A. Description of Course Content

The impact of specific crises on individuals and families will be examined. Typical crises will include life-threatening illness, trauma, physical and mental disability, and death. Assessment and evaluation of an individual’s coping ability and appropriate strategies for social work interventions will be studied.

Prerequisite: SOCW 6325; SOCW 6326 or concurrent enrollment; or SOCW 6336 or concurrent enrollment.

B. Student Learning Outcomes

Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

| Health | Children and Families | Mental Health/Substance Abuse | Aging | Community and Administrative Practice |
1. Advanced social workers in health practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding health and health care services.

2. Advanced social workers in health develop an action plan for continued growth including use of continuing education, supervision, and consultation.

1. Advanced social workers in children and families practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with complex family dynamics and families with multiple challenges and issues.

2. Advanced social workers in children and families develop an action plan for continued growth including use of continuing education, supervision, and consultation.

1. Advanced social workers in mental health/substance abuse practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health/substance abuse and mental illness.

2. Advanced social workers in mental health/substance abuse develop an action plan for continued growth including use of continuing education, supervision, and consultation.

1. Advanced social workers in aging practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding aging and stereotypes of older persons.

2. Advanced social workers in aging develop an action plan for continued growth including use of continuing education, supervision, and consultation.

1. Advanced social workers in community and administrative practice assess personal strengths and areas for professional growth.

2. Advanced social workers in community and administrative practice develop an action plan for continued growth including use of continuing education, supervision, and consultation.

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**Educational Policy 2.1.2 - Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.

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<tbody>
<tr>
<td>1. Advanced social workers in health implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs in health care interventions and settings.</td>
<td>1. Advanced social workers in children &amp; families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.</td>
<td>1. Advanced social workers in mental health/substance abuse implement an effective decision-making strategy for deciphering ethical dilemmas in mental health/substance abuse treatment.</td>
<td>1. Advanced social workers in aging implement an effective decision-making strategy for deciphering ethical dilemmas on behalf of all older clients.</td>
<td>1. Advanced social workers in community and administrative practice implement an effective decision-making strategy for deciphering ethical dilemmas in community and administrative practice.</td>
</tr>
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</table>
**Educational Policy 2.1.3 - Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

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

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<tbody>
<tr>
<td>1. Advanced social workers in health evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with diverse groups of clients in health settings.</td>
<td>1. Advanced social workers in children and families evaluate, select, and implement appropriate assessment intervention and evaluation tools for use with diverse groups of families and children.</td>
<td>1. Advanced social workers in mental health/substance abuse evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients.</td>
<td>1. Advanced social workers in aging evaluate, select and implement appropriate assessment, intervention, and evaluation tools for use with the unique characteristics and needs of diverse older clients.</td>
<td>1. Advanced social workers in community and administrative practice integrate community and administrative practice models and multiple sources of knowledge to inform intervention choice and design.</td>
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</table>

**Educational Policy 2.1.4 - Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.
1. Advanced social workers in health can understand the distribution of health and disease in populations by race/ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, disability status, and other diversity issues.

1. Advanced social workers in children and families understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.

1. Advanced social workers in mental health/substance abuse understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.

1. Advanced social workers in aging understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of older adult clients from a strengths perspective.

1. Advanced social workers in community and administrative practice demonstrate awareness of cultural competence in program design, evaluation, personnel management, board functioning, and/or community relationships.

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**Educational Policy 2.1.5 - Advance human rights and social and economic justice.**

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice; and
- engage in practices that advance social and economic justice.

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<tr>
<td>1. Advanced social workers in health can identify ways in which power, privilege, gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement influence the evaluation processes and outcomes.</td>
<td>1. Advanced social workers in children and families recognize the stigma and shame associated with “family dysfunction.”</td>
<td>1. Advanced social workers in mental health/substance abuse understand the range of physical and mental health/substance abuse disease course and recovery issues associated with social stigma and marginalization of persons with mental health/substance abuse diagnoses and psychiatric disabilities, and incorporate them in their assessment and intervention.</td>
<td>1. Advanced social workers in aging understand social stigma and injustice with respect to older adults and advocate for clients’ right to dignity and self-determination in their assessment and intervention strategies.</td>
<td>1. Advanced social workers in community and administrative practice utilize community practice models and knowledge of administrative practice to advance human rights and social and economic justice.</td>
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</table>
2. Advanced social workers in health describe the distribution and determinants of health and disease and identify health disparities.

2. Advanced social workers in children and families recognize disparities in the distribution of resources across families.

2. Advanced social workers in mental health/substance abuse describe the distribution and determinants of mental health/substance abuse and illness and identify health disparities.

2. Advanced social workers in aging address any negative impacts of policies on practice with historically disadvantaged older populations.

2. Advanced social workers in community and administrative practice select and/or design intervention models to promote human rights and social and economic justice.

### Educational Policy 2.1.6 - Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.

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<tr>
<td>1. Advanced social workers in health synthesize and apply advanced strategies to search, appraise, select, and implement the most up to date evidence and implement practice guidelines in the assessment and interventions within health settings and clients with health issues.</td>
<td>1. Advanced social workers in children &amp; families use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.</td>
<td>1. Advanced social workers in mental health/substance abuse use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.</td>
<td>1. Advanced social workers in aging synthesize and apply advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with older adults.</td>
<td>1. Advanced social workers in community and administrative practice assess and identify gaps in research pertaining to community and administrative practice.</td>
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### Educational Policy 2.1.7 - Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.

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<tr>
<td>1. Advanced social workers in health describe the role of age, developmental processes, health disparities, and cultural diversity in the development and implementation of health interventions.</td>
<td>1. Advanced social workers in children and families will be able to compare the various etiology and interventions relevant to children and families.</td>
<td>1. Advanced social workers in mental health/substance abuse distinguish mental health/substance abuse, mental illness, and mental well-being across the life span.</td>
<td>1. Advanced social workers in aging apply conceptual frameworks and related theories consistent with social work perspectives and values to practice with older adults.</td>
<td>1. Advanced social workers in community and administrative practice assess social, political &amp; organizational theories as they apply to organizations &amp; communities.</td>
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<tr>
<td>2. Advanced social workers in health use socio-epidemiological and life course theory to identify factors affecting health and disease.</td>
<td>2. Advanced social workers in mental health/substance abuse compare the various etiology and treatments for substance abuse and addiction.</td>
<td>2. Advanced social workers in aging understand the heterogeneity of aging populations and distinguish the various influences and social constructions of aging well.</td>
<td>2. Advanced social workers in community and administrative practice apply knowledge of human behavior theory to practice with organizations and communities.</td>
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Educational Policy 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers
• analyze, formulate, and advocate for policies that advance social well-being; and
• collaborate with colleagues and clients for effective policy action.

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<tr>
<td>1. Advanced social workers in health communicate to stakeholders the implication of policies and policy change related to health and health care systems.</td>
<td>1. Advanced social workers in children and families communicate to stakeholders the implication of policies and policy change in the lives of children and families</td>
<td>1. Advanced social workers in mental health/substance abuse communicate to stakeholders the implication of policies and policy change in the lives of those with mental health/substance abuse concerns and mental illness.</td>
<td>1. Advanced social workers in aging communicate to stakeholders the implication of policies and policy change in the lives of older adults.</td>
<td>1. Advanced social workers in community and administrative practice utilize community organization models to advance social and economic well-being.</td>
</tr>
<tr>
<td>2. Advanced social workers in health advocate for policies that advance the social and economic well-being of those with health concerns and illness.</td>
<td>2. Advanced social workers in children and families advocate for policies that advance the social and economic well-being of children and families</td>
<td>2. Advanced social workers in mental health/substance abuse advocate for policies that advance the social and economic well-being of those with mental health/substance abuse concerns and mental illness.</td>
<td>2. Advanced social workers in aging advocate for policies that advance the social and economic well-being of older adults.</td>
<td>2. Advanced social workers in community and administrative practice utilize knowledge of administrative practice to advance social and economic well-being.</td>
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Educational Policy 2.1.9 - Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers
• continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
• provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

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### Educational Policy 2.1.10(a-d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research 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.

#### Educational Policy 2.1.10(a) - Engagement

Social workers
- substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- use empathy and other interpersonal skills; and
- develop a mutually agreed-on focus of work and desired outcomes.

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<tr>
<td>1. Advanced social workers in health implement participatory, collaborative, change-oriented communication, and engagement processes with clients, families, and other members of the health care team.</td>
<td>1. Advanced social workers effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship.</td>
<td>1. Advanced social workers in mental health/substance abuse use strategies to establish a sense of safety for a collaborative therapeutic relationship.</td>
<td>1. Advanced social workers in aging use interpersonal skills to engage older clients in a collaborative, therapeutic relationship.</td>
<td>1. Advanced social workers in community and administrative practice utilize essential community and administrative practice social work skills in working with organizations and communities that foster collaborations.</td>
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### Educational Policy 2.1.10(b) - Assessment

Social workers
- collect, organize, and interpret client data;
- assess client strengths and challenges;
- develop mutually agreed-on intervention goals and objectives; and
- select appropriate intervention strategies.

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<tr>
<td>1. Advanced social workers in health demonstrate understanding of the bio-psycho-social-spiritual model of human development and conduct multiple domain assessments within health settings and the community.</td>
<td>1. Advanced Practitioners in Children and Families use multidimensional bio-psycho-social-spiritual assessment tools.</td>
<td>1. Advanced social workers in mental health/substance abuse will be able to describe the structure of the DSM-V and conduct an assessment using the DSM-V criteria and structure.</td>
<td>1. Advanced social workers in aging conduct bio-psycho-social-spiritual assessments using standardized measures appropriate for use with older adults.</td>
<td>1. Advanced social workers in community and administrative practice use existing or develop community assessments in choosing or developing appropriate intervention strategies.</td>
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### Educational Policy 2.1.10(c) - Intervention

Social workers
- initiate actions to achieve organizational goals;
- implement prevention interventions that enhance client capacities;
- help clients resolve problems;
- negotiate, mediate, and advocate for clients; and
- facilitate transitions and endings.

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<tr>
<td>1. Advanced social workers in health will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that affect health.</td>
<td>1. Advanced social workers in children and families will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that effect children and families.</td>
<td>1. Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective treatments for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults.</td>
<td>1. Advanced social workers in aging describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems which effect older adults.</td>
<td>1. Advanced social workers in community and administrative practice implement community and administrative practice intervention strategies to achieve organizational goals, enhance client capacities, resolve problems, and advocate/or for clients.</td>
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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.

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials

• 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.
E. Descriptions of Major Assignments and Examinations

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.

DISCUSSION BOARDS (worth 40%): Each student is to engage in weekly discussion boards. Each week a DB questions or activity will be posted will instructions. Each student will reply to the DB prompt and reply to two peers. The original post must be posted by Wednesdays at 1159PM and replies will be posted no later than Sundays at 1159PM. Discussions must be thoughtful, demonstrate critical thinking skills and show an understanding of the course readings/material.

Includes designated skill(s) or behavior (s) from Aging: Educational Policy 2.1.6(1, and 2) Educational Policy 2.1.10(c)-(1)

Includes designated skill(s) or behavior (s) from Children and Family: Educational Policy 2.1.6(1, and 2) Educational Policy 2.1.10(c)-(1)

Includes designated skill(s) or behavior (s) from Health Care: Educational Policy 2.1.6(1, and 2) Educational Policy 2.1.10(c)-(1)

Includes designated skill(s) or behavior (s) from Mental Health Educational Policy 2.1.6(1) Educational Policy 2.1.10(c)-(1)

EXAMS (worth 30% each): There will be two subjection exams during the course of the term. Students will have an opportunity to demonstrate their understanding of course materials via a mid-term and a final exam. Both exams with be multiple choice and true/false questions. Exams are unlimited in time but will only be taken once. Exams are expected to be completed on an individual basis.

Includes designated skill(s) or behavior (s) from: Aging: Educational Policy 2.1.3(1) Educational Policy 2.1.10 (c)-(2) Educational Policy 2.1.10(d)-(1)

Includes designated skill(s) or behavior (s) from: Children and Family: Educational Policy 2.1.3(1) Educational Policy 2.1.10 (c)-(2) Educational Policy 2.1.10(d)-(1)

Includes designated skill(s) or behavior (s) from: Health Care: Educational Policy 2.1.3(1) Educational Policy 2.1.10 (c)-(2) Educational Policy 2.1.10(d)-(1)
Includes designated skill(s) or behavior(s) from: Mental Health: Educational Policy 2.1.3(1) Educational Policy 2.1.10 (c)-(2) Educational Policy 2.1.10(d)-(1)

F. Grading

General grading criteria for written work include: logical development of concepts, thoroughness, critical thinking and clarity of written expression, application of course content and independent research, and appropriateness of the product to the assignment given. Students are advised to maintain back-up copies of all assignments kept on computer disks, networks or hard drives. In most cases, expect the professor to grade assignments within 2 weeks of the due date. If you have questions about your grade, check the grade book on Blackboard. Please, do not ask when grades will be assigned before the 2 week period. FERPA, a federal act that provides privacy to university students, severely limits the professor’s ability to discuss grades over the internet or phone. Consequently, the professor discusses grades in person. Do not email about your grades from an email account other than MavMail.

Calculating your grade after ALL assignments have been graded: Find the “Total” (max. points=100) column in Blackboard Grade Center and see where that number falls in the following grading scale below.

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<th>Point Range</th>
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<td>90-100</td>
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<td>80-89</td>
<td>B</td>
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<td>70-79</td>
<td>C</td>
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<td>60-69</td>
<td>D</td>
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<tr>
<td>below 59</td>
<td>F</td>
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Suggestions for earning a good grade:
The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:

- First, read and view the assigned material.
- Second, ask your question regarding the course materials through an email to the professor or in the Ask the Instructor link on BB (usually your peers will have the same question).
- Remember, it is much better to ask your question about course materials before you turn in your assignment, rather than ask your question about your low grade after the return of your assignment. Invariably, students who communicate with the professor regarding course materials, e.g., “I understand concept ABC to mean DEF, is this correct? ... Does TUV relate to WXY in such and such a manner? ... etc.,” earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., “When will you grade my assignment? ... Do we have to answer all the questions in this assignment? ... Why did I get a low grade? ... Do we need to buy the book? ... etc.” The course materials, assigned readings, powerpoints and this syllabus are all you require to earn a higher grade in this class. Read all these materials carefully.

The syllabus provides you with directions for completing the assignments and a calendar in the course outline and on BB showing you when each assignment is due. Additionally, you will find the grading rubrics that will be used to assess your major assignments on Blackboard. This will help you guide your work and understand your professor's expectations. It is recommended that you check the rubrics before turning in your assignments to ensure you have covered all areas. It is also recommended that students seek guidance and editorial assistance from their peers, the SSW Writing Resource Coordinator, Chris Kilgore, and/or UTA’s English Writing Center.

Each week, you should:
1. Log into BB at least twice weekly, complete/submit assignments and download course materials posted by the instructor.
2. Complete your readings; supplemental readings are noted in the course outline in this document and are available in the appropriate folder in the “Supplemental Readings” area on Blackboard.
3. Complete all assignments and exams. These are designated in the course outline in this document. Assignments will be submitted via Blackboard. Assignment links will be available in the Assignment tab in the
main menu on Blackboard.
4. Evaluate whether you understand the course materials. If you have questions about the course materials, then please email your questions to the professor (harperkiva@uta.edu) or ask in the Ask the Instructor link.

Students are expected to keep track of their performance throughout the semester and seek guidance from available resources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below. An Incomplete (“I”) grade may be assigned only in relation to (1) an emergency and/or hardship situation, and (2) when the completed portion of the student’s work in the course is passing quality. A request, for an “I”, must be discussed with the instructor prior to the final week of classes. If approved, a specific date for completion of the work will be determined by the instructor. The completion date will be dependent upon the individual situation and may be less than the maximum time permitted by University rules regarding incomplete grades. The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of plagiarism of any assignment by the Office of Student Conduct.

Note: The following Web Sites not only define plagiarism, but provide examples of the different types of plagiarism:
• Tutorial on Plagiarism (UT-Arlington) http://library.uta.edu/plagiarism/index.php
• Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry) http://www.chem.uky.edu/courses/common/plagiarism.html#Examples
• Avoiding Plagiarism (UC-Davis) http://sja.ucdavis.edu/files/plagiarism.pdf
• Unacceptable Paraphrases (Indiana University Writing Tutorial Services) http://www.indiana.edu/~wts/pamphlets.shtml

Note: 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. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

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G. Make-Up Exams

Examinations and assignments are not accepted past due dates unless arrangements are made with instructor PRIOR to the due date. In these cases, late assignments may be accepted under extreme circumstances and at the discretion of the instructor with documentation. YOU MAY NOT SUBMIT LATE ASSIGNMENTS FOR PARTIAL CREDIT.

H. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,
1. Each student is expected to log onto BB weekly. Failure to do so will adversely affect your grade.
2. A respectful and inclusive environment is expected. Any disruption of the course learning environment will result in the identified student(s) being referred to the Professional Standards Committee and possibly being required to leave the course session, without the possibility of being readmitted, and the cancellation of course scores, with a recorded failing semester grade.
3. Meaningful class participation is one of the requirements of university education. All students are expected to attend and be an active participant in the classroom. Students are expected to demonstrate professionalism at all times.
4. In borderline grade situations, attendance will count at the professor’s discretion.

I. Course Schedule

<table>
<thead>
<tr>
<th>Lesson</th>
<th>DATE</th>
<th>TOPIC (For this date or class)</th>
<th>READING ASSIGNMENT(s) (For class discussion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>08/29 and 09/06</td>
<td>Review course syllabus, &amp; Topic: The nature of stress, Sociology of stress</td>
<td>Ch. 1&amp;2</td>
</tr>
<tr>
<td>Week 2</td>
<td>09/12</td>
<td>Topic: Physiology of stress, &amp; Stress and disease</td>
<td>Ch. 3 &amp;4</td>
</tr>
<tr>
<td>Week 3</td>
<td>09/19</td>
<td>Topic: Psychology of stress, &amp; Stress emotions, Anger, Fear and Joy</td>
<td>Ch. 5 &amp; 6</td>
</tr>
<tr>
<td>Week 4</td>
<td>09/26</td>
<td>Topic: Stress prone/stress resistant personalities, Stress &amp; human spirituality</td>
<td>Ch. 7 &amp; 8</td>
</tr>
<tr>
<td>Week 5</td>
<td>10/03</td>
<td>Topic: Cognitive restructuring, &amp; Behavior modification</td>
<td>Ch. 9&amp;10</td>
</tr>
<tr>
<td>Week 6</td>
<td>10/10</td>
<td>Topic: Journal writing &amp; Expressive art therapy</td>
<td>Ch. 11&amp;12</td>
</tr>
<tr>
<td>Week 7 Mid-term Exam Due</td>
<td>10/17</td>
<td>Topic: Humor therapy &amp; Creative problem solving</td>
<td>Ch. 13&amp;14</td>
</tr>
<tr>
<td>Week 8</td>
<td>10/24</td>
<td>Topic: Communication skills &amp; Resource management (time &amp; money)</td>
<td>Ch. 15&amp;16</td>
</tr>
<tr>
<td>Week 9</td>
<td>10/31</td>
<td>Topic: Additional coping techniques &amp; Diaphragmatic breathing</td>
<td>Ch. 17&amp;18</td>
</tr>
<tr>
<td>Week 10</td>
<td>11/07</td>
<td>Topic: Meditation and mindfulness, &amp; Hatha yoga.</td>
<td>Ch. 19 &amp; 20</td>
</tr>
<tr>
<td>Week 11</td>
<td>11/14</td>
<td>Topic: Mental imagery and visualization, &amp; Music therapy</td>
<td>Ch. 21 &amp; 22</td>
</tr>
<tr>
<td>Week 12</td>
<td>11/21</td>
<td>Topic: Massage therapy, &amp; Tai Chi Ch’aun</td>
<td>Ch. 23 &amp; 24</td>
</tr>
<tr>
<td>Week 13</td>
<td>11/28</td>
<td>Topic: Progressive muscle relaxation, &amp; Autogenic training and Clinical Biofeedback</td>
<td>Ch. 25 &amp; 26</td>
</tr>
<tr>
<td>Week 14 Final Exam Due</td>
<td>12/05</td>
<td>Topic: Physical exercise, Nutrition and stress Ecotherapy: Healing power of nature</td>
<td>Ch. 27 &amp; 28</td>
</tr>
</tbody>
</table>

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.
J. Expectations for Out-of-Class Study

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

K. Grade Grievances


L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is 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.uta.edu/library/help/subject-librarians.php
Course Reserves............................. http://pulse.uta.edu/vwebv/enterCourseReserve.do
Connecting from Off-Campus........... http://libguides.uta.edu/offcampus
Ask a Librarian.............................. http://ask.uta.edu

N. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration
period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aa0/fao/).

**O. Disability Accommodations**

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter **certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.**

Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.**

**P. Non-Discrimination Policy**

_The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos)._

**Q. Title IX Policy**

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

**R. Academic Integrity**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

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

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*
UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

S. Electronic Communication

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

T. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/.

U. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

V. Final Review Week

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