A. Description of Course Content

The impact of specific crises on individuals and families will be examined. Typical crises will include life-threatening illness, trauma, physical and mental disability, and death. Assessment and evaluation of an individual’s coping ability and appropriate strategies for social work interventions will be studied.

Co-requisite: SOCW 5311.

B. Student Learning Outcomes

The Council of Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Specifically, while the course addresses all competencies, 1 through 9, it mainly focuses on Competencies 4, 8, and 9.

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

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
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</thead>
<tbody>
<tr>
<td>Understand and build knowledge central to maximizing the well-being of older adults and their caregivers.</td>
<td>Use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.</td>
<td>Use advanced cognitive and affective processes to search, appraise, select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with mental health/substance abuse clients.</td>
<td>Demonstrate an understanding of the role of evidence-based practice and practice-informed research in promoting health equity and reducing health disparities.</td>
</tr>
<tr>
<td>Adopt, modify, and translate evidence-informed practices that are most appropriate to particular aging-focused practice settings and populations</td>
<td>Develop effective models, programs, policies, and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.</td>
<td>Develop effective models, programs, policies and interventions and assess their effectiveness.</td>
<td>Engage in critical analysis and apply it appropriately in health related settings to assess and intervene with individuals and families in health care settings.</td>
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<tr>
<td></td>
<td>Use valid and reliable assessments for identifying client problems, risk and protective factors, vulnerability and resilience factors, and consequences for various individuals and groups.</td>
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### Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

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</table>
Promote older adults’ social support systems and engagement in families, groups, and communities.

Provide person-centered and family-directed interventions that take account of life course disparities and are targeted to diverse populations, groups, organizations, and communities.

Assess for quality and access a range of services, supports, and care options, including groups and technology, for older adults and families to assure optimal interdependence.

Monitor and modify interventions as needed to respond to individual, family, and environmental challenges.

Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems that affect children and families.

Develop intervention plans to accomplish systemic change that is sustainable.

Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments informed by cognitive and affective processes for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic.

Understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies in health settings.

Deliver appropriate culturally relevant health specialty services, using inter-professional collaboration, through interaction of cultural systems between the identity of the social worker, client systems, setting, and immediate community, and practice competently with individuals, families and small groups.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

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


Please note that this is the 10th edition. Previous editions of the textbook are no longer available through bookstores. Additional readings and content as posted online, or forwarded by email and a student resource page is available from the publisher for the course text, as well as an included CD-ROM.

D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

**Discussion Posts** (Addresses Competencies 4, 8, and 9.)

Students are to answer questions posted for each of the required discussion boards. These will pertain to readings, videos, and other class content. Discussion posts are always due on Sundays at 11:59pm. Post early enough to allow your classmates to respond.

1. These are substantive 200+ word responses to EACH question demonstrating thoughtfulness and effort.
2. Respond to at least 2 classmates’ postings.
3. There will be 10 sets of discussion posts, relative to the chapters of your text, or topics discussed.

**Assignment 1: ANNOTATED BIBLIOGRAPHY (REQUIRED)**

Each student is to turn in an annotated bibliography of 10 journal articles related to two stress, crisis or coping related problems, consistent with the course description, content and textbook. The annotated bibliography assignment is required for every student and will serve as initial work toward completion of the major course paper, if you choose to complete the major paper. Objectives for this assignment are for students to be familiar with professional literature and to develop an area of professional development or research, relative to the course and textbook. These articles have to be from five different sources, all related to social work practice. Follow the outline as below:

1. Author’s name, year and title of the article, name of the journal, volume and page numbers.
2. Summary—to be written as if the reader has not read the article and needs to be informed of the essence of the article.
3. Critique—Intervention approaches/model’s strengths and weakness, applicability and limitations especially for clients who are diverse in terms of gender, sexual orientation, racial, ethnic and economic and education background.

Each summary and critique should be 2-3 pages in length.

*Grading criteria:*

1. A broad review of established effective social work intervention approaches/modalities in working with clients who suffer from various serious losses and illnesses, or stress and crises;
2. Reflects writer’s ability to analyze and evaluate these approaches/modalities’ appropriateness and effectiveness with specific client groups;
3. Summary is clear and succinct and informs the reader of its major focus;
4. Critique is thoughtful and reflects comprehensiveness of the concept of stress and coping and the contribution, or lack of it, to social work practice.

*Includes designated skill(s) or behavior (s) from:* Mental Health: Competencies 4, 8 and 9.
Assignment 2: TREATMENT PAPER (OPTIONAL) - MUST BE COMPLETED FOR STUDENTS WHO WISH TO RECEIVE AN A.

This paper is graded Pass/Fail. Satisfactory completion of this paper, at an "A" level, in addition to passing the Discussion Boards and the Annotated Bibliography will result in a grade of "A" in the course. Not everyone who submits a paper is assured of an "A" or passing grade. There will be no redo of this paper. Please note, if you do not choose to do the treatment paper, the highest grade you can achieve in the class is 80%.

Treatment Paper Assignment Grading Rubric Detail

Instructions/Guidelines:

Treatment Paper

1. No late or partial assignments are accepted. Assignments sent to instructor EMAIL before or after the due date will not be accepted. NO EXCEPTIONS.
2. Assignment MUST be submitted online via Canvas. Access is available for early submission.
3. No hard copies accepted.
4. Assignment should be formatted correctly prior to submission.

In the final treatment paper, each student will pick two stress, crisis, or coping related problems, consistent with the course description, content and textbook. Problems MUST be discussed in the text or course and addressed with two interventions also discussed in the class materials. Students will compare and contrast these two problems, and support the use of the two interventions with references. In order to complete the paper correctly with adequate conceptual complexity:

- Search for Blooms Taxonomy of Critical Thinking Skills online and incorporate analysis, comparison and contrast, synthesis and evaluation into your arguments.
- The required outline follows for this paper. The format should be APA style, 10-15 pages. Page length is a requirement.

Follow the outline as below:

1. Introduction/purpose of paper;
2. Description and comparison of the two stress, crisis, or coping problems;
3. Description of the two intervention models (i.e., history, techniques, etc.);
4. Comparison and contrast of the two models;
5. Analysis/evaluative component or strategy to determine the efficacy of your interventions (see Bloom’s Taxonomy);
6. Conclusions, implications and/or recommendations;
7. References (journal articles and videos [video references located throughout the modules]. Only 1 text book citation is permitted. At least 10 references are required.

Grading Matrix for Treatment Paper:

1. How well were theories, skills and research knowledge included and well referenced in APA style? Was an evidence informed practice approach present in your argument and justification? Was the theory comprehensive and substantial? Were the interventions described appropriate, for the problems selected from the course materials?
2. Did the paper identify and discuss (and support with literature sources) issues such as professional values and ethics, diversity, and social justice from each model? How well were these discussed?
3. Did this paper demonstrate comprehensive knowledge and mastery of the professional knowledge appropriate for a graduate level paper? Was it well written, organized and presented in a professional style, no spelling or grammatical errors, with cover sheet included?

The grading criteria is as follows:

Preliminary Assessment Matches assignment:

First page is comprehensible:

Rest of Assessment:

1. Clear - Content is expressed with clarity and coherence.
2. Application - Elaborated, detailed, substantive applications from required text(s) and external sources.
3. Depth - Answers to questions, or applications are intricate; reflect depth versus superficiality; reflect comprehensiveness or pervasive detail and critical thinking.

Additional Formatting Points:

Your treatment paper should be no less than ten (10) and no more than twelve (15) double-spaced pages (excluding references and title page). You must use one inch margins and font size no larger than 12-point; Include a brief abstract and cover page; you will be penalized if there is either no abstract or introduction. You will need to write in the (usual) third-person at all times. A minimum of ten references will be required for this assignment, at least half of which should have been published no more than five years ago. While you are certainly allowed to use your textbook as a source from which to draw information (it is indeed a legitimate source after all), please make every effort to use other sources instead. If you do use material from your textbook, you need to remember that because they are edited with several authors contributing each chapter, you need to cite the chapter, not the book. You will be penalized if this is not followed. Abstract is a part of APA style. Abstract is included in your page count.

Includes designated skill(s) or behavior (s) from Competencies 8 and 9.

Assignment Point Matrix:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>60</td>
</tr>
<tr>
<td>Annotated bibliography</td>
<td>20</td>
</tr>
<tr>
<td>Treatment Paper (OPTIONAL): Pass or Fail = 0 or 20</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</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.

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.

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**H. Make-Up Exams**

Late written assignments (Discussion Boards and Annotated Bibliography) 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.

Please note, there will be no late submissions accepted for the final, optional treatment paper.

**I. Course Schedule**

<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</td>
<td>Review course syllabus (audio slides) The Nature of Stress The Sociology of Stress The Physiology of Stress</td>
<td>Ch. 1, 2, 3</td>
<td>Discussion Board Set #1 due June 13th @ 11:59pm</td>
</tr>
<tr>
<td>Module 2</td>
<td>Stress and Disease Psychology of Stress Stress Emotions: Anger, Fear, and Joy</td>
<td>Ch. 4, 5, 6</td>
<td>Discussion Board Set #2 due June 20th @ 11:59pm</td>
</tr>
<tr>
<td>Module 3</td>
<td>Stress Prone/Stress Resistant Personalities Stress and Human Spirituality Cognitive Restructuring</td>
<td>Ch. 7, 8, 9</td>
<td>Discussion Board Set #3 due June 27th @ 11:59pm</td>
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</tbody>
</table>
| Module 4 | Behaviour Modification  
Journal Writing  
Expressive Art Therapy | Ch. 10, 11, 12 | Discussion Board Set #4 due July 4th @ 11:59pm |
|---|---|---|---|
| Module 5 | Humour Therapy  
Creative Problem Solving  
Communication Skills (Digital Age) | Ch. 13, 14, 15 | Discussion Board Set #5 due July 11th @ 11:59pm  
Annotated Bibliography Due July 11th @ 11:59pm |
| Module 6 | Resource Management  
Additional Coping Techniques  
Diaphragmatic Breathing | Ch. 16, 17, 18 | Discussion Board Set #6 due July 18th @ 11:59pm |
| Module 7 | Meditation and Mindfulness  
Hatha Yoga  
Mental Imagery & Visualization | Ch. 19, 20, 21 | Discussion Board Set #7 due July 25th @ 11:59pm |
| Module 8 | Music Therapy  
Massage Therapy  
T’ao Chi Ch’uan | Ch. 22, 23, 24 | Discussion Board Set #8 due August 1st @ 11:59pm |
| Module 9 | Progressive Muscle Relaxation  
Autogenic Training and Clinical Biofeedback  
Physical Exercise & Nutrition | Ch. 25, 26, 27 | Discussion Board Set #9 due August 8th @ 11:59pm |
| Module 10 | Ecotherapy  
Special Topic(s):  
• Disaster Mental Health  
• Witnessing Death  
• Final Hours (Stress & Recovery for Social Workers) | Ch. 28  
Additional readings provided online | Discussion Board Set #10 due August 15th @ 11:59pm  
Treatment Paper (OPTIONAL) due August 16th @ 11:59pm |

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.