THE UNIVERSITY OF TEXAS AT ARLINGTON
School of Social Work

Semester/Year: Spring 2021
Course Title: Advanced Micro Practice
Course Prefix/Number/Section: SOCW 5311 (formerly SOCW 6325)-004
Instructor Name: Danielle Eugene, PhD, LCSW
Faculty Position: Assistant Professor
Faculty Profile: https://mentis.uta.edu/explore/profile/danielle-eugene
Office Number:
Phone Number: N/A
Email Address: danielle.eugene@uta.edu
Office Hours: By appointment (virtual)
Day and Time of Class (if applicable): Online
Location:
Equipment: A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required for all SSW classes.
Canvas: https://uta.instructure.com/

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>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>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>
</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>
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</tbody>
</table>
Understand and build knowledge central to maximizing the well-being of older adults and their caregivers.

**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**

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.
<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>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></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>
</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. | **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.** |

**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

I encourage students to take an active role in their own learning by providing supplemental materials on Canvas such as videos, documentaries, web links, and reading recommendations which gives students the opportunity to deepen their understanding of topics or concepts they are most interested in. The following list, although not required, provides some recommended reading for further study.


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**

In this course you will learn about many different theories and intervention models which are used to help clients process, cope, heal, and thrive. You will explore questions like:

1. How can I as a social worker effectively help someone who is experiencing _fill in the blank_ (depression, anxiety, PTSD, etc.)?
2. What interventions should I adopt, based on the populations I’m serving, my personality, and the evidence of their efficacy?

In addition to creating a strong foundation of the basics of a variety of intervention models, you will have a chance to gain a deeper mastery of theories/intervention modalities by applying your learning through case study discussion papers and comparative analysis papers. Rubrics will be used to grade each paper assignment. This helps ensure that expectations are clearly communicated and grading is fair. For written assignments, please see each RUBRIC in Canvas (Modules > Course Materials > Grading Rubrics) for additional information on assignment expectations. All assignments are to be submitted electronically in Canvas on the dates specified in the course outline (e.g., Sunday evenings by 11:59pm). **No late papers will be accepted without extenuating circumstances (e.g., major illness) and prior notice to the instructor. In the event an extension is granted (at instructor’s discretion), the assignment must be submitted within a week of the original deadline and will result in a 5-point deduction.**

**Discussion Board Post and Response (10%)**:

Addresses competencies 1 and 2.

In an effort to build community and foster the sharing of diverse perspectives, you will engage in a discussion board with your classmates. The discussion prompt will be initiated at the beginning of the semester and will
require you to interact with the instructor and peers. Your initial response should be 100-200 words in length, reflecting on the prompt. You will reply to at least one classmates’ posts. Your response to your classmate’s discussion should be around 50 words and add to the discussion (i.e., reflecting on their response, asking questions, etc.). Each post is worth 5 points each, for a total of 10 points. Class discussions are a great opportunity to practice being respectful, considerate, empathetic, and professional. Students are expected to strive to exemplify the UTA principles of community of mutual respect, constructive communication, a supportive environment, collaborative relationships, leadership and service, and inclusion and diversity. Any inappropriate or derogatory responses may be subject to point deduction or disciplinary action.

Discussion Papers (60%):
Addresses competencies 1, 4, 6, 7, and 8.

It is important, both academically and professionally, for students to be able to effectively communicate in writing. You will have the opportunity to deepen your learning on theories of your choosing by exploring and applying those concepts to a case study. At the beginning of the semester you will be given a case study (Laura), that we as a class will be following throughout the course, and applying each of the theories and intervention models to Laura’s various issues.

There will be TWO discussion papers, each worth 30 points, for a total of 60 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 theory/intervention model you are discussing
3. Creator(s) of theory/intervention model and circumstances surrounding the development
4. 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.
5. Provide examples about how you will apply the intervention model to the case (i.e. what the intervention might look like, be specific)
6. Give a brief statement about strengths and limitations of the model AND which aspects of the model would be most helpful, and why (or why not)
7. Conclude with your overall impressions of the theory/intervention model

Papers should be 5-6 pages each. As with all papers, your discussion will need to be supported from the course readings and external sources provided. 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 (7th edition), and will be graded on the basis of correct formatting. At the beginning of the semester, all of you will have access to the assigned case study for the course that will be followed for the duration of the semester. Each week you will review the case, the corresponding theory/intervention model for the week, and your thoughts/impressions 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 papers. Your discussion papers are to be submitted online by the due dates listed in the course outline. Please do not write a paper on an intervention model that has not been discussed in this class.

Comparative Analysis Papers (30%):
Addresses competencies 1, 4, 6, 7, and 8.

You will choose two theories/intervention models from the module readings to compare and contrast in a brief paper. The outline you must use for the comparative analysis papers is as follows:

1. Introduction, Purpose of Paper (e.g., to explore two theories/intervention models, to critically compare two theories/intervention models): ¼ page
2. Brief description of the two theories/intervention models (e.g., key features, techniques, etc.): ¾ page
3. Compare and contrast the two theories/intervention models: ¾ page
   - Include grounds for comparison (e.g., indicate reasoning behind your choice)
   - For example, “I will compare and contrast the two theories/intervention models based on their strengths, limitations, populations best suited for, or whether it promotes social justice in social work practice.”
   - In the provided example, I have identified four potential areas as a way to organize this discussion. Please feel free to use any of these or other areas that may spark your interest.
   - Discuss/synthesize information by addressing similarities/differences for each area you choose to discuss.
4. Conclusions: ¼ page; present and defend opinions by making judgements about information provided, validity of ideas or quality of theories/intervention models based on your comparison and contrast discussion.

There will be TWO theory analysis papers, each worth 15 points, for a total of 30 points. Papers should be 2-3 pages each. Cite where needed according to APA requirements (7th edition). Your discussion papers are to be submitted online by the due dates listed in the course outline.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board Post and Response</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Discussion Paper 1</strong></td>
<td></td>
</tr>
<tr>
<td>Please select a theory from one of the following:</td>
<td></td>
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<tr>
<td>*Self Psychology</td>
<td></td>
</tr>
<tr>
<td>*Attachment Theory</td>
<td></td>
</tr>
<tr>
<td>*Relational Theory</td>
<td>30 points</td>
</tr>
<tr>
<td>*Cognitive Behavioral Theory</td>
<td></td>
</tr>
<tr>
<td><strong>Comparative Analysis Paper 1</strong></td>
<td></td>
</tr>
<tr>
<td>Please select two theories from the following:</td>
<td></td>
</tr>
<tr>
<td>*Dialectical Behavioral Theory (DBT)</td>
<td></td>
</tr>
<tr>
<td>*Existential Theory</td>
<td></td>
</tr>
<tr>
<td>*Person Centered Theory (PCT) or Client Centered Theory (CCT), referred to by both names</td>
<td>15 points</td>
</tr>
<tr>
<td>*Motivational Interview</td>
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<tr>
<td><strong>Discussion Paper 2</strong></td>
<td></td>
</tr>
<tr>
<td>Please select a theory from one of the following:</td>
<td></td>
</tr>
<tr>
<td>*Emotion Focused Theory</td>
<td>30 points</td>
</tr>
<tr>
<td>*Narrative Theory</td>
<td></td>
</tr>
<tr>
<td>*Solution Focused Theory</td>
<td></td>
</tr>
<tr>
<td><strong>Comparative Analysis Paper 2</strong></td>
<td></td>
</tr>
<tr>
<td>Please select two theories from the following:</td>
<td></td>
</tr>
<tr>
<td>*Ecological Theory</td>
<td>15 points</td>
</tr>
<tr>
<td>*Family Systems Theory</td>
<td></td>
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<tr>
<td>*Crisis Intervention Theory</td>
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<tr>
<td><strong>Total</strong></td>
<td>100 points</td>
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</tbody>
</table>
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.

I expect students to check Canvas and their MyMav emails daily for this online course. The Canvas course shell contains modules that include assignment information, powerpoint slides, and additional resources. Students are expected to log in to Canvas regularly and engage with each module. This is equivalent to "coming to class." Instructors can determine which students are accessing course materials and time spent in Canvas. While this time is not graded, there is a strong positive correlation between time spent in modules and being successful in the class.

Please regularly check your UTA email and Announcements in Canvas. These are my main methods of communication with online students.

G. Grading

Grading for this class totals 100 points as follows:

- Discussion Post and response (10 points)
- 2 Discussion Papers (60 points)
- 2 Comparative Analysis Papers (30 points)

Discussion Paper Grading Rubric

<table>
<thead>
<tr>
<th>Preliminary Assessment</th>
<th>Matches assignment: Yes__ No__</th>
<th>First page is comprehensible: Yes__ No__</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rest of Assessment:</td>
<td>Rarely or not evident</td>
<td>Moderately</td>
</tr>
<tr>
<td>Clarity:</td>
<td>Content is expressed with clarity and coherence; The paper has structure, and is free of grammatical and spelling errors</td>
<td>0</td>
</tr>
<tr>
<td>Application:</td>
<td>Elaborated, detailed, substantive applications from course material (including proper citations/references)</td>
<td>0</td>
</tr>
</tbody>
</table>
Depth:  |  Answers to questions, or applications are intricate; reflect depth versus superficiality; reflect comprehensiveness or pervasive detail and critical thinking.  |
<table>
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<th></th>
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<tbody>
<tr>
<td>0</td>
<td>5</td>
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</tbody>
</table>

Comparative Analysis Grading Rubric

<table>
<thead>
<tr>
<th>Preliminary Assessment</th>
<th>Matches assignment: Yes  No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Rest of Assessment:</th>
<th>Rarely or not evident</th>
<th>Moderately</th>
<th>Extensively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity:</td>
<td>Content is expressed with clarity and coherence; The paper has structure, and is free of grammatical and spelling errors</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Application:</td>
<td>Elaborated, detailed, substantive applications from course material (including proper citations/references)</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Depth:</td>
<td>Was the theory/intervention model comprehensive and substantial; was the comparison/contrast intricate and succinct; reflect depth versus superficiality; reflect comprehensiveness or pervasive detail and critical thinking.</td>
<td>0</td>
<td>3</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.

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 exams in this class. Late assignments must be approved, with good reason, in advance by instructor. Email for permission BEFORE the due date.
<table>
<thead>
<tr>
<th>Module</th>
<th>Week of</th>
<th>Topics</th>
<th>Required readings and Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 19</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 &amp; 2</td>
<td>Introduction Discussion Board due Sunday 1/24/21 by 11:59pm</td>
</tr>
<tr>
<td>2</td>
<td>Jan 25</td>
<td>Psychodynamics · Self Psychology · Attachment-informed practice</td>
<td>Coady &amp; Lehmann, Chapters 7 &amp; 9, Turner, Chapters 1 &amp; 25</td>
<td>Introduction Discussion Board Reply to Peer due Sunday 1/31/21 by 11:59pm</td>
</tr>
<tr>
<td>3</td>
<td>Feb 1</td>
<td>Relational Models</td>
<td>Coady &amp; Lehmann, Chapter 8, Turner, Chapters 27 and 28</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb 8</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 Sunday 2/14/21 by 11:59pm</td>
</tr>
<tr>
<td>5</td>
<td>Feb 15</td>
<td>Dialectical Behavioral Therapy (DBT)</td>
<td>Readings posted on CANVAS</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Feb 22</td>
<td>Existential Approaches</td>
<td>Coady &amp; Lehmann, Chapter 14, Turner, Chapter 10</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>March 1</td>
<td>Humanistic/Person-Centered Therapy</td>
<td>Coady &amp; Lehmann, Chapter 13, Turner, Chapter 3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>March 8</td>
<td>Motivational Interviewing</td>
<td>TIP 35 (link online), Comparative Analysis 1 Due</td>
<td>Comparative Analysis 1 due Sunday 3/14/21 by 11:59pm</td>
</tr>
<tr>
<td>9</td>
<td>March 22</td>
<td>Emotion Focused Therapy</td>
<td>Coady &amp; Lehmann, Chapter 15</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Notes</td>
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<tr>
<td>10</td>
<td>March 29</td>
<td>Constructivism-Narrative Therapy</td>
<td>Coady &amp; Lehmann, Chapter 18 Turner, Chapters 6, 21 &amp; 34</td>
<td>Discussion Paper 2 due Sunday 4/11/21 by 11:59pm</td>
</tr>
<tr>
<td>11</td>
<td>April 5</td>
<td>Constructivism-Solution Focused Therapy</td>
<td>Coady &amp; Lehmann, Chapter 20 Turner, Chapter 14</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>April 12</td>
<td>Ecological Systems and Social Work</td>
<td>Coady &amp; Lehmann, Chapter 4 Turner, Chapter 8</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>April 19</td>
<td>Family Systems</td>
<td>Coady &amp; Lehmann, Chapter 5</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>April 26</td>
<td>Crisis Intervention</td>
<td>Coady &amp; Lehmann, Chapter 11 Turner, Chapter 11 TIP 57 &amp; 59 (link online)</td>
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</tr>
<tr>
<td>15</td>
<td>May 3</td>
<td>Integration—Bringing it all together</td>
<td>Coady &amp; Lehmann, Chapters 3 &amp; 21 Comparative Analysis 2 Due</td>
<td>Comparative Analysis 2 due Sunday 5/9/21 by 11:59pm</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](#).
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.