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Office hours: By Appointment via Zoom

Prerequisite: Successful completion of all foundation courses and field, including SW513.

Code of Conduct
It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement
An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (Hilltops).

UNIVERSITY CIVILITY STATEMENT
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/.

Disability
If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee,
Knoxville Student Disability Services office at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity:
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description
This course reviews research, practice settings, and policy needs in the four areas of veterinary social work: the link between human and animal violence, animal assisted interventions, grief and bereavement, and compassion fatigue. Students will be expected to become knowledgeable about research findings and apply them to social work practice skills and policy advocacy.

Course Rationale
Social work has recognized the importance of the human-animal bond in peoples’ social environments for over 20 years. Specifically, social work literature has addressed issues of pet loss (Margolies, 2003) animal-assisted therapy (Reichert, 1998), companion animals and well-being (Sable, 1995), the importance of pets for the elderly (Netting & Wilson, 1987), the link between interpersonal violence and animal abuse (Faver & Strand, 2003a, 2003b), social work implications of animal hoarding (Arluke, Frost, Steketee, Patronek, Luke, Messner, Nathanson, & Papazian, 2002), and even social work in veterinary clinic settings (Netting, Wilson & New, 1987). The social work literature has even engaged in debate about social workers’ responsibility under the NASW Code of Ethics to attend to the welfare of animals themselves (e.g. Wolfe, 2000). Animals exist in the social environments of people and people often make decisions about their lives based on these relationships. Therefore, social work students will learn how to utilize to the human animal relationship to enhance human well-being in traditional and non-traditional social work settings.

Course Competencies
1) Demonstrate understanding of issues regarding adherence to the Code of Ethics while working in a multi-disciplinary setting where attention is paid to animals and animal assisted interactions with diverse populations.
2) Articulate a professional philosophy, based on scholarly and practice-based evidence, regarding the role that animals play in social work practice from an ecological model (Assignment #s 1&2). *(Advanced Program Competencies- Values and Ethics 1, 2, 3; Pop. at Risk 2; Diversity 2; Critical Thinking and Evidence Based Practice 2,3: Content Areas- Apply knowledge and research on neurophysiology, psychopathology, and selected evidence-based theories of human behavior and development to the populations, problems, and interventions. Evaluate their own effectiveness in carrying out the steps in evidence-based practice. Use traditional and developing methods of discovering, retrieving, and managing up-to-date scientific findings and emerging knowledge. Evaluate practice theories and models, and design and implement evidence-based practice. Formulate, influence, and advocate for social policy and service delivery systems that promote the wellbeing of client systems.)*

3) Demonstrate understanding of the current state of the field within violence assessment and prevention as it relates to the link between human and animal violence (Assignment #s 1, 2, 3: *Advanced Program Competencies- Values and Ethics 3; Pop. at Risk 2; Diversity 3,4; Critical Thinking and Evidence Based Practice 1,2,3,4: Content Areas- Apply knowledge and research on neurophysiology, psychopathology, and selected evidence-based theories of human behavior and development to the populations, problems, and interventions. Apply a cultural, ecological, transactional (risk and resilience), and developmental perspective of adaptive and maladaptive human development and behavior across the lifespan to assessment, selection, and implementation of evidence-based practice methods. Evaluate their own effectiveness in carrying out the steps in evidence-based practice. Use traditional and developing methods of discovering, retrieving, and managing up-to-date scientific findings and emerging knowledge. Evaluate practice theories and models, and design and implement evidence-based practice. Empower client systems through strategies such as networking, participatory research, community organizing, information linking techniques, participatory and peer education, collaboration, and decision-making methods and by the judicious use of the role of the social worker.)*

4) Demonstrate knowledge of current animal assisted interaction programs, and their proposed benefits or harmful effects. *(Assignment # 1, 2, 3:*Advanced Program Competencies- Values and Ethics 3; Pop. at Risk 2; Critical Thinking and Evidence Based Practice 1,2,3,4: Content Areas- Apply knowledge and research on neurophysiology, psychopathology, and selected evidence-based theories of human behavior and development to the
populations, problems, and interventions. Apply a cultural, ecological, transactional (risk and resilience), and developmental perspective of adaptive and maladaptive human development and behavior across the lifespan to assessment, selection, and implementation of evidence-based practice methods. Evaluate their own effectiveness in carrying out the steps in evidence-based practice. Use traditional and developing methods of discovering, retrieving, and managing up-to-date scientific findings and emerging knowledge. Evaluate practice theories and models, and design and implement evidence-based practice. Empower client systems through strategies such as networking, participatory research, community organizing, information linking techniques, participatory and peer education, collaboration, and decision-making methods and by the judicious use of the role of the social worker.

5) Demonstrate the ability to review published research and scholarly evidence, and integrate such resources into education and training related to social work in animal-related settings. (Assignment #1,2, 3: Advanced Program Competencies- Values and Ethics I,3; Pop. at Risk I,2; Diversity I,2; Critical Thinking and Evidence Based Practice 4: Content Areas- Apply a cultural, ecological, transactional (risk and resilience), and developmental perspective of adaptive and maladaptive human development and behavior across the lifespan to assessment, selection, and implementation of evidence-based practice methods. Evaluate their own effectiveness in carrying out the steps in evidence-based practice. Articulate a plan for a life-long evidence-based approach to social work practice. Use traditional and developing methods of discovering, retrieving, and managing up-to-date scientific findings and emerging knowledge. Evaluate practice theories and models, and design and implement evidence-based practice. Formulate, influence, and advocate for social policy and service delivery systems that promote the wellbeing of client systems. Empower client systems through strategies such as networking, participatory research, community organizing, information linking techniques, participatory and peer education, collaboration, and decision-making methods and by the judicious use of the role of the social worker.)

Dimensions: Cognitive and affective processes, knowledge, Values, Skill

Required Text
Herzog, H. (2011). Some We Love, Some We Hate, Some We Eat: Why It’s So Hard to Think Straight About Animals (Reprint.). Harper Perennial.


**Suggested Text**


Other readings are posted by class section on your Canvas site.

**Assignments**

Classwork for this course includes discussion boards, recorded talks, self-paced modules, tests, and wikis.

**Assignment #1 Discussion Board Assignment**

**Course Competencies #1, #2, #3, #4, #5; Dimensions: Cognitive and affective processes, knowledge, Values**

Each week you will reflect on the assigned chapters from Hurn’s, “Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions” and/or Herzog’s “Some we love, some we hate, some we eat.” To do so you will complete discussion board posts that should not exceed 600 words.

The following is your reflection prompt for each chapter:

- Provide a brief (2-3 sentence) summary of what the chapter is about
- Provide a description of what was meaningful or seemed like an important topic to you that was presented in the reading
- Describe how this affects your current or future work in animal human relationships
- Lastly, describe any parts of the chapter that you did not agree with or had questions about from a critically thinking mindset

Excellence in completing this assignment will include:

- answering the questions completely,
- demonstration of critical thinking,
- integration of references to weekly readings other than assigned chapter
- Integration of content from previous course content or current events
- cogently presented opinions
- being concise
- at least 1 thoughtful and critical thinking response to other groups member’s posts.
Please reference scoring rubric on CANVAS.

There will be 14 weeks with discussion board assignments at 100 points each. Your score will be the average score across the 10 highest scores on your discussion board posts.

Discussion boards will be due on Tuesdays at midnight. The first DB board will be due January 22 - the last will be April 30, 2019.

**Assignment #2 VSW Self-Paced Modules**
**Course Competencies #2, #3, #4, #5; Dimensions: Knowledge, Values**

There will be 5 self-paced modules that you are to complete on the following topics:
- The Human Animal Relationship - **Due Feb 5**
- Animal Assisted Interactions – **Due Feb 26**
- The Link between Human and Animal Violence - **Due March 19**
- Grief and Bereavement - **Due April 9**
- Compassion Fatigue Management - **Due May 3**

Each module has a self-paced audio/powerpoint lecture as well as test questions. Your score must exceed 85% to complete the module successfully.

* Please note the first Unit- “The Human Animal Relationship” is due Feb 5. This unit *does not* have a test.

* Please note, for students pursuing the VSW Certificate the 5 Modules will be completed on the VSWCP Canvas site to which you granted access when accepted to the VSW Certificate Program. The discussion board assignments an the recorded group share discussions will be completed on the SOWK567 Canvas course site.

**Assignment #3 Class Participation and Group Share Discussions**
**Course Competencies #1, #2, #3, #4, #5; Dimensions: Cognitive and affective processes, Values, Skill**

Excellence in class participation includes being timely in assignments and engaging in recorded group share discussions for each unit. Moreover, discussion board posts should always be professional.

The following is your reflection for recorded group share discussions for each unit:
- Three new things you learned from the unit
- What was most interesting to you about the content of the unit
- What was least interesting, difficult, or emotionally/cognitively taxing about the content of the unit
- How will or have you applied this content in your professional life?

Recorded group share discussions will be done via zoom and should not exceed 1 hour.
Assignment of Final Grades

Final course grades will be assigned according to the following criteria:

- A 92 and up
- B+ 87 to 91.99
- B 80 to 86.99
- C+ 75 to 79.99
- C 70 to 74.99
- D 64 to 69.99
- F below 63.99

Class Outline
Class readings and schedule may change depending on learning needs of class. The Canvas has 5 Units with due dates. Self-paced Modules, journal article readings, and Group Share Discussions are due by the end of that Unit.

Weeks 1-3: The Human Animal Relationship Due Feb 5, 2019

Learning Objectives:
- Consider social work and animals as an ethical form of social work practice
- Understand the origins of the animal protection movement in the United States.
- Understand the development of research and theories pertaining to the Human-Animal bond throughout time.
- Be able to identify at least 5 different types of human-animal relationships across cultures.
- Be able to identify at least 8 positive health and/or mental health benefits of human-animal relationships.
- Be able to reference 2 research findings in each area of VSW
- Be able to identify 1 ethical challenge that may arise in each of the areas of VSW
- Understand the ethical considerations, obligations and limitations as a social worker working with human-animal relationship issues.

Readings:
- Herzog Chapters Intro - Chapter 3 (Due Jan. 22)
- Hurn Chapters 1-3 (Due Jan. 29)
- Hurn Chapters 4 & 5 (Due Feb. 5)
- Journal Articles on Canvas (Due Feb. 5)

Weeks 4-6: Animal-Assisted Interactions Due Feb 26, 2019

Learning objectives:
- Be able to identify and describe at least 5 different types of AAI’s
- Demonstrate an understanding of humane and ethical practices for animals in therapy settings.
- Be able to identify and describe at least 5 attributes of a successful AAI program.

Readings
- Herzog Chapter 4 (Due Feb 12)
- Hurn Chapters 9 & 10 (Due Feb 19)
- Journal articles on Canvas (Due Feb 26)

**For students pursuing the VSW Certificate - there is one additional assignment for this Module**

Logic Model Presentation:
After watching the presentation "Program Development (Macro)," use the logic model template provided to create a logic model for your dream AAI program. Use the logic model to help you create a grant proposal presentation for your dream AAI program. The grant proposal will be delivered to peers and instructors in the form of a recorded presentation. Each presentation will be approximately 10 slides and 10 minutes. Both the logic model and presentation will be submitted.

**Weeks 7-9: The Link between Human and Animal Violence Due March 19, 2019**

**Learning objectives:**
- Demonstrate an understanding of animals in context of a family system with attention to race, ethnicity, gender, class, etc.
- Understand the various roles of violence toward animals and its human implications.
- Demonstrate an understanding of animals in context of a family system with attention to race, ethnicity, gender, class, etc.
- Understand the various roles of violence toward animals and its human implications.
- Discuss current issues and controversies, and the role that scientific research can play, in the development of knowledge for use in social work practice.
- Assess personal and community responsibilities toward animal abuse regulations and laws

**Readings:**
- Herzog Chapters 5-7 *(Due March 5)*
- Hurn Chapter 7 *(Due March 12)*
- Hurn Chapter 14 *(Due March 19)*
- Journal Articles on Canvas *(Due March 19)*

**Weeks 10-12: Grief and Bereavement Due April 9, 2019**

**Learning objectives:**
- Be able to identify and explain at least 3 different grief theories.
- Understand the grief process as it relates to animal loss.
- Understand types of small animal loss in context to the unique type of human-animal relationship.
- Demonstrate awareness of personal beliefs, values and attitudes about human-animal relationships and how it impacts his/her role as a helping professional.
- Be able to identify and describe at least 3 different types of evidence-based treatment interventions for animal loss.
• Be able to identify at least 5 ways people ritualize or memorialize their animal after the animal’s death
• Understand types of large animal loss in context to the unique type of human-animal relationship.
• Be able to identify at least 3 special considerations for people lose a service animal.
• Demonstrate awareness of personal beliefs, values and attitudes about human-animal relationships and how it impacts his/her role as a helping professional.
• Be able to identify and describe at least 3 different types of evidence-based treatment interventions for animal loss.
• Be able to identify at least 5 ways people ritualize or memorialize their animal after the animal’s death

Readings
• Hurn Chapter 6 (Due March 26),
• Hurn Chapter 8 (Due April 2)
• Hurn Chapter 11 (Due April 9)
• Journal articles on Canvas (Due April 9)

Weeks 13-15: Compassion Fatigue and Conflict Management Due May 3, 2019

Learning objectives:
• Be able to identify and describe at least 5 types and reasons why conflicts can arise in animal-related workplaces
• Be able to identify and describe the social worker’s role when working in an interdisciplinary practice setting
• Be able to evaluate needs of self when confronted with animal-related issues that are in opposition to your personal values and ethics
• Communication skills and conflict management in animal-related settings
• Be able to identify and explain at least 8 types of challenging conversations that various animal-related professionals may face when communicating with animals’ owners.
• Be able to identify and describe at least 3 ways a social worker could intervene when conflicts arise in animal-related agencies.
• Be able to identify and describe at least 5 different types of animal-related professions
• Be able to identify and understand symptoms, etiology, and treatments for compassion fatigue

Readings:
• Herzog Chapters 8 - 10 (Due April 16)
• Hurn Chapters 12 & 13, (Due April 23)
• Hurn Chapters 15 & 16 (Due April 30)
• Journal articles on Canvas (Due April 30)