Semester/Year: Spring 2016  
Course Title: Advanced Micro Practice  
Course Prefix/Number/Section: SOCW 6325-013/014  
Instructor Name: Kiva Harper, MSSW, LCSW  
Faculty Position: Assistant Professor in Practice  
Faculty Profile: http://www.uta.edu/profiles/kiva-harper  
Office Number: GACB Room 115  
Phone Number: (682) 238-0730  
Email Address: harperkiva@uta.edu  
Office Hours: Mondays 2pm-3pm, Thursdays 5pm-7pm or by appointment  
Day and Time of Class (if applicable): Online  
Location: Online  
Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.  
Blackboard: https://elearn.uta.edu/webapps/login/

A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):

[This course builds] on the generalist perspective and basic familiarity with Social Work processes (such as problem identification, assessment, contracting, plan implementation, and outcome evaluation, in the context of (1) existing psychotherapeutic modalities, and (2) the particular client characteristics that lend themselves to specific change modalities. Required of all Direct practice students. Prerequisites: SOCW 5304; SOCW 5310; and SOCW 5551.

Detailed course description:

Advanced micro practice builds on the generalist perspective and basic familiarity with Social Work processes (such as problem identification, assessment, contracting, plan implementation, and outcome evaluation), in the context of (1) existing psychotherapeutic modalities, and (2) the particular client characteristics that lend themselves to specific change modalities. In addition, this course assumes and builds on a prior knowledge of the importance of worker variables with respect to developing, maintaining and using the client-worker relationship to provide relevant help to clients who are seeking for assistance. Therefore, the focus for students in the advanced year is to relate a range of intervention strategies to various client populations relevant to students’ work concerns, and relative to intended advanced specialty track. Theoretical underpinnings are explored; our philosophical approach is to prefer empirically supported methods, but to be technically eclectic in technique selection.

Attention is paid to a range of change theories, intervention strategies, and therapeutic techniques employed at individual couple and family levels. Emphasis is placed on developing criteria for selecting intervention strategies that are appropriate to the specific goals of treatment. Application
of practice theories will be presented in the context of sensitivity to ethnic and minority groups. The functional analysis of behavior, data-based treatment, and practitioner variables and accountability are common elements emphasized in this course.

**B. Measurable Student Learning Outcomes:**

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.

<table>
<thead>
<tr>
<th>Aging Specialty</th>
<th>Children and Families Specialty</th>
<th>Health Specialty</th>
<th>Mental Health/Substance Abuse Specialty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced social workers in aging practice active self-reflection and continue to address personal bias and stereotypes to build knowledge to dispel myths regarding aging and stereotypes of older persons.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**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.

<table>
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<tbody>
<tr>
<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 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 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 mental health/substance abuse implement an effective decision-making strategy for deciphering ethical dilemmas in mental health/substance abuse treatment.</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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<tr>
<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 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 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 mental health/substance abuse evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients.</td>
</tr>
</tbody>
</table>

**Educational Policy 2.1.6 - Engage in research-informed practice and practice-informed**
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 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 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 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 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>
</tr>
<tr>
<td>2. Advanced social workers in aging develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable measures specific to older adults.</td>
<td>2. Advanced social workers in children and families develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.</td>
<td>2. Advanced social workers in aging develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.</td>
<td>2. Advanced social workers in children and families develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.</td>
</tr>
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</table>

**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(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 aging describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems which affect older adults</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 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 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>
</tr>
</tbody>
</table>

C. Required Text(s) and Other Course Materials:


D. Additional Recommended Text(s) and Other Course Materials:


Jones-Smith, E. (2016). Theories of counseling and psychotherapy: An integrated approach (2nd


E. Major Course Assignments & Examinations:

Discussion Board:

You must answer at least one of the discussion board questions posted for each session. In addition, you must post responses to at least two postings of your classmates. You may earn up to 3 points each session by participating in the discussion board. There will be 10 Discussion Boards, corresponding with the 10 Course Sessions of the semester. In order to earn the full 3 points in any given session, you must meet the following criteria:

1. Respond to at least one new discussion board question and comment on two postings from your classmates. Your initial post must be posted by Wednesdays at 1159pm and responses must be posted by Sundays at 1159pm.
2. Demonstrate thoughtfulness and effort in your response. Statements such as, "I agree" or "Good post" will not suffice.
3. Manage your post and answer all questions posted to your thread. It is suggested you subscribe to the thread after you post.

Note: Discussions will end on Sundays at 1159pm, and new discussions will begin on Mondays at 8am. I encourage you to respond to other students’ postings and to participate in more than the minimum number of discussions required, as participation will generally enhance your understanding of the material as well as your overall experience in the course. Additionally, you must monitor your discussion thread. I'd encourage you to subscribe to the thread after you post so as not to miss any comments/questions. I will post my feedback in your thread.

Discussion Papers:

Final grades will be partially based on four (4) discussion papers of one of the theories presented in class since the previous paper was due. These four papers should be no less than three (3) and no more than five (5) pages each, from our discussions of the theories as applied to the semester case occurring since the previous paper. Note that for these discussion reports, no references are required; the point of this discussion exercise is to encourage critical thinking of the material. At the beginning of the semester all of you will have been given a case that we as a class will be following throughout the course. Each week we will take as much time as possible to discuss the case and your thoughts about how the intervention model could be applied to the case. This will give you some foundation for how you can discuss the case in your discussion paper. Your discussion papers are to be submitted by the due dates listed in the course outline, below, so it is a good idea to write your thoughts down as they are being discussed. You should only submit one report on one
intervention model. These will count for 30% of your final grade, and are to be submitted through Blackboard and SafeAssign by 11:59 PM on the due dates listed below. The grading rubric for the discussion papers is as follows:

1. Provide a clear statement as to which issue of the client's is being discussed
2. State which intervention model you are discussing
3. What are the key features of the intervention model,
4. Provide a brief statement about how you will apply the model
5. Give a brief statement about which aspects of the model would be most helpful, and why (or why not).

Discussion paper due dates:
Sunday, January 31, 2016
Sunday, February 21, 2016
Sunday, March 27, 2016
Sunday, April 17, 2016

The remaining 40% of your final grade will be based on a final (major) paper that is due May 1, 2016. No late papers will be accepted after the due date. Failure to submit assignments on the specified date will result in a failing grade for the assignment. The only exceptions that will be considered are any life circumstances any of us would see as an emergency, and this will be determined on a case-by-case basis. Of course if you wish to submit your major paper earlier than the due date, by all means do so. Note: All assignments are to be submitted by midnight of the due date, electronically as a Word-compatible document through Blackboard and SafeAssign.

Core competency 2.1.2 sub point 3 ; core competency 2.1.3 sub points 1-3; core competency 2.1.10 c- sub point 2-38

**Major Paper:**

Assessment of an intervention theory: You will be required to examine and identify in detail an intervention theory, including its history (which includes key figures), basic assumptions of the theory, and examples of how the theory is applied. This will provide the foundation for a more important effort: at some point developing your own theory of intervention. Your first task is to decide which intervention model you wish to assess. You may select any of the models listed in the course outline. Your final written report must follow the outline below. You will note that the first three points are theoretical, and the last two are more subjective.

Your paper will not be graded if the outline provided is not used. This includes the headings as listed below.

1. History of the theory: How was the theory initially formulated and who were the major proponents?

2. Basic Assumptions: This is the what of the intervention model. This section should include (a) what the model says about human nature and what it means to be human (i.e. the model's theory of personality); (b) what the model says about how problems develop (i.e. the model's theory of psychopathology); and (c) how those problems are dealt with by the model (i.e. the model's theory of psychotherapy or intervention).

3. Examples of what the intervention might look like: This is the how of the model. This includes discussion what are the typical worker activities and behaviors, in general terms; how to see this
model in action.

4. Specific application of the model: This is the how with a particular client. In this instance you will work with a specific case (there are three to choose from); how you would use this model to help the client you have chosen. Address how you would use the intervention, and also provide a rationale for your choice.

5. Overall impression of the model: This requires discussing why you chose this model based on knowledge of (a) yourself and your own preferences; (b) your assessment of the strengths and weakness of the model; and (c) knowledge of the evidence from the literature of this model's effectiveness (this covers the evidence base of the model).

Some additional points:

● Your assessment paper should be no less than eight (8) and no more than ten (10) double-spaced pages (excluding references and title page). You must use one inch margins and font size no larger than 12-point;

● Include a brief introduction and cover page; you will be penalized if there is either no abstract or introduction. Your paper will require coverage of the five sections listed above, and headings, or it will not be graded. You will need to write in the (usual) third-person at all times, except in the last two sections where you are providing your own application and evaluation of the intervention model you have chosen.

● Documentation is required, following APA style format. A minimum of ten (10) references will be required for this assignment, at least half of which should have been published no more than five years ago. While you are certainly allowed to use your textbooks as sources from which to draw information (they are indeed legitimate sources after all), please make every effort to use other sources instead. If you do use material from your textbook(s), you need to remember that if they are edited with several authors contributing each chapter, you need to cite the chapter, not the book. You will be penalized if this is not followed.

● This paper is worth 40% of the final grade and is due 11:59pm on May 1, 2016. Late papers will not be accepted, except in extenuating circumstances as noted above. Grading will be based on how well you cover the theory in the five sections, as well as spelling, grammar, and adherence to APA style guidelines.

● Please do not cite me in your papers; while I may be flattered, I would like to see what you have to say about the topic rather than simply reciting what I said. The lecture material came from somewhere, and I would like to see that you have consulted the sources.

Core competency 2.1.1 sub points 2-3; core competency 2.1.3 sub points 1-3; core competency 2.1.6 sub points 1-2; core competency 2.1.10 b sub points 1-4; core competency 2.1.10 c sub points 1-4.

F. Grading Policy

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 law 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.

There are 10 discussion boards in this course. Calculating your grade after ALL assignments have been graded: Find the “Total” column in Blackboard Grade Center and see where that number falls in the following grading scale below.

<table>
<thead>
<tr>
<th>Point Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>70-70</td>
<td>C</td>
</tr>
<tr>
<td>69-80</td>
<td>D</td>
</tr>
<tr>
<td>below 59</td>
<td>F</td>
</tr>
</tbody>
</table>

**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 the Ask the Instructor Link on Blackboard.
- 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 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. Check Blackboard at least twice a week to read the announcements, complete/submit
assignments and download course materials posted by the instructor.

2. Complete your readings in the required textbook; supplemental readings are noted in the course outline in this document.

3. Complete the assignments for each unit. 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 the post on the Ask the Instructor tab Blackboard.

The course grade is based on the following:

- Discussion papers: 30%
- Major paper: 40%
- Class participation: 30%

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.

G. Make-Up Exam or Assignment Policy:

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

Examinations and assignments are not accepted past due dates unless arrangements are made with instructor PRIOR to the due date. Late assignments may be accepted under extreme circumstances and at the discretion of the instructor. **DB posts may not be made up.**

Note: In an online class, web outages due to weather and other foreseeable circumstances severely impede your ability to complete assignments. In planning your time online to complete assignments, check the forecast for inclement weather and plan accordingly. Most weather events that compromise your web access are foreseeable and should be planned for accordingly.

H. Attendance Policy:
At The University of Texas at Arlington, taking attendance is not required. Rather, 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. As the instructor of this section, it is expected that you engage in the course each week via Blackboard. You should log in a minimum of 2 times each week.

I. Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics Covered</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 19</td>
<td>Introduction to the course&lt;br&gt;-Introduction of the instructor&lt;br&gt;-Introduction of the students&lt;br&gt;-Review of the syllabus&lt;br&gt;-Theory thinking&lt;br&gt;-What is theory?&lt;br&gt;-What is practice theory?&lt;br&gt;-What is the relationship between theory and the choice of intervention?&lt;br&gt;-Critical thinking skills&lt;br&gt;-Introduction of the case(s)</td>
<td>Prochaska &amp; Norcross, Ch. 1&lt;br&gt;Coady &amp; Lehmann, Ch. 1,2</td>
</tr>
<tr>
<td>Jan. 26</td>
<td>Psychodynamics I&lt;br&gt;-History&lt;br&gt;-Ego psychology</td>
<td>Prochaska &amp; Norcross, Ch. 2</td>
</tr>
<tr>
<td>Feb. 02</td>
<td>Psychodynamics II&lt;br&gt;-Object relations theory&lt;br&gt;-Attachment theory&lt;br&gt;-Adlerian approaches</td>
<td>Coady &amp; Lehmann, Ch. 6&lt;br&gt;Prochaska &amp; Norcross, Ch. 3</td>
</tr>
<tr>
<td>Feb. 09</td>
<td>Relational Theory/Therapy</td>
<td>Coady &amp; Lehmann, Ch. 7</td>
</tr>
<tr>
<td>Feb. 16</td>
<td>Interpersonal Psychotherapy (IPT)</td>
<td>Prochaska &amp; Norcross, Ch. 7</td>
</tr>
<tr>
<td>Feb. 23</td>
<td>Family Systems (Bowen)&lt;br&gt;Structural Family Therapy (Minuchin)</td>
<td>Prochaska &amp; Norcross, Ch. 12&lt;br&gt;Coady &amp; Lehmann, Ch. 4</td>
</tr>
<tr>
<td>Mar.01</td>
<td>Rational-Emotive Behavior Therapy&lt;br&gt;Cognitive Therapy</td>
<td>Prochaska &amp; Norcross, Ch. 9, 10&lt;br&gt;Coady &amp; Lehmann, Ch. 9</td>
</tr>
<tr>
<td>Mar. 08</td>
<td>Dialectical Behavior Therapy</td>
<td>Prochaska &amp; Norcross, Ch. 11</td>
</tr>
<tr>
<td>Mar. 14</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Authors</td>
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</tbody>
</table>
| Mar. 22    | Existential Theory/Therapy Humanistic/Person-Centered Therapy | Prochaska & Norcross, Ch. 4, 5  
Coady & Lehmann, Ch. 12, 13 |
| Mar. 29    | Motivational Interviewing Constructivism and Interventions | Prochaska & Norcross, Ch. 5, 15  
Coady & Lehmann, Ch. 16 |
| Apr. 05    | Narrative Therapy Solution-focused Therapy | Coady & Lehmann, Ch. 15, 17 |
| Apr. 12    | Experiential (Gestalt) Therapy Emotion-Focused Therapy | Prochaska & Norcross, Ch. 6 |
| Apr. 19    | Crisis Intervention                         | Coady & Lehmann, Ch. 19 |
| Apr. 26    | Integration I - BASIC-ID                    | Prochaska & Norcross, Ch. 16 |
| May 03     | Integration II - Common Factors             | Coady & Lehmann, Ch. 1, 2, 3, 21 |

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.

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**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 Grievance Policy:**


**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 and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the...
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 self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit http://www.suicidepreventionlifeline.org/ for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 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-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
Connecting from Off-Campus........ http://libguides.uta.edu/offcampus
Ask a Librarian....................... http://ask.uta.edu

N. 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 individuals with disabilities.

O. 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://www.uta.edu/aao/fao/).

P. 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). 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 or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

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 or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX:

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. For information regarding Title IX, visit www.uta.edu/titleIX.

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 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.

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. Student Feedback Survey:

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.

U. Final Review Week:

This ONLY applies 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.