A. Description of Course Content

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

B. Student Learning Outcomes

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

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

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

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

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

<table>
<thead>
<tr>
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<th>Health</th>
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<tbody>
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</table>

6, 7, and 8.
Understand and build knowledge central to maximizing the well-being of older adults and their caregivers.

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

Use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.

Develop effective models, programs, policies, and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.

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

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

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

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

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

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

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

### Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
### Aging

Conduct assessments that incorporate a strengths-based perspective, person/family-centered focus, and resilience while recognizing aging-related risk.

Develop, select, and adapt assessment methods and tools that optimize practice with older adults, their families, caregivers, and communities.

Use and integrate multiple domains and sources of assessment information and communicate with other professionals to inform a comprehensive plan for intervention.

### Children & Families

Use multidimensional bio-psycho-social-spiritual assessment tools.

Assess the quality of interactions between family members within their social environment.

Compare and assess the various etiology and interventions relevant to children and families.

### Mental Health & Substance Abuse

Describe the structure of the DSM-5 and conduct an assessment informed by cognitive and affective processes using the DSM-5 criteria and structure.

### Health

Understand theories of human behavior in the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies in health settings.

Uphold legal and ethical guidelines in the assessment of diverse clients and constituencies, and value inter-professional collaboration.

Use multidimensional bio-psycho-social-spiritual tools to conduct assessment of individuals, families, and groups in health practice settings, and utilize assessment data to inform appropriate intervention goals and strategies.

### 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>
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4
<table>
<thead>
<tr>
<th>Promote older adults’ social support systems and engagement in families, groups, and communities.</th>
<th>Provide person-centered and family-directed interventions that take account of life course disparities and are targeted to diverse populations, groups, organizations, and communities.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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>Develop intervention plans to accomplish systemic change that is sustainable.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>Monitor and modify interventions as needed to respond to individual, family, and environmental challenges.</td>
<td></td>
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</tbody>
</table>

**For the purposes of Quality Matters Certification, the following course objectives apply:**

1. Advanced social workers will be able to demonstrate Ethical and Professional Behavior skills when applying a theory to a practice situation
2. Advanced social workers will be able to identify Diversity and Difference in Practice with a theory
3. Advanced social workers will be able to use a theory to Advance Human Rights and Social, Economic, and Environmental Justice
4. Advanced social workers will be able to describe Practice-informed Research and Research-informed Practice of a theory
5. Advanced social workers will be able to relate a theory in Policy Practice
6. Advanced social workers will be able to give examples of the theoretical constructs and key terms of a theory with Individuals, Families, Groups, Organizations, and Communities
7. Advanced social workers will be able to assess a theoretical approach with Individuals, Families, Groups, Organizations, and Communities
8. Advanced social workers will be able to apply a theory intervention with Individuals, Families, Groups, Organizations, and Communities
9. Advanced social workers will be able to evaluate a theories strengths and limitations in Practice with Individuals, Families, Groups, Organizations, and Communities

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


Note: Online presentation slides are available for each chapter covered


D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

Note: Please keep in mind through all written assignments to orient discussions and insights to both the core and advanced specialty competencies expected for your selected advanced specialty track.

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

Discussion Papers:

Final grades will be partially based on four bi-weekly discussion papers of one of the theories presented in class over the past two weeks. These four papers should be **no less than three (3) and no longer than four (4) pages** each, from our discussions of the theories as applied to the semester case occurring during the previous two weeks. As with all papers, your discussion will need to be supported by the readings and other external sources. **Note that you will need to refer to the class readings, and you will lose points if you do not.** They need to be properly cited according to APA requirements and will be graded on the basis of correct formatting. At the beginning of the semester, all of you will have been given as case (or cases) that we as a class will be following throughout the course. Each week we will take as much time as possible to discuss the case and your thoughts about how the intervention model could be applied to the case. This will give you some foundation for how you can discuss the case in your discussion paper. Your discussion papers are to be submitted every second week (the due dates are listed in the course outline), so it is a good idea to write your thoughts down as they are being discussed. You are only required to submit one report on one intervention model that has been covered in class. Please do not write a paper on an intervention model that has not been discussed in class. **Please note that the papers are to be submitted through the Online Course Learning System on the dates specified in the outline below. No late reports will be accepted!** These will count for 50 points each, for a total of 200 points. The outline you must use for the discussion papers is as follows:

1. Provide a clear statement as to which issue of Laura’s is being discussed
2. State which intervention model you are discussing
3. What are the key features of the intervention model; This includes the theory behind the model and what
the model says about human nature, how problems develop, and how the model is designed to address those problems.

4. Provide a brief statement about how you will apply the model

5. Give a brief statement about which aspects of the model would be most helpful, and why (or why not)

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

The grading rubric detail is as follows:

<table>
<thead>
<tr>
<th>Preliminary Assessment</th>
<th>Matches assignment: Yes</th>
<th>No</th>
<th>First page is comprehensible: Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rest of Assessment:</td>
<td>Rarely or not evident</td>
<td></td>
<td>Moderately</td>
<td>Extensively</td>
</tr>
<tr>
<td>Clear:</td>
<td></td>
<td></td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Application</td>
<td>Elaborated, detailed, substantive applications from required text(s) and external sources</td>
<td>0</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Depth</td>
<td>Answers to questions, or applications are intricate; reflect depth versus superficiality; reflect comprehensiveness or pervasive detail and critical thinking.</td>
<td>0</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

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

Course Specific Policy on Attendance and Participation:

Attendance and/or classroom participation: is counted at up to 50 points, in the grading criteria. Two to three “in class” activities may be assigned that are minor projects, to permit the class to develop additional understanding of the course content. Please be as consistent as possible throughout the course. Please be as
consistent in class participation as possible.

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

F. Attendance

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

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section,

Courses using an online shell will require students to participate in the online discussion groups and prompts per class, as outlined in the online companion course shell. Online alternative,

Multiple absences, or nonparticipation, will likely result in a letter grade deduction from the final calculated grade of the class (i.e. 3 or more). Greater absence or non-participation, than this, may likely result in not receiving a passing grade for the course.

1. All written assignments are due at the beginning of a class period of the date specified on the course outline, in the syllabus. Emailed or digitally submitted but not uploaded papers will not be accepted (unless requested in this format in advance, or otherwise approved). Any technical issues with online paper submission upload,

and as offered, will result in an alternate method of either email or paper submission. Late papers will not be accepted.

2. Assignments are to be completed correctly at the time of submission. No papers or assignments may be resubmitted once a grade is given.

3. Any disruption of the classroom learning environment (through actions in or out of class, including online)
will result in the identified student(s) being required to leave the class, without the possibility of being readmitted, and cancellation of classwork scores for the disrupted class session(s), with a recorded failing semester grade and possible referral for professional standards adjudication.

4. All graduate students have ascribed to the NASW code of ethics at admission and are responsible for adhering to standards of professional conduct with colleagues/faculty and elsewhere in the graduate program. Differences (if any) arising from the course or grade are to be resolved if possible with the instructor, before considering alternatives.

5. Please do not audio or video the course or presenters, without permission of the presenter(s), if synchronous. Though it remains legal, it also remains unethical to do so.

G. Grading

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

**Grading scheme:**
- Discussion papers: 80% (200 points)
- Class participation: 20% (50 points) Confirmed through video conference attendance/participation or
  weekly discussion groups if needed.

Final grades will be according to the UTA Graduate School guidelines:

- 4.0 (225-250) A = 90% or above
- 3.0 (200-224) B = 80% to 89%
- 2.0 (175-199) C = 70% to 79%
- 1.0 (150-174) D = 60% to 69%
- 0.0 (0-149) F = all below 60%

Students are expected to keep track of their own performance throughout the course and seek guidance from available resources (including the instructor), if their performance drops below satisfactory levels. The syllabus does not include extra credit assignments.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

H. Make-Up Exams

There are no make-up assignments for this course. I will make every effort to provide you with the feedback you need to progress through the course. **Please note: NO INCOMPLETES WILL BE GIVEN FOR THIS COURSE.**

I. Course Schedule
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. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained. Though topics given in the course schedule will be covered (by discussion, application, etc.), these may or may not be reviews of readings which are expected to be completed prior to class.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Required Readings and Assignments</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 (Week of) January 19th, 2021</td>
<td>Introduction to the Course and Syllabus</td>
<td>To read prior to class <em>(T =Turner text; C&amp;L = Coady and Lehmann text)</em> C&amp;L Ch, 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Module 2 (Week of) January 25th, 2021</td>
<td>Psychodynamics Attachment Theory</td>
<td>T Ch. 1 &amp; 25 C&amp;L Ch, 7 &amp; 9</td>
<td></td>
</tr>
<tr>
<td>Module 3 (Week of) February 1st, 2021</td>
<td>Relational models</td>
<td>T Ch. 27 &amp; 28 C&amp;L Ch, 8</td>
<td></td>
</tr>
<tr>
<td>Module 4 (Week of) February 8th, 2021</td>
<td>Cognitive Behavioral Models</td>
<td>T Ch. 4, 5, 20, 19 &amp; 31 C&amp;L Ch, 10</td>
<td>[Discussion paper #1, due, February 08th 11:59pm US Central Standard Time]</td>
</tr>
<tr>
<td>Module 5 (Week of) February 15th, 2021</td>
<td>Dialectical Behavioral Therapy</td>
<td>C&amp;L Ch, None</td>
<td></td>
</tr>
<tr>
<td>Module 6 (Week of) February 22nd, 2021</td>
<td>Existential Approaches</td>
<td>T Ch. 10 &amp; 15 C&amp;L Ch, 14</td>
<td>[Discussion paper #2 due March 1st, 11:59pm US Central Standard Time]</td>
</tr>
<tr>
<td>Module 7 (Week of) March 1st, 2021</td>
<td>Humanistic. Person Centered</td>
<td>T Ch. 3 C&amp;L Ch, 13</td>
<td></td>
</tr>
<tr>
<td>Module 8 (Week of) March 8th, 2021</td>
<td>Motivational Interviewing Neurolinguistic Programming and Hypnosis</td>
<td>T Ch.17 &amp; 22 C&amp;L Ch, None</td>
<td></td>
</tr>
<tr>
<td>Module 9 (Week of) March 22nd, 2021</td>
<td>Emotion Focused Therapy</td>
<td>T Ch. 36 C&amp;L Ch, 15</td>
<td>[Discussion paper #3 due March 29th, 11:59pm US Central Standard Time]</td>
</tr>
<tr>
<td>Module 10 (Week of) March 29th, 2021</td>
<td>Constructivist/Narrative Therapy</td>
<td>T Ch. 21 C&amp;L Ch, 18</td>
<td></td>
</tr>
<tr>
<td>Module 11(Week of) April 5th, 2021</td>
<td>Constructivism/Solution Focused Therapy</td>
<td>T Ch.6 &amp; 34 C&amp;L Ch, 20</td>
<td></td>
</tr>
<tr>
<td>Module 12 (Week of) April 12th, 2021</td>
<td>Ecological Systems</td>
<td>T Ch. 8 C&amp;L Ch, 4</td>
<td></td>
</tr>
</tbody>
</table>
Module 13 (Week of)  
April 19th, 2021  
Individual and Family Development/ Family Systems  
T Ch. 30  
C&L Ch, 5  
[Discussion paper #4 due April 19th, 11:59pm US Central Standard Time]

Module 14 (Week of)  
April 26th, 2021  
The Crisis Intervention Model  
Trauma Informed Care  
T. Ch. 7 & 37  
C&L Ch, 11  

Module 15 (Week of)  
May 3rd, 2021  
Problem Solving Model and Generalist Eclectic Approach  
T Ch. 24  
C&L Ch, 3 and 21  
Available online and textbook content for independent review only

Note: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

J. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. 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.

The following is a list of commonly used library resources:

- Library Home Page
- Library Services
- Subject Guides
- Subject Librarians
- Course Reserves
- Library Tutorials
- Connecting from Off-Campus
- Ask a Librarian

L. Grade Grievances

For more information on the grade grievance process please see the BSW Program Manual or the MSW Program Manual. Grade grievance can be submitted through the BSW Grade Grievance form or the MSW Grade Grievance form located on the Forms and Resources website.
M. Institutional Policies

UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the UTA Syllabus Institutional Policies page:

- Drop Policy
- Observance of Religious Holy Days
- Disability Accommodations
- Non-Discrimination Policy
- Title IX Policy
- Academic Integrity
- Electronic Communication
- Campus Carry
- Final Review Week
- Student Feedback Survey
- Active Shooter
- Counseling and Psychological Services (CAPS)
- Student Support Services

N. 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.

O. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.