disrupted class session(s), with a recorded failing semester grade and possible referral for adjudication.

6. All graduate students have ascribed to the NASW code of ethics at admission and are responsible for adhering to standards of professional conduct with colleagues/faculty and elsewhere in the graduate program. Differences (if any) arising from the course or grade are to be resolved if possible with the instructor, before considering alternatives.

7. Please turn off all cell phones, pagers, or communication devices while in class, or the classroom. Laptops may be used as these contribute to the learning environment and may be requested to be turned off during class activities or if disruptive to discussions.

8. Should an instructor absence be required, or weather event occur, that prohibits the class from meeting, an alternate online assignment, or discussion board assignment may be given (discretion of the instructor).

Web Integrated Classroom Sections:

Most Classroom and Face to Face Section s include a Blackboard Course Shell containing video summaries of content presented in the classroom setting, additional web based videos, power point slides, links and readings, These are required for review as is the course textbook, weekly or as scheduled. Students are required to post replies to Blackboard Discussion Boards, as alternative coursework, for any date on which the face to face class did not meet on campus. All students are expected to download Blackboard Instant Messenger and use it for online office hours with the instructor, arranged by posting or email, if the instructor is away. Alternative assignments may be given in lieu of classroom scheduling and participation, or at the discretion of the instructor (as above).

**IX. Drop Policy:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**X. Americans With Disabilities Act:**
The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**XI. Academic Integrity:**

Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

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

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**XII**. **Student Support Services**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building a of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**XIV. Librarian to Contact:**

The Social Sciences / Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: **(817) 675-8962,**

Below are some commonly used resources needed by students in online or technology supported courses: <http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources:

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www-test.uta.edu/library/help/subject-librarians.php>

Database List <http://www-test.uta.edu/library/databases/index.php>

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

Library Catalog <http://discover.uta.edu/>

E-Journals <http://utalink.uta.edu:9003/UTAlink/az>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask A Librarian <http://ask.uta.edu>

**XV. E-Culture Policy:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Note: As of the beginning of the Fall semester of 2012 all students of the UT Arlington, School of Social Work will be expected to have a lap top computer with wireless capability, or equivalent, upon admission to the School of Social Work and all programs of study and courses. The computer is required for participation and communication throughout your course of study.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**XVI. Make-up Exam or Assignment Policy**:

You will be allowed to take the course exam, if scheduled, on a different date only if you have a valid and verifiable excuse (excuses will be confirmed) for missing the exam and will have made previous arrangements with the professor. Pre-scheduled events (weddings, volunteer projects, vacation, employer based events, etc.) will likely not qualify as justification.

No excuse will be accepted for submitting a course project (s) or assignment late given that the dates designated for submitting those projects would have been publicized since the beginning of the course. If you anticipate an absence, you may send your project or assignment with a classmate or mail it on or prior to the due date.

**XVII. Grade Grievance Policy**:

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current graduate catalog.

It is the obligation of the student, in attempting to resolve any student grievance regarding grades, first to make a serious effort to resolve the matter with the instructor with whom the grievance originated. Individual instructors retain primary responsibility for assigning grades. The instructor's judgment is final unless compelling evidence shows preferential treatment or procedural irregularities. If students wish to appeal, their requests must be submitted in writing on an Academic Grievance Form available in departmental or program offices to the department chair or program director. Before considering a grievance, the department chair or program director will refer the issue to a departmental or program committee of graduate faculty. If the committee cannot reach a decision acceptable to the parties involved, the department chair or program director will issue a decision on the grievance. If students are dissatisfied with the chair or director's decision, they may appeal the case to the academic dean. If they are dissatisfied with the academic dean's decision, they may appeal it to the Dean of Graduate Studies. Students have one year from the day grades are posted to initiate a grievance concerning a grade.

**XVIII. Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**XVIV. Bibliography.**

A selected list of articles, books, book chapters, dissertations, videos, and other materials that might be of interest to students looking for information about social work practice issues may be found online: <https://library.uta.edu/guidesBibls/gbSocialWorkPractice.jsp>

Much of the material listed here is either owned by or accessible via the UT Arlington Library and more than half of the items listed are available Full text online to UT Arlington students and faculty.

**A Selected Course Resource Bibliography (Historical)**

1. Rippetoe-Kilgore, Mark and Lon. 2006. *Practical Programming for Strength Training*. ISBN 0-9768-0540-5
2. Lazarus RS (1993). "From psychological stress to the emotions: a history of changing outlooks". *Annual Review of Psychology* **44**: 1-22. doi:10.1146/annurev.ps.44.020193.000245. PMID 8434890.
3. Ron de Kloet, E; Joels M. & Holsboer F. (2005). "Stress and the brain: from adaptation to disease". *Nature Reviews Neuroscience* **6** (6): 463-475. PMID 15891777.
4. Aldwin, Carolyn (2007). *Stress, Coping, and Development, Second Edition*. New York: The Guilford Press. ISBN 1572308400.
5. Selye, Hans (1950). "Diseases of adaptation". *Wisconsin medical journal* **49** (6).
6. Seyle, Hans (1936). "A syndrome produced by diverse nocuous agents". *Nature* **138**.
7. Tsigos, C. & Chrousos, G.P. (2002). Hypothalamic-pituitary-adrenal axis, neuroendocrine factors, and stress. Journal of Psychosomatic Research, 53, 865-871.
8. Davis et al. (June 2007). Prenatal Exposure to Maternal Depression and Cortisol Influences Infant Temperament. Journal of the American Academy of Child & Adolescent Psychiatry, v46 n6 p737.
9. O'connor, Heron, Golding, Beveridge & Glover. (June 2002). Maternal antenatal anxiety and children's behavioural/emotional problems at 4 years. Br J Psychiatry. 180:478-9.
10. Schore, Allan (2003). *Affect Regulation & the Repair of the Self*. New York: W.W. Norton. [ISBN 0393704076](http://en.wikipedia.org/wiki/Special%3ABookSources/0393704076).
11. Michael D. DeBellis, George P. Chrousos, Lorah D. Dorn, Lillian Burke, Karin Helmers, Mitchel A. Kling, Penelope K. Trickett, and Frank W. Putnam. Hypothalamic—Pituitary—Adrenal Axis Dysregulation in Sexually Abused Girls
12. Petersen, C., Maier, S.F., Seligman, M.E.P. (1995). Learned Helplessness: A Theory for the Age of Personal Control. New York: Oxford University Press. ISBN 0-19-504467-3
13. Seligman, M.E.P. (1975). Helplessness: On Depression, Development, and Death. San Francisco: W.H. Freeman. ISBN 0-7167-2328-X
14. Seligman, M.E.P. (1990). Learned Optimism. New York: Knopf. (Reissue edition, 1998, Free Press, [ISBN 0-671-01911-2](http://en.wikipedia.org/wiki/Special%3ABookSources/0671019112)).
15. Holmes, T.H. and Rahe, R.H. (1967). The social readjustments rating scales. Journal of Psychosomatic Research 11:213-218.

*Note: Please also consider conserving paper by formatting and two-sided printing of syllabi with ½ inch margins rather than the traditional 1 inch margins. Please help our fragile environment by recycling all paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the Social Work Complex. Thank you.*