THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Fall 2017
Course Title: Stress, Crisis, and Coping
Course Prefix/Number/Section: SOCW 5316-002/007
Instructor Name: Pamela A. Malone, Ph.D., LCSW, FT (Fellow in Thanatology)
Faculty Position: Assistant Professor-in-Practice
Faculty Profile:
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Office Hours: 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. Description of Course Content

The impact of specific crises on individuals and families will be examined. Typical crises will include life-threatening illness, trauma, physical and mental disability, and death. Assessment and evaluation of an individual’s coping ability and appropriate strategies for social work interventions will be studied. Prerequisite: SOCW 6325; SOCW 6326 or concurrent enrollment; or SOCW 6336 or concurrent enrollment.

B. Student Learning Outcomes

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

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1. Advanced social workers in health practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding health and health care services.

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

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

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

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

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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.

1. Advanced social workers in children & families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.

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.

1. Advanced social workers in aging implement an effective decision-making strategy for deciphering ethical dilemmas on behalf of all older clients.

1. Advanced social workers in community and administrative practice implement an effective decision-making strategy for deciphering ethical dilemmas in community and administrative practice.

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**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 health evaluate, select, and implement appropriate assessment, intervention, and evaluation tools for use with diverse groups of clients in health settings.</td>
<td>1. Advanced social workers in children and families evaluate, select, and implement appropriate assessment intervention and evaluation tools for use with diverse groups of families and children.</td>
<td>1. Advanced social workers in mental health/substance abuse evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients.</td>
<td>1. Advanced social workers in aging evaluate, select and implement appropriate assessment, intervention, and evaluation tools for use with the unique characteristics and needs of diverse older clients.</td>
<td>1. Advanced social workers in community and administrative practice integrate community and administrative practice models and multiple sources of knowledge to inform intervention choice and design.</td>
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Educational Policy 2.1.4 - Engage diversity and difference in practice.

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

- recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.

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<tr>
<td>1. Advanced social workers in health can understand the distribution of health and disease in populations by race/ethnicity, socioeconomic status, gender, gender identity, sexual orientation, religion, disability status, and other diversity issues.</td>
<td>1. Advanced social workers in children and families understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.</td>
<td>1. Advanced social workers in mental health/substance abuse understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.</td>
<td>1. Advanced social workers in aging understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of older adult clients from a strengths perspective.</td>
<td>1. Advanced social workers in community and administrative practice demonstrate awareness of cultural competence in program design, evaluation, personnel management, board functioning, and/or community relationships.</td>
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Educational Policy 2.1.5 - Advance human rights and social and economic justice.

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

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

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1. Advanced social workers in mental health/substance abuse understand the range of physical and mental health/substance abuse disease course and recovery issues associated with social stigma and marginalization of persons with mental health/substance abuse diagnoses and psychiatric disabilities, and incorporate them in their assessment and intervention.

2. Advanced social workers in health describe the distribution and determinants of health and disease and identify health disparities.

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

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

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.
1. Advanced social workers in health synthesize and apply advanced strategies to search, appraise, select, and implement the most up to date evidence and implement practice guidelines in the assessment and interventions within health settings and clients with health issues.

2. Advanced social workers in health have the ability to critically assess and participate in research design and methodology related to health practice.

1. Advanced social workers in children & 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.

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.

1. Advanced social workers in mental health/substance abuse use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health/substance abuse issues, and persons with psychiatric disabilities, and their families and communities.

2. Advanced social workers in mental health/substance abuse have the ability to critically assess and participate in research design and methodology related to practice with mental health/substance abuse service users.

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.

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.

2. Advanced social workers in community and administrative practice apply research to inform best practice in relation to community assessment, program design, program evaluation, and/or community relation efforts.

Educational Policy 2.1.7 - Apply knowledge of human behavior and the social environment.

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

• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
• critique and apply knowledge to understand person and environment.
### Educational Policy 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

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

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

2. Advanced social workers in children and families advocate for policies that advance the social and economic well-being of children and families.

2. Advanced social workers in mental health/substance abuse advocate for policies that advance the social and economic well-being of those with mental health/substance abuse concerns and mental illness.

2. Advanced social workers in aging advocate for policies that advance the social and economic well-being of older adults.

2. Advanced social workers in community and administrative practice utilize knowledge of administrative practice to advance social and economic well-being.

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**Educational Policy 2.1.9 - Respond to contexts that shape practice.**

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

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<tr>
<td>1. Advanced social workers in health assess the quality of family members' interactions within their social contexts.</td>
<td>1. Advanced social workers in children and families assess the quality of family member's interactions within their social contexts.</td>
<td>1. Advanced social workers in mental health/substance abuse assess the quality of client’s interactions within their social contexts.</td>
<td>1. Advanced social workers in aging assess the quality of older adult and family member interactions within their social contexts.</td>
<td>1. Advanced social workers in community and administrative practice utilize research skills to identify trends in client needs.</td>
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<td>2. Advanced social workers in health develop health intervention plans to accomplish systemic change that is sustainable.</td>
<td>2. Advanced social workers in children and families develop intervention plans to accomplish systemic change that is sustainable.</td>
<td>2. Advanced social workers in mental health/substance abuse develop intervention plans to accomplish systemic change that is sustainable.</td>
<td>2. Advanced social workers in aging develop intervention plans to accomplish systemic change that is sustainable.</td>
<td>2. Advanced social workers in community and administrative practice implement community and administrative practice skills to improve programs to meet those needs</td>
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Educational Policy 2.1.10(a-d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Educational Policy 2.1.10(a) - Engagement

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

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

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

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1. Advanced social workers in health demonstrate understanding of the bio-psycho-social-spiritual model of human development and conduct multiple domain assessments within health settings and the community.


1. Advanced social workers in mental health/substance abuse will be able to describe the structure of the DSM-V and conduct an assessment using the DSM-V criteria and structure.

1. Advanced social workers in aging conduct bio-psycho-social-spiritual assessments using standardized measures appropriate for use with older adults.

1. Advanced social workers in community and administrative practice use existing or develop community assessments in choosing or developing appropriate intervention strategies.

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**Educational Policy 2.1.10(c) - Intervention**

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

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<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 for a variety of problems that affect health.</td>
<td>1. Advanced social workers in children and families will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems that affect children and families.</td>
<td>1. Advanced social workers in mental health/substance abuse describe empirically validated and theoretical causes, advanced assessment methods, and the most effective treatments for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults.</td>
<td>1. Advanced social workers in aging describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems which affect older adults.</td>
<td>1. Advanced social workers in community and administrative practice implement community and administrative practice intervention strategies to achieve organizational goals, enhance client capacities, resolve problems, and advocate/or for clients.</td>
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**Educational Policy 2.1.10(d) - Evaluation**

Social workers:
- critically analyze;
- monitor; and
- evaluate interventions.
Discussion boards begin on Thursdays at 12am and end on Wednesdays at 11:59pm. Students are to answer questions posted for each of the required discussion boards. These will pertain to readings and videos professionally and seriously. All assignments must be completed to be eligible to receive a passing grade, and help you to continue to develop this knowledge and skill. These assignments should be approached to have in order to engage in responsible and effective practice. The following assignments are intended to be

1. Advanced social workers in health contribute to the theoretical knowledge base in the area of health and illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.

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<tr>
<td>1. Advanced social workers in children and families contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.</td>
<td>1. Advanced social workers in mental health/substance abuse contribute to the theoretical knowledge base in the area of mental health/substance abuse and mental illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.</td>
<td>1. Advanced social workers in aging contribute to the theoretical knowledge base in the area of aging through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.</td>
<td>1. Advanced social workers in community and administrative practice evaluate community and administrative practice programs and use professional judgment to improve and enhance program outcomes.</td>
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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
2. Identify physical, psychological, social and environmental stressors and their impact on individual’s ability in coping
3. Demonstrate sensitivity in understanding cultural, social conditioning and unequal treatment of individuals due to their race, gender, and social-economic standing
4. Evaluate clients’ sources and severity of stressors by using objective and subjective tools and measurements
5. Identify and evaluate the efficacies of various intervention approaches/models in their applicability when providing timely effective and appropriate social work interventions
6. Demonstrate an understanding of social work ethics and values as they relate to clients in crisis

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

C. Required Textbooks and Other Course Materials

D. Additional Recommended Textbooks and Other Course Materials
Additional readings and content as posted online, or forwarded by email and a student resource page is available from the publisher for the course text.

E. Descriptions of Major Assignments and Examinations
(This syllabus should be followed if different than any dated online material)

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
Students are to answer questions posted for each of the required discussion boards. These will pertain to readings and videos. Discussion boards begin on Thursdays at 12am and end on Wednesdays at 11:59pm.

1. Respond to discussion board question(s) by the following Sunday at 11:59pm. These are substantive 250-500 word responses demonstrating thoughtfulness and effort.
2. Respond to at least two classmates’ postings between Monday and Wednesday at 11:59pm.
3. There will be 8 discussion boards.
TREATMENT PAPER
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 as supported by references (and videos) 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).

1. Introduction, purpose of paper
2. Description of stress, crisis or coping issue/problem and its significance and/or prevalence
3. Description of the two intervention models (history, techniques, etc.)
4. Compare and contrast the two models
5. Synthesize observations and analysis and an evaluative component or strategy to determine the efficacy of your interventions if applied
6. Conclusions, implications and/or recommendations
7. References: peer reviewed journal articles no later than 7 years (2010-2017), video electronic references, and only 1 text book citation is permitted. At least 20 references and citations are expected.

FIRST HALF OF PAPER
The first half of the paper due mid-semester includes 1, 2, and 7 above. Write the introduction and purpose of your paper, the description, and your reference page. Basically, your references will shape your paper.

FINAL PAPER
This will include all portions 1-7.

GRADING MATRIX
1. How well were text or course inclusive theories, skills, and research knowledge included and well referenced in APA style? Was an evidence informed practice approach present, in your argument and justification? Was the theory comprehensive and substantial? Were the interventions described appropriate, for the issue/problem selected?
2. 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?
3. Did this paper demonstrate comprehensive knowledge and mastery of the professional knowledge appropriate for a graduate level paper? Was it well written, organized and presented in a professional style, no spelling or grammatical errors, with cover sheet included?

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

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

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

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

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.

F. Grading
General grading criteria for written work include: logical development of concepts, thoroughness, critical thinking and clarity of written expression, application of course content and independent research, and appropriateness of the product to the assignment given. Students are advised to maintain back-up copies of all assignments kept on computer disks, networks or hard drives. In most cases, expect the professor to grade assignments within 2 weeks of the due date. If you have questions about your grade, check the grade book on Blackboard. Please, do not ask when grades will be assigned before the 2-week period. 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. 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.

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<td>60-69</td>
<td>D</td>
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<td>below 59</td>
<td>F</td>
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Suggestions for earning a good grade:
The professor welcomes questions regarding course materials. Here is how to get the most out of asking questions:
- First, read and view the assigned material
- Second, ask your question regarding the course materials through an email to the professor or 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:
1. 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.
2. Complete your readings; supplemental readings are noted in the course outline in this document and are available in the appropriate folder in the “IPV Readings” area on Blackboard.
3. 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.
4. 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.

G. Make-Up Exams
Examinations and assignments are not accepted past due dates unless arrangements are made with instructor PRIOR to the due date. In these cases, late assignments may be accepted under extreme circumstances and at the discretion of the instructor. 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.
H. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

As the instructor of this section, 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.
<table>
<thead>
<tr>
<th>MODULE</th>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS/ASSIGMENTS</th>
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</table>
| Module 1 | 8/24  | Review course syllabus  
Topic: The nature of stress,  
Sociology of stress | Ch. 1 & 2           |
| Module 2 | 8/31  | Topic: Physiology of stress  
Stress and disease  
**Due: Discussion post #1 & 2** | Ch. 3 & 4           |
| Module 3 | 9/7   | Topic: Psychology of stress, &  
Stress emotions, Anger, Fear and Joy  
**Due: Discussion post #3** | Ch. 5 & 6           |
| Module 4 | 9/14  | Topic: Stress prone/stress resistant personalities,  
Stress & human spirituality  
**Due: Discussion post #4** | Ch. 7 & 8           |
| Module 5 | 9/21  | Topic: Cognitive restructuring, &  
Behavior modification  
**Due: Discussion post #5** | Ch. 9 & 10          |
| Module 6 | 9/28  | Topic: Journal writing &  
Expressive art therapy | Ch. 11 & 12         |
| Module 7 | 10/5  | Topic: Humor therapy &  
Creative problem solving | Ch. 13 & 14         |
| Module 8 | 10/12 | Topic: Communication skills &  
Resource management (time & money)  
**Due: 1st half of Treatment Paper** | Ch. 15 & 16         |
| Module 9 | 10/19 | Topic: Additional coping techniques &  
Diaphragmatic breathing | Ch. 17 & 18         |
| Module 10 | 10/26 | Topic: Meditation and mindfulness, &  
Hatha yoga  
**Due: Discussion post #6** | Ch. 19 & 20         |
| Module 11 | 11/2  | Topic: Mental imagery and visualization, &  
Music therapy | Ch. 21 & 22         |
| Module 12 | 11/9  | Topic: Massage therapy, &  
Tai Chi Ch’au  
**Due: Discussion post #7** | Ch. 23 & 24         |
| Module 13 | 11/16 | Topic: Progressive muscle relaxation, &  
Autogenic training and Clinical Biofeedback | Ch. 25 & 26         |
| Module 14 | 11/23 | Topic: Physical exercise, Nutrition and stress  
Ecotherapy: Healing power of nature  
**Due: Discussion post #8** | Ch. 27 & 28         |
| Module 15 | 12/8  | Special Topic: Disoriented Grief and Natural Disasters  
**Due: Complete Treatment Paper** | None                |
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**


**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](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](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](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](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](http://www.uta.edu/library)
Subject Guides.................................. [http://libguides.uta.edu](http://libguides.uta.edu)
Course Reserves.............................. [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
Connecting from Off-Campus............... [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)
Ask a Librarian.......................... [http://ask.uta.edu](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/aao/fao/](http://wweb.uta.edu/aao/fao/)).

O. Disability Accommodations

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

**The Office for Students with Disabilities**, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

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

P. Non-Discrimination Policy

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

Q. Title IX Policy

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

R. Academic Integrity

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

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

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

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

S. Electronic Communication

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

T. Campus Carry

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

U. Student Feedback Survey

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

V. Final Review Week

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