A. Description of Course Content

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

B. Student Learning Outcomes

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

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

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

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate awareness of aging-related personal and professional values through self-reflection and self-regulation.</td>
<td>Practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with compels family dynamics and families with multiple challenges and issues.</td>
<td>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>
<td></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>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>
<td></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></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>
<td></td>
</tr>
<tr>
<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>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop an action plan for continued growth including use of continuing education, supervision, and consultation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></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></td>
<td></td>
</tr>
</tbody>
</table>
Understand and build knowledge central to maximizing the well-being of older adults and their caregivers.

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

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

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

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

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

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

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>Value principles of relationship building and inter-professional collaboration to facilitate empathic engagement with clients, constituencies, and other social workers and health care professionals.</td>
<td>Incorporate legal and ethical guidelines when engaging with individuals, families, groups, organizations, and communities.</td>
</tr>
</tbody>
</table>

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
<table>
<thead>
<tr>
<th>Ageing</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct assessments that incorporate a strengths-based perspective, person/family-centered focus, and resilience while recognizing aging-related risk.</td>
<td>Use multidimensional bio-psycho-social-spiritual assessment tools.</td>
<td>Describe the structure of the DSM-5 and conduct an assessment informed by cognitive and affective processes using the DSM-5 criteria and structure.</td>
<td>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.</td>
</tr>
<tr>
<td>Develop, select, and adapt assessment methods and tools that optimize practice with older adults, their families, caregivers, and communities.</td>
<td>Assess the quality of interactions between family members within their social environment.</td>
<td></td>
<td>Uphold legal and ethical guidelines in the assessment of diverse clients and constituencies, and value inter-professional collaboration.</td>
</tr>
<tr>
<td>Use and integrate multiple domains and sources of assessment information and communicate with other professionals to inform a comprehensive plan for intervention.</td>
<td>Compare and assess the various etiology and interventions relevant to children and families.</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**
### 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.

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### 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


generalist-eclectic approach (3rd ed.). Springer.


D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

The major assignments for this course are designed to give students opportunities to acquire as well as demonstrate knowledge, understanding, and ability as related to topics covered. Additionally, completion of these major assignments involves use of technology and interactive engagement with colleagues in the course.

Interactive Discussion

To develop the capacity to participate in discourse related to the topic and actively learn from colleagues in the course, students will initiate and contribute to thought-provoking discussions. Students will initiate dialogue with their colleagues by using the Canvas media tool to post their thoughts, experiences, ideas, impressions, suggestions, feelings, creativity, resources, etc. regarding the identified discussion topic according to specific question prompts. Students will then respond in a relevant, meaningful, and substantive way to initial posts made by their colleagues in addition to responding to remarks made about their own initial posting. Additional details available in Canvas. Addresses competencies 1, 4, 6, 7, and 8.

Practice Presentation

To develop awareness, demonstrate understanding as well as effective application of advanced practice knowledge, students will create four multimedia presentations focused on applying a theoretical treatment approach to a selected case. This assignment allows for creativity using technology; however, the presentation must be supported with reference to course learning materials and other external sources to satisfy expectations for the assignment as well as adhere to APA 7th edition standards.

At the start of the semester, the case will be introduced and made the focus throughout the course. Each week, time will be spent discussing the case and application of an intervention model. This will give some foundation for how to discuss the case in the theory presentation. Students are encouraged to take note of their thoughts as well as those of their colleagues as the case and intervention models are discussed. Only the intervention models addressed in the course may be selected for presentations. The following question prompts will be part of the guideline for completing presentations.

1. State which intervention model has been selected.
2. Provide a clear statement as to the issue associated with the case that will be addressed using the intervention model.
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. State how the intervention model may be applied in context of the identified issue.
5. State which aspects of the intervention model would be most helpful in addressing the identified issue. Why or why not?
Students are to satisfy the assignments outlined by producing work expected at the master’s level. The ability to do this will influence the score assessed for assignments. Demonstrating master's level work includes following all instructions as given, adhering to the formatting and style rules of the APA 7th edition publication manual, showing attention to detail, critical thought, use of scholarship (i.e. going beyond the learning material), and ongoing ethical and professional behavior.

Because this course is designed for interactive activity asynchronously, students are expected to participate with valuable contribution at a level that matches moderate engagement and interaction. This will require taking responsibility to prepare for learning activities, participate in weekly interaction with colleagues in the course, and assume a shared responsibility for the growth of self and the community of colleagues within the course learning environment.

Information exchange will happen regularly throughout the term of the course. Students must check Canvas and their MyMav email daily to review announcements and query cafe’ posts to become aware of updates, reminders, changes, clarifications, and other pertinent information. Failure to do so may impact ability to satisfy course expectations. It is the sole responsibility of students to stay informed about the happenings related to the course and to communicate any challenges that arise.

**Extra Credit**

Opportunities for extra credit will not be offered in this course. Students are responsible for completing activities and assignments as given according to the course schedule. However, in support of student learning and academic progress, opportunities to revise submitted work will be offered at specific times during the course term. Information regarding revision opportunities will be provided in Canvas.

**Late Submission**

Unless otherwise communicated, all assigned learning activities are due on a Sunday by 11:59pm (CST) on the date indicated with no exception. **Late submissions will not be accepted.** Students must submit all work using the appropriate link in the Canvas course portal as directed in the assignment instructions. **Any work submitted using the instructor’s UTA email or via the Microsoft Teams or Canvas messaging portal will not be accepted** unless given prior permission. The student remains responsible to immediately contact the instructor for permission to accept an assignment outside the due date and time in the event of technical challenges outside the students control expected to result in delay of a required submission. In extenuating circumstances (as determined by the instructor) and with timely notification (i.e. at least 24 hours prior to assignment due) an exception may be granted allowing for late submission.

**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.
This is a fully online asynchronous course which means all instruction and related activities are online because there is no specified day and time to meet. The use of technology is promoted in this course and specific instruction will be given as necessary. At different points during the semester term, synchronous online meeting opportunities with the instructor will be offered. Though synchronous meeting with the instructor is not required, students will be encouraged to participate when possible to support their learning experience in the course.

Students are invited to contact the instructor as often as is necessary to support their learning needs. Messages regarding participation in the course are not to be sent to the instructors’ UTA e-mail or to the Microsoft Teams platform. Any course related questions/concerns are to be posted to the Query Cafe’ and any personal related questions/concerns are to be sent using the Canvas Inbox. Students may also use the mobile number provided in the course portal for calling and texting.

G. Grading

Grading Structure

The table below outlines the major assignments scheduled for this course along with their maximum point value.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive Discussion (6 x 15 pts.)</td>
<td>90</td>
</tr>
<tr>
<td>Practice Presentation 1</td>
<td>25</td>
</tr>
<tr>
<td>Practice Presentation 2</td>
<td>25</td>
</tr>
<tr>
<td>Practice Presentation 3</td>
<td>25</td>
</tr>
<tr>
<td>Practice Presentation 4</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>190</td>
</tr>
</tbody>
</table>

The final grade a student receives is based on an accumulation of points earned during the course term. The table below defines the point range for each letter grade that may be issued for this course.

<table>
<thead>
<tr>
<th>Numerical Range</th>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>171 - 190</td>
<td>A</td>
<td>Excellent work: above course expectations. [Demonstrated extensive knowledge and understanding of concepts and processes.]</td>
</tr>
<tr>
<td>151 - 170</td>
<td>B</td>
<td>Good work: meets course expectations. [Demonstrated broad knowledge and understanding of concepts and processes.]</td>
</tr>
<tr>
<td>131 - 150</td>
<td>C</td>
<td>Fair work: minimally meets course expectations. [Demonstrated adequate knowledge and understanding of concepts and processes.]</td>
</tr>
<tr>
<td>111 - 130</td>
<td>D</td>
<td>Poor work: below minimally meets course expectations. [Demonstrated basic knowledge and understanding of concepts and processes.]</td>
</tr>
<tr>
<td>0 - 110</td>
<td>F</td>
<td>Insufficient work: does not meet expectations. [Demonstrated little to no knowledge or understanding of concepts and processes.]</td>
</tr>
</tbody>
</table>

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

H. Make-Up Exams

There are no exams or make-up exams in this class.

I. Course Schedule

In this course, Monday is the scheduled start of a new module (i.e. week) and 11:59 pm Sunday is the scheduled end of the module (first week of the semester is an exception). The table below outlines the dates, modules, topics, and major assignments. Throughout the semester, modules will be made accessible in the Canvas course portal one at a time. Students are expected to complete all preparation tasks prior to participating in module activities and completing module assignments. As the instructor, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. In the event modification occurs, students will be notified in advance of the class session about the specific changes made to the scheduled agenda.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Preparation Tasks and Assignments</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the course Psychodynamics</td>
<td>Coady &amp; Lehmann, Chapters 1, 2, 7, 9 Turner, Chapters 1 &amp; 25 Interactive Discussion</td>
<td>January 19-24</td>
</tr>
<tr>
<td>2</td>
<td>Relational Models Cognitive-Behavioral Models</td>
<td>Coady &amp; Lehmann, Chapter 8 &amp; 19 Turner, Chapters 4, 5, 20, 19, 27, 28, &amp; 31 Practice Presentation</td>
<td>January 25-31</td>
</tr>
<tr>
<td>3</td>
<td>Dialectical Behavioral Therapy Existential Approaches</td>
<td>Coady &amp; Lehmann, Chapter 14 Turner, Chapter 10 &amp; 15 Interactive Discussion</td>
<td>February 1-7</td>
</tr>
<tr>
<td>4</td>
<td>Humanistic/Person-Centered Therapy Motivational Interviewing Neurolinguistic Programming and Hypnosis</td>
<td>Coady &amp; Lehmann, Chapter 13 Turner, Chapter 3, 17 &amp; 22 TIP 35 Practice Presentation</td>
<td>February 8-14</td>
</tr>
<tr>
<td>5</td>
<td>Emotion Focused Therapy Constructivism/Narrative Therapy</td>
<td>Coady &amp; Lehmann, Chapter 15, 18 Turner, Chapter 21 &amp; 36 Interactive Discussion</td>
<td>February 15-21</td>
</tr>
<tr>
<td>6</td>
<td>Constructivism/Solution Focused Therapy Ecological Systems</td>
<td>Coady &amp; Lehmann, Chapter 4 &amp; 20 Turner, Chapter 6, 8 &amp; 34 Practice Presentation</td>
<td>February 22-28</td>
</tr>
<tr>
<td>7</td>
<td>Family Systems Crisis Intervention Model Trauma Informed Care</td>
<td>Coady &amp; Lehmann, Chapter 5 &amp; 11 Turner, Chapter 7, 30 &amp; 37 TIP 57 &amp; 59</td>
<td>March 1-7</td>
</tr>
<tr>
<td>8</td>
<td>Problem Solving Model Generalist Eclectic Approach</td>
<td>Coady &amp; Lehmann, Chapters 3 &amp; 21 Turner, Chapter 24 Practice Presentation</td>
<td>March 8-14</td>
</tr>
</tbody>
</table>

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

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

K. 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.