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

**Competency 1: Demonstrate Ethical and Professional Behavior**
- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- Use technology ethically and appropriately to facilitate practice outcomes
- Use supervision and consultation to guide professional judgment and behavior

**Competency 2: Engage Diversity and Difference in Practice**
- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- Present themselves as learners and engage clients and constituencies as experts of their own experiences
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**
- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- Engage in practices that advance social, economic, and environmental justice

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**
- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy, and service delivery

**Competency 5: Engage in Policy Practice**
• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
• Assess how social welfare and economic policies impact the delivery of and access to social services
• Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**
• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
• Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**
• Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
• Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
• Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**
• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
• Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
• Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
• Facilitate effective transitions and endings that advance mutually agreed-on goals

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
• Select and use appropriate methods for evaluation of outcomes
• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
• Critically analyze, monitor, and evaluate intervention and program processes and outcomes
• Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Upon completion of this course students will be able to:

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. Competencies 2, 4, 6, 7, 8, 9.
2. Identify physical, psychological, social and environmental stressors and their impact on individual’s ability in coping. Competencies 2, 4, 5, 6, 7, 8, 9.
3. Demonstrate sensitivity in understanding cultural, social conditioning and unequal treatment of individuals due to their race, gender, and social-economic standing. Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9.
4. Evaluate clients’ sources and severity of stressors by using objective and subjective tools and measurements. Competencies 1, 2, 4, 6, 7, 8, 9.
5. Identify and evaluate the efficacies of various intervention approaches/models in their applicability when providing timely effective and appropriate social work interventions. Competencies 1, 2, 4, 5, 6, 7, 8, 9.
6. Demonstrate an understanding of social work ethics and values as they relate to clients in crisis. Competencies 1, 2, 3, 6, 7, 8, 9.

These outcomes shall be measured through online activities and other course requirements.

**C. Required Textbooks and Other Course Materials**

*Additional Recommended Textbooks and Other Course Materials*

Additional readings and content as posted online or forwarded by email and a student resource page is available from the publisher for the course text.
D. Descriptions of Major Assignments and Examinations

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.

DISCUSSION BOARDS (5 points each) (Competencies 1, 2, 3, 4, 5, 6, 7, 8, 9.)

Students are to answer questions posted for each of the required discussion boards. These will pertain to readings and videos. Discussion boards end on Sundays at 11:59pm. Responses to the prompt are due on Wednesdays at 1159pm and peer responses are due Sundays at 1159pm.

In order to receive full credit for DB posts you must adhere to the following criteria:
1. These are substantive 200+ word responses to EACH question demonstrating thoughtfulness and effort.
2. Respond to at least 2 classmates’ postings. Posts should be insightful. About 50 words.
3. Monitor your post for questions from classmates and professor.
4. DB’s may not be made up.

There will be 8 discussion boards.

TREATMENT PAPER (60 points) (Competencies 1, 2, 4, 5, 6, 7, 8, 9.)

In the treatment paper, the student will select one issue (i.e., PTSD, anxiety, health problem, disaster survival, sexual abuse, domestic violence, etc.) related to stress, crisis or coping and address with two interventions also discussed in the class materials and compare and contrast them in a formal paper. The paper must correctly cite reference sources. To complete the paper correctly with adequate conceptual complexity, search for Blooms Taxonomy of Critical Thinking Skills online and incorporate analysis, comparison and contrast, synthesis and evaluation into your arguments for using the two selected interventions/models as supported by references to address stress, crisis or coping issues.

The required outline follows for this paper. The format should be APA style, 10-15 pages (not including cover sheet and reference page).

- Introduction, purpose of paper
- Description of stress, crisis or coping issue/problem and its significance and/or prevalence with your selected population
- Description of the two intervention models (history, techniques, etc.)
- Compare and contrast the two models
- Conclusions, implications and/or recommendations
- References: peer reviewed journal articles no later than 7 years (2011-2018), and only one text book citation is permitted. At least 15 references and citations are expected.

GRADING MATRIX

- How well were text or course inclusive theories, skills, and research knowledge included and well referenced in APA style?
- Was an evidence informed practice approach present, in your argument and justification?
- Was the theory comprehensive and substantial?
- Were the interventions described appropriate, for the issue/problem selected?
- Did the paper identify, and discuss and support with literature sources, issues/limitations (such as professional values and ethics, diversity, and social justice) from each model?
- How well were these discussed?
- Did this paper demonstrate comprehensive knowledge and mastery of the professional knowledge appropriate for a graduate level paper?
- Was it well written, organized and presented in a professional style, no spelling or grammatical errors, with cover sheet included?

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

E. 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. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of
university students and severely limits the professor’s ability to discuss grades over the internet or phone. Consequently, the professor discusses grades in person or via video conference. Do not email professor 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.

**Point Range Grade**
- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- below 59 F

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.
- The course materials, assigned readings, 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 guide your work and understand your professor’s expectations. It is recommended that you check the rubric 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:
- Check Blackboard at least twice a week to read the announcements, complete/submit assignments, monitor your threads and download course materials posted by the instructor.
- Complete your readings; supplemental readings/videos will be found in the Course Material area on Blackboard.
- Complete the assignments for each week. These are designated in the course outline in this document.
- Assignments will be submitted via Blackboard by 11:59 PM on the due date. Assignment links will be available in the “Assignments” tab in the main menu on Blackboard. NO ASSIGNMENTS WILL BE ACCEPTED VIA EMAIL.
- Evaluate whether you understand the course. 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 on Blackboard.

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. Class participation includes: regularly accessing the course in Blackboard, contributions to discussions, thoughtful questions, class activities engagement, and constructive interaction with peers and instructor. Actions that undermine your class participation and compromise the sense of intellectual and practice community negatively affect your grade. Actions that undermine your class participation include but are not limited to: failure to submit assignments in a timely manner, posting contents that are not supported by readings, not logging in at least twice weekly to Blackboard and not using critical thinking skills. In borderline grade situations, Blackboard access will count at the professor’s discretion.

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.

**H. 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. Points may be deducted.

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.
I. 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 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, it is expected that you attend/engage in each class as scheduled. Missed classes/BB activities will adversely affect your grade. Additional requirements:
1. A respectful and inclusive online environment is expected. Any disruption of the course learning environment will result in the identified student(s) 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.
2. Meaningful class participation is one of the requirements of the university. In this online course participation includes: regularly accessing the course in Blackboard, meaningful contributions to discussions, thoughtful questions, class activities engagement, and constructive interaction with peers and instructor.
3. BB activities may not be made up as the purpose of the activity is to focus student engagement with peers/professor in the virtual classroom.

J. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Module</th>
<th>Week</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
| Module 1 | 10/11 | Review course syllabus  
The nature of stress  
The sociology of stress  
The physiology of stress  
The stress and disease  
Due 10/14: Discussion Board #1a and #1b | Chapters 1-4; materials on Blackboard |
| Module 2 | 10/15 | Psychology of stress  
The stress emotions of anger, fear, joy  
The stress prone/stress resistant personalities  
The stress and human spirituality  
Due 10/17: Discussion Board #2 | Chapters 5-8; materials on Blackboard |
| Module 3 | 10/22 | Cognitive restructuring  
The behavior modification  
The journal writing  
The expressive art therapy  
Due 10/24: Discussion Board #3 | Chapters 9-12; materials on Blackboard |
| Module 4 | 10/29 | Humor therapy  
The creative problem-solving  
The communication skills  
The resource management (time and money)  
Due 10/31: Discussion Board #4 | Chapters 13-16; materials on Blackboard |
| Module 5 | 11/05 | Additional coping techniques  
The diaphragmatic breathing  
The meditation and mindfulness  
The hatha yoga  
Due 11/07: Discussion Board #5 | Chapters 17-20; materials on Blackboard |
| Module 6 | 11/12 | Mental imagery and visualization  
The music therapy  
The massage therapy  
The tai chi chaun  
Due 11/18: Treatment Paper | Chapters 21-24; materials on Blackboard |
| Module 7 | 11/19 | Physical exercise  
The nutrition and stress  
The ecotherapy: healing power of nature  
Due 11/21: Discussion Board #6 | Chapters 25-28; materials on Blackboard |
| Module 8 | 11/26 | Self-Care  
Due 11/28: Discussion Board #7 | See materials on Blackboard. |

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 quizzes, viewing videos, and reviewing module online content, etc.

K. Grade Grievances
See BSW Program Manual at: https://www.uta.edu/ssw/documents/bsw-bsw-program-manual.pdf or

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 Scholarly Impact and Social Sciences Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via e-mail: brooke.troutman@uta.edu or by phone: (817) 272-5352, 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/wvweb/enterCourseReserve.do
Library Tutorials............................ http://www.uta.edu/library/help/tutorials.php
Connecting from Off-Campus.......... http://libguides.uta.edu/offcampus
Ask a Librarian............................ http://ask.uta.edu

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://www.uta.edu/aaao/faqo/).

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 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.

Counseling and Psychological Services, (CAPS) 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.

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 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.