A. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center’s front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA’s Office of Student Conduct.

B. 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. Co-requisite: SOCW 5311.

C. Student Learning Outcomes

The Council of Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core 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 4, 8, and 9.

### 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>Understand and build knowledge central to maximizing the well-being of older adults and their caregivers.</td>
<td>Use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.</td>
<td>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.</td>
<td>Demonstrate an understanding of the role of evidence-based practice and practice-informed research in promoting health equity and reducing health disparities.</td>
</tr>
<tr>
<td>Adopt, modify, and translate evidence-informed practices that are most appropriate to particular aging-focused practice settings and populations</td>
<td>Develop effective models, programs, policies, and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.</td>
<td>Develop effective models, programs, policies and interventions and assess their effectiveness.</td>
<td>Engage in critical analysis and apply it appropriately in health related settings to assess and intervene with individuals and families in health care settings.</td>
</tr>
</tbody>
</table>

### Competency 8: Intervene 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></td>
<td></td>
<td>Use valid and reliable assessments for identifying client problems, risk and protective factors, vulnerability and resilience factors, and consequences for various individuals and groups.</td>
<td>Have an understanding that their own personal beliefs or biases may influence interpretation of or translation of research.</td>
</tr>
</tbody>
</table>
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.

### Competency 9: Evaluate Practice 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>Plan and conduct evaluations to continuously improve programs, policies, and practice impacting older adults and their caregivers.</td>
<td>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>Contribute to the theoretical knowledge base in the area of mental health/substance abuse through practice-based research, and use evaluation of the process and/or outcomes to develop best practices informed by cognitive and affective processes.</td>
<td>Integrate sources of knowledge—including but not limited to, public health, health disparities, inter-professional, and social work theories and research, input from constituencies, and broader societal trends—within evaluation processes.</td>
</tr>
<tr>
<td>Use and translate evaluation outcomes to enhance the effectiveness and sustainability of programs, policies, and practice for an aging society.</td>
<td></td>
<td></td>
<td>Plan and conduct evaluations to continuously improve programs, policies, and practice impacting health care consumers, families, groups, programs, organizations, and communities.</td>
</tr>
</tbody>
</table>
D. Required Textbooks and Other Course Materials

REQUIRED:


REVIEW:

Additional readings and content (e.g., PowerPoint presentations, etc.) as posted online, or forwarded by email.


E. Additional Recommended Textbooks and Other Course Materials

RECOMMENDED:

Additional readings and content, as provided

F. Descriptions of Major Assignments and Examinations

Course Requirements: THIS COURSE REQUIRES CONSIDERABLE READING, WRITING AND OTHER COURSE ACTIVITIES!!

This Course starts on Wednesday, 08/26/20 at 8:00 am (CST). This Course ends on Tuesday, 12/08/20 at 11:59 pm (CST).

NOTE: This syllabus is your learning agreement, and should be followed. Continuing this course after the distribution and review of the syllabus constitutes informed consent to participate in this course, per syllabus criteria. In addition to the assignments listed below, each student is expected to read 100% of the assigned weekly readings, to review the course materials, and to come prepared to each weekly class to engage in writing about the readings.

This Professor/Instructor retains the right to change course requirements and evaluation of the learning criteria, as needed, as long as the overall course learning objectives are maintained. Course assignments, delivery and communication methods may change, if technological problems arise.

As an advanced practice social worker, there is a body of knowledge and a range of skills that you are expected to have in order to engage in responsible and effective social work practice. The following assignments are intended to help you in developing this knowledge base and skill development. These assignments should be approached professionally and seriously.

ALL ASSIGNMENTS WILL ONLY BE OFFERED AS ON LINE (Internet/Web Based) ASSIGNMENTS, as indicated in this syllabus.

For Best Results, ONLY use Microsoft WORD and Google Chrome for your written documents.

Expectations for Out-of-Class Study: Beyond the time required to participate on the weekly tasks, students enrolled in this course should expect to spend at least an additional three (3) hours (for each hour of class or lecture per week) of their own time on course-related activities, including reading required materials, reviewing course materials, completing assignments, preparing for assignments, and reviewing the weekly
 module online content, etc.

DO WRITE IN APA RESEARCH FORMATTING STYLE:


- It is considered to be a "gold standard" for excellence in academic and professional writing. Please see: https://apastyle.apa.org (Links to an external site.)
- It is used in the fields of psychology, social work, nursing, communications, education, business, and engineering, and other disciplines for the preparation of written manuscripts for publication, as well as, for writing student papers, dissertations and theses.
- The Publication Manual of the American Psychological Association is the only authoritative resource and the official guide to APA Style.
- It is the manual that is used at research universities and elsewhere. The APA Manual is the guide for which graduate level social work students and other researchers need to have keen familiarity.
- This is also found in the UTA Libraries APA Guide (based on the 7th edition) at https://libguides.uta.edu/apa (Links to an external site.)
- Also, please review the UTA/School of Social Work Writing Resources: https://www.uta.edu/academics/schools-colleges/social-work/writing-resources (Links to an external site.)

ASSIGNMENTS

- Discussion Posts and Affirmation Verification Statements: Addresses Mental Health Competencies 4, 8, and 9.

- Brief Reading Summary & Reflection Papers: Includes designated skill(s) or behavior(s) from: Mental Health Competencies 4, 8 and 9.

The Brief Reading Summary & Reflection Papers will be four (4) content pages in length (no more than and no less than four pages). The content page length will not include the cover page, or the reference page. NO ABSTRACT WILL BE REQUIRED WITH THE BRIEF READING SUMMARY & REFLECTION PAPERS.

- Page 1: Reading Summary
- Page 2: Reading Summary
- Page 3: Your Personal Reflections (your thoughts and feelings)
- Page 4: Relevance/Implications for Social Work Practice

- Final Treatment/Intervention Research Paper: Includes designated skill(s) or behavior(s) from: Mental Health Competencies 4, 8 and 9.

In the stress, crisis and coping final treatment/intervention research paper, the student leader will select one (1) stress, crisis or coping related item discussed in the textbook or workbook. The final paper must correctly
cite and include informational or reference sources. To complete the paper correctly, there must be adequate conceptual complexity.

The FINAL TREATMENT/INTERVENTION RESEARCH PAPER will be ten (10) double spaced content pages in length (no shorter and no longer 10 content pages), with eight (8) references. The content page length WILL NOT include the cover page, the abstract or the reference pages.

Topics that you can discuss in your FINAL TREATMENT/INTERVENTION RESEARCH PAPER (you can only select One [1] topic):

- **STRESS:** Career Stress; Family Stress; Financial Stress; Organizational Stress; Student Stress; Technology Stress OR Vicarious Stress Techniques
- **CRISIS:** Crisis Intervention; Critical Incidents; Witnessing Death; Disaster and Recovery; Loss or Divorce; Retirement; Phase of Life; OR Witnessing Trauma
- **COPING:** Intrapersonal Coping (Self-Care); Interpersonal Coping Skills; Negative Coping Approaches; Positive Coping Approaches; Resiliency; Coping Support Systems OR General Coping Skills/Strategies

**BASIC GRADING RUBRIC for FINAL TREATMENT/INTERVENTION RESEARCH PAPER:**

- **FORMATTING:** Publication Manual of the American Psychological Association (APA), 2020, 7th edition research writing style is REQUIRED: i.e., cover page, page numbering, in-text citations, main headings and sub-headings, and references
- **ORGANIZATION:** Submit your highest quality/best quality work
- **SPELLING/GRAMMAR/PUNCTUATION:** appropriate spelling, grammar and punctuation. **DO proofread three times before submission and use Spell Check.**
- **RELEVANCE/IMPLICATIONS FOR SOCIAL WORK PRACTICE:** Please include information from National Association of Social Workers (NASW) Code of Ethics

Please use 12 font size and Times New Roman font throughout. **NOTE:** Papers with many grammatical errors and mispellings will not receive a satisfactory grade. The content of this paper must be of the highest quality. Please submit your very best quality work.

**Your FINAL TREATMENT/INTERVENTION RESEARCH PAPER GRADING MATRIX:**

1. How well were textbook, workbook, theories, skill and research knowledge included and well referenced in APA style?
2. Was there an evidence informed practice approach?
3. Was the theory comprehensive and substantial?
4. Were the described interventions, selected from the textbook and workbook, appropriate for the selected issues/concerns?
5. Did the paper identify, discuss, and support, with literature sources, along with issues - such as professional values and ethics, diversity and social justice, from your model? How well was this described?
6. Did the 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, with no spelling or grammatical errors, and with a cover sheet attached?

**Assignments**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Grading Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Introduction (submitted on to Discussion Board and Canvas)</td>
<td>4 grading points</td>
</tr>
<tr>
<td>Brief Reading Summary &amp; Reflection Paper and Affirmation Verification Statement attachments (12 papers, 4 grading points each)</td>
<td>48 grading points</td>
</tr>
<tr>
<td>Additional Affirmation Verification Statements (4 grading points each)</td>
<td>8 grading points</td>
</tr>
</tbody>
</table>
G. 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 engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

As the instructor of this section, please note that this is an 16 week online course. It is important for future social work practitioners to be punctual in your participation and in meeting deadlines. Class participation is expected, as is submitting written assignments ON TIME. Students are expected to complete and submit all course assignments on to Canvas, the official learning management system (LMS), by the end of the week (generally on Saturdays before 11:59 PM [CST], except for the Final Treatment/Intervention Paper, which will be due on the Last Day of this course, i.e., Tuesday, December 8, 2020 before 11:59 PM [CST]).

DO NOT SUBMIT YOUR ASSIGNMENTS TO THIS PROFESSOR/INSTRUCTOR VIA UTA EMAIL, OR THE ASSIGNMENTS WILL NOT BE GRADED (Grade Zero).

Your assignments can ONLY be submitted on to the Canvas Learning Management System (LMS) and Unicheck (plagiarism screener), as indicated.

Thus, all students are expected to turn in all required assignments on the due dates and times. Only in cases of extreme emergency/hardship (e.g., documented personal illness, or death in immediate family) and very extenuating circumstances, will the submission of late assignments be considered. These exceptions will only be possible with the permission of the Professor/Instructor, and written documentation of the emergency/hardship will be required.

H. Grading

Basic Paper Grading Rubric for All Written WORD document assignments, including the FINAL TREATMENT/INTERVENTION PAPER:

- **APA Style Formatting**: cover page, abstracts (for Final Paper only), page numbering, main headings, sub-headings, in-text citations and high quality research references

- **Organization**: in-depth topic content, logically written, and with correct page length (not too long, not too short). Do Not have unnecessary white space.

- **Grammar/Spelling/Punctuation**: must use Spell Check before you submit your papers

- **Relevance/Implications for Social Work Practice**: please include information from the National
Association of Social Workers (NASW) Code of Ethics

REMEMBER: The grades that you get, are the grades that you earn!! To get an "A", you have to earn an "A"!!

GRADING SCALE:

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 90</td>
<td>A</td>
</tr>
<tr>
<td>89 - 80</td>
<td>B</td>
</tr>
<tr>
<td>79 - 70</td>
<td>C</td>
</tr>
<tr>
<td>69 - 60</td>
<td>D</td>
</tr>
<tr>
<td>59 or less</td>
<td>F</td>
</tr>
</tbody>
</table>

Please note that for graduate-level social work students, you will not earn credit for this course, if your final grade falls below a "C". To repeat, you must earn a "C" or above for credit for this course. Also, social work students must maintain an overall "B" grade point average.

Students are expected to keep track of their own performance throughout the semester, and seek guidance from available sources (including this Professor/Instructor), if your performance drops below satisfactory levels.

Also, please read the statement on "Student Support Services" included herein this syllabus.

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.

I. Make-Up Exams

All assignments in this course are ON LINE only, and are to be completed ON TIME. Consequently, make-up assignments are discouraged.

Make-up assignments will only be available under situations of extreme emergency/hardship, and then only with the permission of this Professor/Instructor. Furthermore, written documentation for the emergency/hardship will be required.

J. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Required Readings and Assignments</th>
<th>Due Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Module 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong> Managing Stress: Principles and Strategies for Health and Well-Being (Textbook) AND The Art of Peace and Relaxation (Workbook)</td>
</tr>
</tbody>
</table>

**REVIEW:** Course Syllabus/Learning Agreement

**READ MANAGING STRESS TEXTBOOK INTRODUCTION:** Seaward, p. xxiv

**READ THE ART OF PEACE AND RELAXATION WORKBOOK:** Seaward, p. 3-16

**REVIEW:** PowerPoint presentation


This is also found in the UTA Libraries APA Guide (based on the 7th edition) at https://libguides.uta.edu/apa (Links to an external site.)

**REVIEW:** the UTA/School of Social Work Writing Resources: https://www.uta.edu/academics/schools-colleges/social-work/writing-resources (Links to an external site.)

https://www.uta.edu/academics/schools-colleges/social-work/writing-resources/writing-guide

**POST your One (1) paragraph Self-Introduction on to Canvas Discussion Board, including your social work career vision, hometown, hobbies/interests AND ALSO ATTACH WRITE/SUBMIT as a WORD document on to Canvas: Your One (1) paragraph self-introduction, including your social work career vision, hometown, hobbies/interests.**

**Due on to Canvas by SATURDAY, 08/29/20 before 11:59 PM (CST), for 4 grading points**
<table>
<thead>
<tr>
<th>Module 2</th>
<th>READ TEXTBOOK: Seaward, Chapters 1 &amp; 2, pp. 2-45</th>
<th>Due on to Canvas/Unicheck on SATURDAY, 09/05/20 before 11:59 PM (CST), for 4 grading points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPIC: The Nature of Stress (Chapter 1)</td>
<td>REVIEW: PowerPoint presentations</td>
<td></td>
</tr>
<tr>
<td>AND</td>
<td>WRITE/SUBMIT: Your 4 page Brief Reading Summary and Reflection Paper and attach your Affirmation Verification Statement, a One (1) paragraph statement that will be provided by this Professor/Instructor, on to Canvas/Unicheck. APA style formatting is required.</td>
<td></td>
</tr>
<tr>
<td>TOPIC: The Sociology of Stress (Chapter 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labor Day</td>
<td>LABOR DAY HOLIDAY Monday, 09/07/20 - ALL DAY</td>
<td></td>
</tr>
<tr>
<td>Holiday Monday, 09/07/20 - ALL DAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 3</td>
<td>READ TEXTBOOK: Seaward, Chapters 3 &amp; 4, pp. 44-96</td>
<td>Due on to Canvas/Unicheck on SATURDAY, 09/12/20 before 11:59 PM (CST), for 4 grading points</td>
</tr>
<tr>
<td>TOPIC: Physiology of Stress (Chapter 3)</td>
<td>REVIEW: PowerPoint presentations</td>
<td></td>
</tr>
<tr>
<td>AND</td>
<td>WRITE/SUBMIT: Your 4 page Brief Reading Summary and Reflection Paper and attach your Affirmation Verification Statement, (1) paragraph statement that will be provided by this Professor/Instructor, on to Canvas/Unicheck. APA style formatting is required.</td>
<td></td>
</tr>
<tr>
<td>TOPIC: Stress and Disease (Chapter 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labor Day</td>
<td>LABOR DAY HOLIDAY Monday, 09/07/20 - ALL DAY</td>
<td></td>
</tr>
<tr>
<td>Holiday Monday, 09/07/20 - ALL Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 4</td>
<td>READ TEXTBOOK: Seaward, Chapters 5 &amp; 6, pp. 97-145</td>
<td>Due on to Canvas/Unicheck on SATURDAY, 09/19/20 before 11:59 PM (CST), for 4 grading points</td>
</tr>
<tr>
<td>Part 2: The Mind and Soul</td>
<td>READ WORKBOOK: Seaward, pp. 41-80</td>
<td></td>
</tr>
<tr>
<td>TOPIC: Toward a Psychology of Stress (Chapter 5)</td>
<td>REVIEW: PowerPoint Presentations</td>
<td></td>
</tr>
<tr>
<td>AND</td>
<td>WRITE/SUBMIT: Your 4 page Brief Reading Summary and Reflection Paper and attach your Affirmation Verification Statement, a One (1) paragraph statement that will be provided by this Professor/Instructor, on to Canvas/Unicheck. APA style formatting is required.</td>
<td></td>
</tr>
<tr>
<td>TOPIC: The Stress Emotions: Anger, Fear, and Joy (Chapter 6)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Module 5 | Part 2: The Mind and Soul  
**TOPIC:** Stress-Prone and Stress-Resistant Personality Traits (Chapter 7)  
AND  
**TOPIC:** Stress and Human Spirituality (Chapter 8)  

**READ TEXTBOOK:** Seaward, Chapters 7 & 8, pp. 146-204  
**READ WORKBOOK:** Seaward, pp. 81-131  
**REVIEW:** PowerPoint presentations  
**WRITE/SUBMIT:** Your 4 page Brief Reading Summary and Reflection Paper and attach your Affirmation Verification Statement, a One (1) paragraph statement that will be provided by this Professor/Instructor, on Canvas/Unicheck. APA style formatting is required.  
**Due on Canvas/Unicheck on SATURDAY, 09/26/20 before 11:59 PM (CST), for 4 grading points** |
| --- | --- |
| Module 6 | Part 3: Coping Strategies  
**TOPIC:** Cognitive Restructuring: Reframing (Chapter 9)  
AND  
**TOPIC:** Healthy Boundaries: Behavior Modification (Chapter 10)  

**READ TEXTBOOK:** Seaward, Chapters 9 & 10, pp. 209-240  
**READ WORKBOOK:** Seaward, pp. 133-158  
**REVIEW:** PowerPoint presentations  
**WRITE/SUBMIT:** Your 4 page Brief Reading Summary and Reflection Paper and attach your Affirmation Verification Statement, a One (1) paragraph statement that will be provided by this Professor/Instructor, on Canvas/Unicheck. APA style formatting is required.  
**Due on Canvas/Unicheck on SATURDAY, 10/03/20 before 11:59 PM (CST), for 4 grading points** |
| Module 7 | Part 3: Coping Strategies  
**TOPIC:** Journal Writing (Chapter 11)  
AND  
**TOPIC:** Expressive Art Therapy (Chapter 12)  

**READ TEXTBOOK:** Seaward, Chapters 11 & 12, pp. 241-268  
**READ WORKBOOK:** Seaward, pp. 159-178  
**REVIEW:** PowerPoint presentation  
**WRITE/SUBMIT:** Your 4 page Brief Reading Summary and Reflections Paper and attach your Affirmation Verification Statement, a One (1) paragraph statement that will be provided by this Professor/Instructor, on Canvas/Unicheck. APA style formatting is required.  
**Due on Canvas/Unicheck on SATURDAY, 10/10/20 before 11:59 PM (CST), for 4 grading points** |
| Module 8 | Part 3: Coping Strategies  
TOPIC: Humor Therapy (Comic Relief), Chapter 13  
AND TOPIC: Creative Problem Solving, Chapter 14 | READ TEXTBOOK: Seaward, Chapters 13 & 14  
READ WORKBOOK: Seaward, 171-195  
REVIEW: PowerPoint presentations  
WRITE/SUBMIT: Your 4 page Brief Reading Summary and Reflection Paper and attach your Affirmation Verification Statement, a One (1) paragraph statement that will be provided by this Professor/Instructor, on to Canvas/Unicheck. APA style formatting is required. | Due on to Canvas/Unicheck on SATURDAY, 10/17/20 before 11:59 PM (CST), for 4 grading points |
| --- | --- | --- | --- |
| Module 9 | Part 3: Coping Strategies  
TOPIC: Communication Skills in the Information Age (Chapter 15)  
AND TOPIC: Resources Management: Managing Time and Money (Chapter 16) | READ TEXTBOOK: Seaward, Chapters 15 & 16, pp. 308 - 358  
READ WORKBOOK: Seaward, pp. 197-220  
REVIEW: PowerPoint presentations  
WRITE/SUBMIT: Your 4 page Brief Reading Summary and Reflection Paper and attach your Affirmation Verification Statement, a One (1) paragraph statement that will be provided by this Professor/Instructor, on to Canvas/Unicheck. APA style formatting is required. | Due on to Canvas/Unicheck on SATURDAY, 10/24/20 before 11:59 PM (CST), for 4 grading points |
| Module 10 | Part 3: Coping Strategies  
TOPIC: Additional Coping Techniques (Chapter 17)  
AND Part 4: Relaxation Techniques  
TOPIC: Diaphragmatic Breathing (Chapter 18) | READ TEXTBOOK: Seaward, Chapters 17 & 18, pp. 342-369  
READ WORKBOOK: Seaward, pp. 221-238  
REVIEW: PowerPoint presentations  
WRITE/SUBMIT: Your 4 page Brief Reading Summary and Reflection Paper and attach your Affirmation Verification Statement, a One (1) paragraph statement that will be provided by this Professor/Instructor, on to Canvas/Unicheck. APA style formatting is required. | Due on to Canvas/Unicheck on SATURDAY, 10/31/20 before 11:59 PM (CST), for 4 grading points |
| Daylight Saving Time Ends | | | Daylight Saving Time Ends  
SUNDAY, 11/01/20 at 2:00 AM (CST) |
| Module 11 | Part 4: Relaxation Techniques  
TOPIC: Meditation and Mindfulness (Chapter 19)  
AND  
TOPIC: Hatha Yoga (Chapter 20) | READ TEXTBOOK: Seaward, Chapters 19 & 20, pp. 370 - 409  
READ WORKBOOK: Seaward, pp.239- 250  
REVIEW: PowerPoint presentations  
WRITE/SUBMIT: Your 4 page Brief Reading Summary and Reflection Paper and attach your Affirmation Verification Statement, a One (1) paragraph statement that will be provided by this Professor/Instructor, on to Canvas/Unicheck. APA style formatting is required. | Due on to Canvas/Unicheck on SATURDAY, 11/07/20 before 11:59 PM (CST), for 4 grading points |
| --- | --- | --- | --- |
| Module 12 | Part 4: Relaxation Techniques  
TOPIC: Mental Imagery and Visualization (Chapter 21)  
AND  
TOPIC: Music Therapy (Chapter 22) | READ TEXTBOOK: Seaward, Chapters 21 & 22, pp. 410 - 445  
READ WORKBOOK: Seaward, pp. 251-258  
REVIEW: PowerPoint presentations  
WRITE/SUBMIT: Your 4 page Brief Reading Summary and Reflection Paper and attach your Affirmation Verification Statement, a One (1) paragraph statement that will be provided by this Professor/Instructor, on to Canvas/Unicheck. APA style formatting is required. | Due on to Canvas/Unicheck on SATURDAY, 11/14/20 before 11:59 PM (CST), for 4 grading points |
| Module 13 | Part 4: Relaxation Techniques  
TOPIC: Massage Therapy (Chapter 23)  
AND  
TOPIC: T'ai Chi Ch'uan (Chapter 24) | READ TEXTBOOK: Seward, Chapters 23 & 24, pp. 446-474  
READ WORKBOOK: Seaward, pp. 259 - 270  
REVIEW: PowerPoint presentations  
WRITE/SUBMIT: Your 4 page Brief Reading Summary and Reflection Paper and attach your Affirmation Verification Statement, a One (1) paragraph statement that will be provided by this Professor/Instructor, on to Canvas/Unicheck. APA style formatting is required. | Due on to Canvas/Unicheck on SATURDAY, 11/21/20 before 11:59 PM (CST), for 4 grading points |
| Thanksgiving Holiday Weekend | | | THANKSGIVING HOLIDAY WEEKEND  
Thursday, 11/26/20 - Saturday, 11/28/20 |
| Module 14 | Part 4: Relaxation Techniques  
TOPIC: Progressive Muscular Relaxation (Chapter 25)  
AND  
TOPIC: Autogenic Training and Clinical Biofeedback (Chapter 26)  
READ TEXTBOOK: Seaward, Chapters 25 & 26, pp. 475-502  
READ WORKBOOK: Seaward, pp. 271-278  
REVIEW: PowerPoint presentations  
CONTINUED WORK ON: Your FINAL TREATMENT/INTERVENTION RESEARCH PAPER  
WRITE/SUBMIT: Your Affirmation Verification Statement: Your One (1) paragraph statement that will be provided by this Professor/Instructor  
**Due on to Canvas on TUESDAY, 11/24/20 before 11:59 PM (CST), for 4 grading points |

| Module 15 | Part 4: Relaxation Techniques  
TOPIC: Physical Exercise, Nutrition, and Stress (Chapter 27)  
AND  
TOPIC: Ecotherapy: The Healing Power of Nature (Chapter 28)  
READ TEXTBOOK: Seaward, Chapters 27 & 28, pp. 503-542  
READ WORKBOOK: Seaward, pp. 279-307  
REVIEW: PowerPoint presentations  
CONTINUED WORK ON: Your FINAL TREATMENT/INTERVENTION RESEARCH PAPER  
WRITE/SUBMIT: Your Affirmation Verification Statement: Your One (1) paragraph statement that will be provided by this Professor/Instructor  
**Due on to Canvas on SATURDAY, 12/05/20 before 11:59 PM (CST), for 4 grading points |

| Module 16 | FINAL TREATMENT/INTERVENTION RESEARCH PAPER DUE  
Please submit your Student Online Course Evaluation for Continuous Quality Improvement  
LAST DAY OF COURSE: Tuesday, 12/08/20 at 11:59 PM (CST)  
Final Course Grades will be posted after all of the Final Treatment/Intervention Research Papers have been graded.  
DO: Complete your Student Online Course Evaluation before Tuesday, 12/08/20 before 11:59 PM (CST)  
WRITE/SUBMIT: Your ten (10) content page FINAL TREATMENT/INTERVENTION RESEARCH PAPER, and your Affirmation Verification Statement, that will be provided by this Professor/Instructor, which will be an attachment to your FINAL TREATMENT/INTERVENTION RESEARCH PAPER  
**FINAL PAPER DUE as a WORD Document on to Canvas via Unicheck, on TUESDAY, 12/08/20 before 11:59 PM (CST), for 40 grading points  
NO LATE FINAL PAPERS WILL BE ACCEPT AT ALL.  
NO FINAL PAPERS WILL BE ACCEPT BY EMAIL |

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.

K. 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.

L. Grade Grievances


M. 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.

N. 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

O. Drop Policy

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

**P. Disability Accommodations**

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). 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.

**Q. 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)._

**R. 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**

**S. 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/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

T. 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.

U. 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/.

V. 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.

W. 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.