A. Description of Course Content

Builds on the generalist perspective and the basic familiarity with social work processes (such as problem identification, assessment, contracting, plan implementation, and outcome evaluation) in the context of (1) existing psychosocial intervention modalities, and (2) the particular client characteristics that lend themselves to specific change modalities. Required of all Direct Practice students. Prerequisite: Advanced Standing OR SOCW 5304 AND SOCW 5681 OR SOCW 5881.

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while the course addresses all competencies, 1 through 9, it mainly focuses on competencies 1, 4, 6, 7, and 8.
### Competency 1: Demonstrate Ethical and Professional Behavior

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate awareness of aging-related personal and professional values through self-reflection and self-regulation.</td>
<td>Practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with compels family dynamics and families with multiple challenges and issues.</td>
<td>Practice active self-reflection and continue to address personal bias and affective responses to stereotypes to build knowledge, critical thinking skills and dispel myths regarding diverse mental health/substance abuse issues.</td>
<td>Strategically apply models for ethical decision-making, the NASW Code of Ethics, and relevant laws and regulations to critically recognize, analyze, and address ethical dilemmas in health care practices affecting individuals, organizations, and communities.</td>
</tr>
<tr>
<td>Select and incorporate ethical decision-making frameworks that integrate social work values.</td>
<td>Implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.</td>
<td>Develop an action plan for continued growth including use of continuing education, supervision, and consultation.</td>
<td>Exercise personal reflection and self-regulation to manage personal values, maintain professional demeanor in behavior and appearance, and oral, written, and electronic communication in direct and indirect connection to the delivery of services.</td>
</tr>
<tr>
<td>Practice in a culturally competent manner that demonstrates recognition of and ability to utilize the principles included in the NASW Code of Ethics, evidence-based knowledge, and relevant legal and policy-related information.</td>
<td>Recognize structural social inequities, advocate within the health and social service communities and as members of interprofessional teams on behalf of older adults and their families.</td>
<td>Implement an effective decision making strategy using cognitive and affective processes and judgment for deciphering ethical dilemmas in mental health/substance abuse treatment.</td>
<td>Recognize the role of other health professions when engaging in inter-professional teams from a systems perspective in health care service delivery.</td>
</tr>
</tbody>
</table>

### Competency 4: Engage In Practice-informed Research and Research-informed Practice

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Understand and build knowledge central to maximizing the well-being of older adults and their caregivers.

Adopt, modify, and translate evidence-informed practices that are most appropriate to particular aging-focused practice settings and populations.

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.

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.

Use advanced cognitive and affective processes to search, appraise, select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with mental health/substance abuse clients.

Develop effective models, programs, policies and interventions and assess their effectiveness.

Use valid and reliable assessments for identifying client problems, risk and protective factors, vulnerability and resilience factors, and consequences for various individuals and groups.

Demonstrate an understanding of the role of evidence-based practice and practice-informed research in promoting health equity and reducing health disparities.

Engage in critical analysis and apply it appropriately in health related settings to assess and intervene with individuals and families in health care settings. Have an understanding that their own personal beliefs or biases may influence interpretation of or translation of research.

### Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish and maintain strong relationships with older adults and their constituencies for the purpose of working toward mutually agreed on goals.</td>
<td>Use interpersonal skills to engage children and families in a collaborative therapeutic relationship.</td>
<td>Understand and apply the relevant organizational world views and culture that influence how families function, and can relate social work perspectives, the evidence base and related theories to practice with multiple and complex issues that face families.</td>
<td>Assess and engage with individuals, families, groups, organizations, and communities in health care settings, within the context of a culturally-informed, personal relationship and competent social work practice.</td>
</tr>
<tr>
<td>Plan engagement strategies and interventions based on understanding of older adults’ diverse life courses, strengths, challenges, and contexts.</td>
<td>Use strategies informed by cognitive and affective processes to establish a sense of safety for a collaborative therapeutic relationship</td>
<td>Value principles of relationship building and inter-professional collaboration to facilitate empathic engagement with clients, constituencies, and other social workers and health care professionals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incorporate legal and ethical guidelines when engaging with individuals, families, groups, organizations, and communities.</td>
<td></td>
</tr>
</tbody>
</table>

### Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities |
|--------------------------------------------|--------------------------------------------|--------------------------------------------|--------------------------------------------|
| **Aging**                                  | **Children & Families**                     | **Mental Health & Substance Abuse**        | **Health**                                 |
| Conduct assessments that incorporate a strengths-based perspective, person/family-centered focus, and resilience while recognizing aging-related risk. | Use multidimensional bio-psycho-social-spiritual assessment tools. | Describe the structure of the DSM-5 and conduct an assessment informed by cognitive and affective processes using the DSM-5 criteria and structure. | Understand theories of human behavior in the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies in health settings. |
| Develop, select, and adapt assessment methods and tools that optimize practice with older adults, their families, caregivers, and communities. | Assess the quality of interactions between family members within their social environment. | | Uphold legal and ethical guidelines in the assessment of diverse clients and constituencies, and value inter-professional collaboration. |
| Use and integrate multiple domains and sources of assessment information and communicate with other professionals to inform a comprehensive plan for intervention. | Compare and assess the various etiology and interventions relevant to children and families. | | Use multidimensional bio-psycho-social-spiritual tools to conduct assessment of individuals, families, and groups in health practice settings, and utilize assessment data to inform appropriate intervention goals and strategies. |
Promote older adults’ social support systems and engagement in families, groups, and communities.

Provide person-centered and family-directed interventions that take account of life course disparities and are targeted to diverse populations, groups, organizations, and communities.

Assess for quality and access a range of services, supports, and care options, including groups and technology, for older adults and families to assure optimal interdependence.

Monitor and modify interventions as needed to respond to individual, family, and environmental challenges.

Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems that affect children and families.

Develop intervention plans to accomplish systemic change that is sustainable.

Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments informed by cognitive and affective processes for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic.

Understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies in health settings.

Deliver appropriate culturally relevant health specialty services, using inter-professional collaboration, through interaction of cultural systems between the identity of the social worker, client systems, setting, and immediate community, and practice competently with individuals, families and small groups.

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials

I encourage students to take an active role in their own learning by providing supplemental materials on Canvas such as videos, documentaries, web links, and reading recommendations which, although not required, gives students the opportunity to deepen their understanding of topics or concepts they are most interested in. The following list provides some recommended reading for further study.


Additional recommended readings may be assigned from professional journal sources and book chapters. They will be posted to the course’s online site and incorporated in video lectures.

E. Descriptions of Major Assignments and Examinations

This class takes you one step closer to making a BIG difference in your clients’ lives (and even your own life and relationships)! You will get to learn about many different theories and interventions which are used to help clients process, cope, heal and thrive and explore questions like these:

1. How can I as a social worker effectively help someone who is experiencing _fill in the blank_ (depression, anxiety, PTSD, etc.)?
2. What interventions should I adopt, based on the populations I’m serving, my personality, and the evidence of their efficacy?

In addition to creating a strong foundations of the basics of a variety of interventions, you’ll have a chance to gain a deeper mastery of two theories/modalities by applying your new learning through case study papers.

Rubrics will be used to grade each assignment. This helps ensure that expectations are clearly communicated and grading is fair. **For all assignments, please see the RUBRIC in Canvas (Modules > Course Materials > Grading Rubrics) for additional information on assignment expectations!**

All assignments are to be submitted electronically in Canvas on Sunday evenings by 11:59pm unless otherwise specified.

Discussion Boards

Addresses competencies: 1, 2, 6, 7, 8, 9

In an effort to build community, foster the sharing of diverse perspectives, and apply what you are reading and/or watching in the lecture videos, you will be able to engage in discussion boards with your classmates.

The discussion prompts will require you to think critically about course materials, responding to a series of prompts in at least 200 words. You will also be able to see what your classmates wrote and respond to at least one of them with thoughtful comments and questions (at least 100 words) that reflect your knowledge of course concepts. It is expected that all responses to questions will be clearly written using correct spelling and grammar.

The classroom dialogues (Discussion Boards) should be an inclusive, intellectually stimulating environment where students are able to learn new and varied perspectives, express their opinions, and ask questions. Class discussions are great opportunity to practice being respectful, considerate, empathetic and professional. Students are expected to strive to exemplify the UTA Principles of Community of mutual respect, constructive communication, a supportive environment, collaborative relationships, leadership & service, and inclusion & diversity. Be cool! Any inappropriate or derogatory responses may be subject to point deduction or disciplinary action.

**Remember to view the discussion board rubric under Modules > Course Materials > Grading Rubrics for detailed instructions on expectations!**
Theory to Practice Papers

Addresses competencies 1, 4, 6, 7, and 8.

It’s important, both academically and professionally, for students to be able to effectively communicate in writing. You will have the opportunity to deepen your learning on two theories of your choosing by exploring and applying those concepts to a case study. At the beginning of the semester you will be given a case study (Laura) that we as a class will be following throughout the course, applying each of the intervention models and theories to Laura’s various issues.

There will be TWO Theory to Practice assignments, each exploring a different theory/intervention of your choosing. I have prepared each module well in advance, so you are welcome to work ahead and write about an intervention that we cover later in the semester even if we haven’t “got there” yet in the schedule.

I also encourage students to practice their teamwork and collaboration skills, so you may work with a group of classmates you create (max group of 4) on ONE of these assignments. This is NOT required. I understand partner work can be difficult in an online setting so if you prefer to work alone you may do so.

You will gain expertise on your selected theory by answering the following questions:

1. History of the theory: When and how was the theory initially formulated and who were the major proponents?
2. Basic Assumptions: This would include implicit and explicit assumptions about individuals, systems and/or families. What are the central tenets, assertions, hypotheses, statements and/or points regarding the theory? What are the theory’s underlying assumptions about human nature, epistemology, and the role of the relationship between the worker and the client system in affecting change?
3. Key elements of the theory/intervention: Examples of what the intervention might look like- what are the actual behaviors and techniques used with this intervention model?
4. Overall impression of the model: Does it make intuitive sense? Could you see yourself using this type of intervention? What are the relative strengths and weaknesses of this model in general?
5. How you would apply this model to help Laura? Clearly highlight which of Laura’s issues you will be focusing on. What would you do as Laura’s social worker/therapist?

Papers should be 6-8 pages (not including title page and references) double-spaced in APA format, including section headings to organize your ideas. I also want to make sure you are able to apply what you are reading or hearing in my lectures, so your writing will need to be supported from the assigned readings and other external sources (using in-text citations and references).

Please remember to view the RUBRIC (in Canvas> Modules> Course Materials > Grading Rubrics) for more detailed instructions.

After submitting your first paper, I will provide detailed feedback that will allow you to learn and practice improving your work in your next assignments.

Study Guides

Addresses competencies: 4, 6, 7, 8, and 9

This class covers very important social work concepts that students will need not only for their field placements and careers, but also for their Integrative Seminar class and licensing exams. In order to help you learn and remember the key concepts, you will get to help out your future self by creating a study guide that gives a comprehensive overview of at least 4-5 of the theories/modalities covered in the class (such as strengths-based, attachment, CBT, mindfulness, etc.). This assignment gives students a chance to be creative and shine using a couple different skill sets. Regardless of chosen methods, students will be expected to demonstrate understanding of key concepts from each module. Some examples could be:
1. Create a written outline with bullet points
2. Record yourself teaching a mini “review” class
3. Draw concept maps or cartoons for each module
4. Create a PowerPoint presentation
5. Build a diorama
6. Create a poster
7. Use SmartArt or other graphic design tools to create graphics to illustrate concepts
8. Write a poem, song or wrap about each module

Or some combination of these. If you make something physical, you’ll need to submit a photo of it.

I understand that this is a non-traditional assignment, but breathe! A rubric with more detailed instructions/expectations will be available in Canvas and I am happy to answer any questions and provide examples. I also have a brief video lecture posted on Canvas that gives some examples.

**Optional (Ungraded) - Peer Feedback on Assignments**

Addresses competencies: 1, 4, 6, 7, and 8.

Wouldn’t it be nice to get a fresh set of eyes to give you feedback on your papers and/or study guide BEFORE they are graded? If you want to get additional suggestions for improving your work in a low stakes (not for credit) environment and are willing to work ahead a bit, this is for you! This is a great opportunity for students to take an active role in their own learning. It can also be a valuable experience in both giving and receiving feedback in a respectful and helpful way.

How it works:

1. Students pair/group up using email or the designated “Match” discussion board.
2. Email each other drafts of your paper.
3. In a timely manner, provide both positive and constructive feedback using the feedback template provided on Canvas (Modules > Course Materials). Feedback should be specific, practical, encouraging, helpful, and professional. I recommend that students complete peer feedback at least 1 week prior to the due date to allow sufficient revision time.
4. Revise and submit before the due date.
5. This is completely optional and students will not earn extra points for doing this. If you need to loop me in on how things are going I can make myself available, but this is ultimately a student-led learning experience. I am also available to answer any questions you may have about assignment expectations.
6. Don’t even think about plagiarizing your partner’s work! All assignments are submitted using Unicheck Plagiarism checking software, which includes books, online sources, and other students’ submissions.

**Extra Credit**

But wait, there’s more! There is also an opportunity to earn extra credit by completing one additional Resources discussion board (see Canvas), and another by meeting (virtually or in-person) with the UTA Writing Center to get help with your papers. First, make an appointment at the Writing Center. The writing center should send me a summary of what you worked on within a week or so, but please also email me with proof of your appointment AFTER it’s occured so I know to add your point.

Go to this link to make an appointment at the Writing Center*: [http://www.uta.edu/owl/](http://www.uta.edu/owl/)

We used to have a social work-specific writing center, but that is on hold temporarily. While you can’t make appointments, you can browse some GREAT writing resources, including writing guides and several awesome webinars: [https://www.uta.edu/ssw/student-resources/writing-resources/index.php](https://www.uta.edu/ssw/student-resources/writing-resources/index.php)

*Please note that I cannot control the Writing Center’s availability, especially around holidays. It’s...
your responsibility to reach out to schedule an appointment as early as possible.

Summary

Knowledge: After successfully completing assigned readings, lecture materials and course assignments, students will be able to remember, understand, apply, analyze, and evaluate information about a variety of theories and social work interventions, and to and create new material based on this knowledge.

Skills and Abilities: After successfully completing assigned readings, lecture materials and course assignments, students will further develop skills such as professional writing, interpersonal communication, creative problem solving, and critical thinking.

F. 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,

^^this paragraph is a part of the syllabus template that I can't edit. Note that we are now in Canvas not Blackboard.^^

The Canvas course shell contains modules that may include assignment information, lecture materials, and additional resources. Students are expected to log in to Canvas regularly and engage with each module. This is the equivalent of “coming to class”. I make a special effort to record lecture videos for each module and include bonus material for further study. Instructors can determine which students are accessing course materials and time spent in Canvas. While this time is not graded, there is a strong positive correlation between time spent in modules (watching lectures, reviewing rubrics, etc.) and being successful in the class. Also, you are paying for this education so you might as well get your money’s worth, right?!

Please regularly check your UTA email and Announcements in Canvas. These are my main methods of communication with online students.

I will also work hard to be attentive in answering student’s emails. I may teach as many as 5-6 different classes each semester, so it is very helpful for me if you include the course number (i.e. SOCW 53xx) and name (i.e. HBSE, Advanced Micro, etc.) in the subject line of all emails you send me. That way, if you asked a question about “the syllabus” or “the paper” I know which one you are talking about!

G. Grading

I do my best to grade quickly and give detailed & helpful feedback, and the earlier you turn your papers in ahead of the due date, the more likely you will be to get a rapid turnaround for a grade (since I won’t have so many to grade at once if submissions are more spread out).

You can set up notifications be be notified immediately when a grade is entered for you under Account> Notification. In order to view feedback on Canvas submissions, you will see a blue 1 appear in a circle next to the Grades tab in the lefthand column of the course page. Click on that. From there, you can click on the blue hyperlink of the assignment name to:
1. See any highlighted comments IN the paper (used to highlight grammar, APA issues, etc.)

2. View my general comments on the paper (on the right hand side box).

3. Click "Show Rubric" in the top righthand corner to see detailed feedback for each rubric item.

**REQUIRED Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Sunday by 11:59pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Intro</td>
<td>10 total (5 each)</td>
<td>1. (Intro) September 1</td>
</tr>
<tr>
<td>- Wrap Up</td>
<td></td>
<td>2. (Wrap Up) FRIDAY</td>
</tr>
<tr>
<td>Study Guides (2)</td>
<td>25 total (10 and 15 each)</td>
<td>1. October 6</td>
</tr>
<tr>
<td>Theory to Practice Papers (2)</td>
<td>60 total (30 each)</td>
<td>1. October 20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>2. WEDNESDAY December 4</td>
</tr>
</tbody>
</table>

**Optional Assignments:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Extra Credit</th>
<th>Due Date (Sunday by 11:59pm unless otherwise specified)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with Writing Center on your Theory to Practice Papers</td>
<td>1 point each</td>
<td>Same date the paper is due</td>
</tr>
<tr>
<td>Peer Feedback</td>
<td>N/A</td>
<td>Ideally 1 week before papers are due</td>
</tr>
<tr>
<td>Resources Discussion Board</td>
<td>0.5</td>
<td>November 3</td>
</tr>
</tbody>
</table>

The professor welcomes questions regarding lectures, assignment expectations and grading.

**Writing:** I strive to help students polish their writing skills and prepare them for future academic and professional roles where grammar, organization of ideas, following directions, and formatting will be important. This could include a thesis or integrative paper, cover letters, documentation of client services, grant writing, designing treatment protocols, and writing research articles.

To help practice these skills, papers must be grammatically correct and follow APA style, 6th edition. This includes being double-spaced, using 12 pt font, and including a title page, section headings, page numbers and a references page. Papers should generally be written in the third person (avoiding I, me, we, etc.). See the following link for an APA sample paper:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

Rubrics will be used to grade each assignment. This helps ensure that expectations are clearly communicated and grading is fair. Students are highly encouraged to review rubrics in Canvas before submitting assignments.
Assignment Samples: Since some students are still learning APA style, I do provide a sample APA paper which allows students to review formatting. In the case of an "outside the box" assignment, I may also provide some mini-samples to illustrate what I am expecting. However, I typically do not provide complete examples of previous students’ assignment work. This is a thoughtful decision that I think best facilitates students’ skill building based on the following factors:

1. In your career, you will often be expected to produce a deliverable without an example to go off of. While some agencies may provide examples for things like documentation notes, many other important tasks (such as presentation requests, grants, research proposals, etc.) will include detailed instructions only.
2. I’ve found that when I provide samples this limits creativity and problem solving, as students try too hard to model their own work off the sample.

If you are struggling with understanding assignment expectations, please don’t hesitate to ask me. I am happy to clarify and provide guidance.

<table>
<thead>
<tr>
<th>Final Points</th>
<th>Final Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89.9-80</td>
<td>B</td>
</tr>
<tr>
<td>79.9-70</td>
<td>C</td>
</tr>
<tr>
<td>69.9-60</td>
<td>D</td>
</tr>
<tr>
<td>59.9 or lower</td>
<td>F</td>
</tr>
</tbody>
</table>

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.

Final grades will not be rounded up. Any assignments completed in groups (if applicable) will result in each student receiving the same grade. Suggestions for earning a good grade:

1) Do the weekly readings
2) Turn in all assignments on time
3) Talk to the professor about any issues you are facing
4) Ask questions about assignments prior to the assignments due dates
5) Follow the syllabus and rubric guidelines for assignments

Academic Integrity (READ THIS!!!):

- UTA Plagiarism Tutorial: https://library.uta.edu/plagiarism/
- UTA Writing Center: http://www.uta.edu/owl/
- Social Work Writing Resources: https://uta.edu/ssw/student-resources/writing-resources/index.php
- Examples of Plagiarism and Unacceptable Paraphrases: https://indiana.edu/writing-guides/pdf/plagiarism.pdf

The work you are submitting must be your own original writing, written specifically for the assignment which you are submitting. Information from outside sources must be summarized in your own words and cited appropriately.

- All information from outside sources should be cited in APA format.
- Most information from outside sources should be paraphrased in your own words.
couple words from the original source does not constitute an appropriate summary.

- **Even if you summarize information, you should still give credit to the source of that information using an in-text citation, like this** (Magruder, 2019). You must also include a full reference in your references page.

- **Direct quotes should be used sparingly and should always be in quotation marks to show you are using another person’s exact words.** Only use direct quotes when there is no other way of conveying that information. I know you can read & copy/paste. I want to know whether you understand the information well enough to convey it effectively yourself. When you use a direct quote, use quotation marks and cite the page or paragraph number it came from, “like this” (Magruder, 2019, p.1).

- **Do not try copying your friend’s paper (in whole or segments) from a previous semester and pretending it’s your own.** I have access to papers submitted previously even to other classes or institutions and I have caught several students doing this who thought I would never know.

- **Do not resubmit a paper that you wrote for another class assignment.** This is considered "self-plagiarism" and is not appropriate in the "real world". For example, if you write a journal article which is published in Journal A, you can't then copy that article (in whole or part) to be published as a "new" article in Journal B. Reusing your own work is also unfair to other students who put in the effort to write that paper.

Assignments will be checked using UniCheck plagiarism checking software. UniCheck searches the internet, electronic books, and papers previously submitted by other students. It will find a match even if you change a couple of words.

Any students found plagiarizing (which includes using segments of another student’s paper, inadequate paraphrasing or copy/pasting phrases directly from another author without using quotation marks) may fail the assignment or fail the class and will be referred to the Office of Student Conduct for an Honor Code violation, which could result in academic probation and/or expulsion. I do not want to fail students for plagiarizing, but I have had to do so in the past. Please don’t plagiarize and ask me if you have any questions.

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.

### H. Make-Up Exams

**Late Assignments:** My late policy is designed to help students practice meeting expectations of their future clients and employers to be timely and reliable. I understand that life happens and work to accommodate the needs of students with extreme unforeseen circumstances. However, students should also develop good time management skills and be able to prioritize commitments to make deadlines. I make modules available well in advance so there is usually no excuse for not getting the work done on time.

Small assignments (10 points or less) will not be accepted late and cannot be made up. More major assignments are not accepted past the due date unless under extreme circumstances (such as serious illness, death of a family member, deployment etc.) and **where arrangements are made with the instructor PRIOR to the due date with appropriate documentation** (such as Urgent Care receipt, photo from car accident, etc.). Late major assignments (more than 10 points) **without prior arrangements** may be accepted and at the discretion of the instructor and will be docked 10% of the grade for each day it is turned in late.

### I. Course Schedule

*Note: For all of my online classes, the school “week” runs Monday through Sunday. Unless otherwise*
I make a special effort to prepare for each class session/module well in advance to allow online students the flexibility of working ahead if they choose. You are welcome to submit assignments ahead of schedule if you’d like.

I am typically very quick to respond to questions via email and will communicate regularly through the Announcements section in Canvas. Although I will try to send due date reminders, it’s ultimately your responsibility to follow the schedule, submit assignments on time, and communicate with me if you encounter problems or need clarification.

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due Sunday by 11:59pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Aug 21-25</td>
<td>Introduction and Expectations&lt;br&gt;Learning and Studying Tips&lt;br&gt;Syllabus Overview</td>
<td>Read the syllabus <em>(which you are doing now - go you!)</em></td>
<td></td>
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<tr>
<td>1</td>
<td>Aug 26-Sep 1</td>
<td>Laura Case Study&lt;br&gt;What is theory?&lt;br&gt;Strengths Perspective and Empowerment</td>
<td>Coady &amp; Lehmann, Ch. 1 (Generalist-Eclectic), 2 (Theory), 6 (Strengths), 17 (Empowerment)</td>
<td>Introduction Discussion Board</td>
</tr>
<tr>
<td>2</td>
<td>Sep 2-8</td>
<td>Ecological Systems</td>
<td>Coady &amp; Lehmann, Ch. 4 (Ecological)&lt;br&gt;Turner, Ch. 8 (Ecopsychology)</td>
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<td>3</td>
<td>Sep 9-15</td>
<td>Psychoanalytical: Self-Psychology &amp; Freud</td>
<td>Coady &amp; Lehmann, Ch. 9 (Self-Psychology)&lt;br&gt;Turner Ch. 25 (Psychoanalytic)</td>
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<tr>
<td>4</td>
<td>Sep 16-22</td>
<td>Attachment</td>
<td>Coady &amp; Lehmann, Ch. 7 (Attachment)&lt;br&gt;Turner Ch. 1 (Attachment)</td>
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<tr>
<td>5</td>
<td>Sep 23-29</td>
<td>Humanistic/Person-Centered</td>
<td>Coady &amp; Lehmann, Ch. 13 (Client-Centered)&lt;br&gt;Turner, Ch. 3 (Person-Centered)</td>
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<td>6</td>
<td>Sep 30-Oct 6</td>
<td>Solution-Focused Brief Therapy (SFBT)</td>
<td>Coady &amp; Lehmann, Ch. 3 (Problem-solving model), 12 (Task-centered), 20 (Solution-focused)</td>
<td>Study Guide Part 1</td>
</tr>
<tr>
<td>7</td>
<td>Oct 7-13</td>
<td>Relational Model&lt;br&gt;Interpersonal Psychotherapy (IPT)</td>
<td>Coady &amp; Lehmann, Ch. 8 (Relational)&lt;br&gt;Turner, Ch. 27 &amp; 28 (Relational)</td>
<td>Optional Peer Feedback Paper 1</td>
</tr>
<tr>
<td>8</td>
<td>Oct 14-20</td>
<td>Cognitive-Behavioral Therapy (CBT)&lt;br&gt;Rational-Emotive Behavior Therapy (REBT)</td>
<td>Coady &amp; Lehmann, Ch. 10 (CBT)&lt;br&gt;Turner, Ch. 4 (CBT), 5 (CT)</td>
<td>Theory to Practice Paper 1</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Topic</td>
<td>Resources</td>
<td>Extra Credit</td>
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<tr>
<td>9</td>
<td>Oct 21-27</td>
<td>Dialectical-Behavior Therapy (DBT) Mindfulness</td>
<td>See Canvas</td>
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<tr>
<td>10</td>
<td>Oct 28-Nov 3</td>
<td>· Existential · Gestalt</td>
<td>Coady &amp; Lehmann, Ch. 14 (Existential) Turner Ch. 10 (Existential), 15 (Gestalt)</td>
<td>Extra Credit Resources Discussion Board</td>
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<td>· Constructivism-Narrative Therapy · Acceptance and Commitment Therapy (ACT)</td>
<td>Coady &amp; Lehmann, Ch. 18 (Narrative) Turner, Ch. 6 (Constructivism), 21 (Narrative), 34 (Social Construction) See Canvas</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Nov 4-10</td>
<td>· Crisis Intervention EMDR</td>
<td>Coady &amp; Lehmann, Ch. 11 (Crisis Intervention) See Canvas</td>
<td></td>
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<tr>
<td>12</td>
<td>Nov 11-17</td>
<td>· Emotion-Focused Therapy (EFT) · Family Systems</td>
<td>Coady &amp; Lehmann, Ch. 15 (Emotion-focused) Turner, Ch. 5 (Individual and Family Development) Study Guide Part 2</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Nov 18-24</td>
<td>Motivational Interviewing</td>
<td>See Canvas</td>
<td>Optional Peer Feedback Paper 2</td>
</tr>
<tr>
<td>14</td>
<td>Nov 25-Dec 1</td>
<td>Wrap up- · Terminating therapy · Self-care</td>
<td>None</td>
<td>Complete anonymous student feedback surveys Theory to Practice Paper 2 Due WEDNESDAY Dec 4 before 11:59pm Extra Credit- Work with Writing Center on your paper Due WEDNESDAY Dec 4 Wrap Up Discussion Board Due Friday Dec 6</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 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://library.uta.edu/subject-librarians
Course Reserves..................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ...................... http://library.uta.edu/how-to
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/aaofao/).
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. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@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/](https://www.uta.edu/conduct/). Faculty are encouraged to discuss plagiarism and share the following library tutorials.
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.