

THE UNIVERSITY OF TENNESSEE. KNOXVILLE
COLLEGE OF SOCIAL WORK

SW 593 - Independent Study - Veterinary Social Work
Sections 001,
3 Credit Hours
Summer 2019

Instructor:
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MSSW Online Program
Asynchronous Class

Office hours:
By Appointment

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

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

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. (*Hilltopics*).

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. (Assignment #'s 1, 2, 3 *Advanced Program Competencies- Values and Ethics 1, 3; Diversity 1,2,4; Critical Thinking and Evidence Based Practice 1,3: 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. Creatively work with unique, ambiguous, value-conflicted, or otherwise complex situations and resolve problems that are resistant to traditional solutions.*)
- 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 1,3; Pop. at Risk 1,2; Diversity 1,2; 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.)

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.

Hurn, S. (2012) *Humans and Other Animals: Cross-Cultural Perspectives on Human-Animal Interactions*. (Pluto Press, 2012).

Fine, A. (2000). *Handbook of Animal-Assisted Therapy*. California: Academic Press.

Suggested Text

Carmack, B. (2003). *Grieving the loss of a pet*. Minnesota: Augsburg Fortress.

Figley, C.R. and Roop, R.G. (2006). *Compassion fatigue in the animal care community*. Washington: The Humane Society of the United States.

Ascione, F.R. (Ed.). (2007). *International handbook of theory, research and application on animal abuse and cruelty*. West Lafayette, IN: Purdue University Press.

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

Assignments

Classwork for this course includes discussion boards, self-paced modules, tests, ****For students pursuing the VSW Certificate - there are additional assignments some related to specific modules, others are general requirements for earning the VSW Certificate. More information about these assignments is on the VSW-CP Canvas site to which you were given access when accepted into the VSW Certificate Program.**

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.

There will be 10 weeks with discussion board assignments at 10 points each. Your score will be the average score across the 10 discussion board posts.

Discussion boards will be due on Thursdays at midnight.

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 June 13, 2019**)
- The Link between Human and Animal Violence (**Due June 27, 2019**)
- Grief and Bereavement (**Due July 11, 2019**)
- Compassion Fatigue Management (**Due July 25, 2019**)
- Animal Assisted Interactions (**Due August 8, 2019**)

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

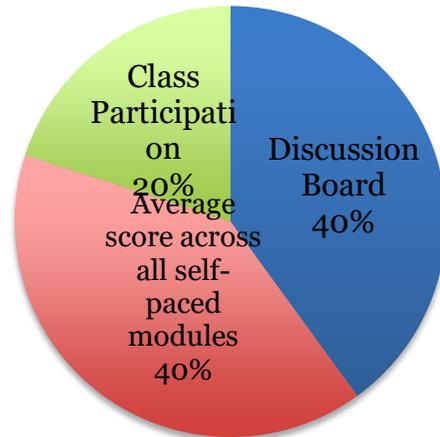
* Please note the first UNIT- "*The Human Animal Relationship*" is due June 13. This unit does not have a test.

Assignment #3 Class Participation

Course Competencies #1, #2, #3, #4, #5

Excellence in class participation includes being timely in assignments. Moreover, discussion board posts should always be professional.

Grade Distribution



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 learning needs of class. The Canvas site has 5 Units with due dates. Self-paced Modules

and additional readings for each module are due by the end of that Unit. Discussion board posts are due by the date posted beside the designated reading.

Unit 1: The Human Animal Relationship
Weeks 1 & 2 - Due June 13, 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 June 6**)
- Hurn Chapters 1-5 (**Due June 13**)
- Journal Articles on Canvas

Unit 2: The Link between Human and Animal Violence
Weeks 3 & 4 - Due June 27

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 June 20**)
- Hurn Chapters 7 and 14 (**Due June 27**)
- Journal Articles on Canvas

Unit 3: Grief and Bereavement

Weeks 5 & 6 - Due July 11

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 Chapters 6 and 8 (**Due July 4**)
- Hurt Chapter 11 (**Due July 11**)
- Journal articles on Canvas

Unit 4: Compassion Fatigue and Conflict Management

Week 7 & 8 - Due July 25

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 July 18**)
- Hurn Chapters 12, 13, 15 and 16 (**Due July 25**)
- Journal articles on Canvas

Unit 5: Animal-Assisted Interactions
Week 9 & 10 - Due August 8

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 August 1**)
- Hurn Chapters 9-10 (**Due August 8**)
- Journal articles on Canvas

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

AAI Capstone (Logic Model Presentation):

Details for this assignment are being finalized by the presenters of the AAI module and will be uploaded on the VSWCP Canvas site when they are complete. This assignment will be due by the end of the summer session (Aug. 8, 2019)