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>
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</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 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>
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<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>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>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>Develop an action plan for continued growth including use of continuing education, supervision, and consultation.</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>
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</table>

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

<table>
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<th>Health</th>
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<td></td>
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<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>
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<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>
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<td>Recognize the role of other health professions when engaging in inter-professional teams from a systems perspective in health care service delivery.</td>
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</tbody>
</table>
Understand and build knowledge central to maximizing the well-being of older adults and their caregivers.

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish and maintain strong relationships with older adults and their constituencies for the purpose of working toward mutually agreed on goals.</td>
<td>Use interpersonal skills to engage children and families in a collaborative therapeutic relationship.</td>
<td>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>
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<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></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>

Incorporate legal and ethical guidelines when engaging with individuals, families, groups, organizations, and communities.

### 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.

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**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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<tbody>
<tr>
<td>Conduct assessments</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>
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<td>that incorporate a</td>
<td>Assess the quality of interactions between family members within their social environment.</td>
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<td>Uphold legal and ethical guidelines in the assessment of diverse clients and constituencies, and value inter-professional collaboration.</td>
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<tr>
<td>strengths-based</td>
<td>Compare and assess the various etiology and interventions relevant to children and families.</td>
<td></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>
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<tr>
<td>perspective,</td>
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<td>person/family-centered</td>
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<td>focus, and resilience</td>
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<td>while recognizing</td>
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<td>aging-related risk.</td>
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<tr>
<td>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.</td>
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<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. Develop intervention plans to accomplish systemic change that is sustainable.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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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**


D. Additional Recommended Textbooks and Other Course Materials


Nichols, M.P. (2009). The lost art of listening: How learning to listen can improve relationships. New York:
Additional recommended readings will be assigned from professional journal sources and book chapters. They will be posted to the course’s online site.

**E. Descriptions of Major Assignments and Examinations**

**Discussion Papers:**

Final grades will be based on four discussion papers of one of the theories presented in the content modules. These four papers should be **5-6 pages** each, from our discussions of the theories as applied to the semester case occurring **during the previous four modules**. As with all papers, your discussion will need to be supported from 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 you will be given a case (case posted on our Canvas site) that we as a class will be following throughout the course. Each week, a discussion board thread (ungraded) will be available for you 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. You are only required to submit one report on one intervention model that has been covered in class. **Please note that the papers are to be submitted online on the dates specified in the outline below.** These will count for 25 points each, for a total of 100 points. A rubric for the discussion papers is available on our Canvas site. 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)

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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Discussion Paper 1  
Discussion Paper 2  
Discussion Paper 3  
Discussion Paper 4  
Total  

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<tbody>
<tr>
<td>Discussion Paper 1</td>
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<td>Discussion Paper 2</td>
<td>25</td>
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<tr>
<td>Discussion Paper 3</td>
<td>25</td>
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<tr>
<td>Discussion Paper 4</td>
<td>25</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
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</table>

**Extra Credit Discussion Posts:**

You will have the opportunity to earn two additional bonus points by completing two extra credit discussion posts. The first one is the introductory post at the beginning of the semester, and the second one will be available at the end of the course. *Please note, the weekly discussion boards pertaining to that week's module are optional and not graded.*

**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.

Since this is an online course it is critical that you are engaged with the material, the instructor, and your peers throughout the semester. Students are expected to log into the course at least once a week and maintain consistent and regular communication with their classmates and the instructor throughout the semester. Progress towards satisfactory completion of assignments, including participation in activities, discussion boards, and completion of readings is expected on a weekly basis.

**G. Grading**

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.

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

**H. Make-Up Exams**

Late written assignments will be reduced by 3% each day they are late for up to three days. After the third day, the assignment will be graded a zero. If you require an extension, you must speak to me and arrange for it
prior to the day the assignment is due. This request must be supported with documentation. Exceptions to these late policies will be made in extraordinary circumstances and with proper documentation.

I. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Required readings and Assignments</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the course Review of the syllabus Theory Thinking:  · What is theory? · What is practice theory? · What is the relationship between theory and the choice of intervention? Critical thinking skills Introduction of the case(s)</td>
<td>Coady &amp; Lehmann, Chapters 1 and 2</td>
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<td>2</td>
<td>Psychodynamics  · Self Psychology · Attachment-informed practice</td>
<td>Coady &amp; Lehmann, Chapters 7 &amp; 9 Turner, Chapters 1 and 25</td>
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<td>3</td>
<td>Relational Models</td>
<td>Coady &amp; Lehmann, Chapter 8 Turner, Chapters 27 and 28</td>
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<td>4</td>
<td>Cognitive-Behavioral Models  · Beck’s Cognitive Therapy · Ellis’s REBT</td>
<td>Coady &amp; Lehmann, Chapter 10 Turner, Chapters 4 and 5</td>
<td>Discussion Paper #1 (due 11:59pm on February 14th) Choose from:  · Self-Psychology  · Attachment Theory  · Relational Theory  · CBT</td>
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<tr>
<td>5</td>
<td>Dialectical Behavioral Therapy (DBT)</td>
<td>Readings posted online</td>
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<tr>
<td>6</td>
<td>Existential Approaches</td>
<td>Coady &amp; Lehmann, Chapter 14 Turner, Chapter 10</td>
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<tr>
<td>7</td>
<td>Humanistic/Person-Centered Therapy</td>
<td>Coady &amp; Lehmann, Chapter 13 Turner, Chapter 3</td>
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<tr>
<td>8</td>
<td>Motivational Interviewing</td>
<td>TIP 35 (link online)</td>
<td>Discussion Paper #2 (due 11:59pm on March 14th) Choose from: • DBT • Existential Theory • Person-Centred Theory • Motivational Interviewing</td>
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<td>9</td>
<td>Emotion Focused Therapy</td>
<td>Coady &amp; Lehmann, Chapter 15</td>
<td>Discussion Paper #3 (due 11:59pm on April 11th) Choose from: • Emotion-Focused Therapy • Narrative Therapy • Solution-Focused Therapy</td>
</tr>
<tr>
<td>10</td>
<td>Constructivism-Narrative Therapy</td>
<td>Coady &amp; Lehmann, Chapter 18 Turner, Chapters 6, 21 &amp; 34</td>
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<tr>
<td>11</td>
<td>Constructivism-Solution Focused Therapy</td>
<td>Coady &amp; Lehmann, Chapter 20 Turner, Chapter 14</td>
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<tr>
<td>12</td>
<td>Ecological Systems and Social Work</td>
<td>Coady &amp; Lehmann, Chapter 4 Turner, Chapter 8</td>
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<tr>
<td>13</td>
<td>Family Systems</td>
<td>Coady &amp; Lehmann, Chapter 5</td>
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<tr>
<td>14</td>
<td>Crisis Intervention</td>
<td>Coady &amp; Lehmann, Chapter 11 Turner, Chapter 11 TIP 57 &amp; 59 (link online)</td>
<td>Discussion Paper #4 (due 11:59pm on May 2nd) Choose from: • Critical Ecological Systems Theory • Family Systems Theory • Structural Family Therapy • Crisis Intervention</td>
</tr>
<tr>
<td>15</td>
<td>Integration—Bringing it all together</td>
<td>Coady &amp; Lehmann, Chapters 3 &amp; 21</td>
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</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.