SCHOOL OF SOCIAL WORK

SWK 506: Advanced Generalist Practice with Families

INSTRUCTOR: Bonnie C. Dockery, LCSW, LMFT
OFFICE: 
OFFICE HOURS: by appointment before or after class
OFFICE PHONE: 1-800-697-4296
E-MAIL: bonniecdoc@hotmail.com

COURSE DESCRIPTION:

This advanced practice course provides students with theories and skills for working with families which includes an advanced generalist approach. Students will be expected to demonstrate critical thinking and the use of evidence-based practices in working effectively with family systems. Prerequisites Students must have been admitted to the MSW program, completed all MSW foundation curriculum requirements, and be in good standing in the MSW program.

GOAL & COMPETENCIES:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions. Graduates will be able to demonstrate the following competencies:

C 1.1 Apply critical and independent analysis of practice situations and effectively communicate their judgments, reasoning and decision-making processes (2.1.3)

C 1.2 Apply and contribute to evidence-based and best practice approaches to continuously assess and improve the efficacy and effectiveness of practice (2.1.6)

C 1.3 Differentially apply theories and frameworks of HBSE and critique interactions between and among biological, psychological, social, spiritual and cultural systems and their reciprocal relationships with HBSE. (2.1.7)
C 1.4 Demonstrate autonomy in dynamic practice activities that involve (2.1.10):

C. 1.4 (a) Effective relationship-building interactions at all levels of systems focused on enhancing client choice, motivation, and hopefulness in the change process

C. 1.4 (b) Use of a variety of multi-dimensional evidence-based assessment tools and intervention approaches

C. 1.4 (c) Effective intervention with complex problems and multi-level systems that provides amelioration as well as prevention strategies

C. 1.4 (d) Response to the evaluative feedback process for interventions implemented with client systems

2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change. Graduates will be able to reflect the following competencies:

C. 2.2 Apply social work ethical principles to resolve dilemmas and create positive change among individuals, families, groups, organizations & communities (2.1.2)

C. 2.3 Demonstrate the ability to build strengths based on mutual engagement with diverse populations (2.1.4)

3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life. Graduates will be able to reflect the following competencies:

C. 3.1 Exemplify and model professional social work standards and strive to enhance their professional growth and development (2.1.1)

C 3.2 Use leadership skills indicative of an advanced generalist practitioner to proactively respond amidst changing contexts (2.1.9)

C 3.4 Effectively intervene with individuals, families and groups, and provide administrative leadership and direction in organizations and communities as advanced generalist practitioners. (** New AGP Objective)

COURSE OBJECTIVES:

1. Students will gain understanding of systems theory and to be able to apply systems theories to advanced generalist practice with families.
2. Students will learn to articulate advanced theoretical perspectives for practicing with families.
3. Students will develop the ability to use critical thinking skills in their choice
of practice methods with families.
4. Students will demonstrate the application of social work values and ethics in professional practice and the ability to analyze ethical dilemmas.
5. Students will strengthen cultural competencies for working with diverse families, particularly those in rural areas or at risk; including persons of color, women, the aged, gay and lesbian clients, and persons with physical and/or mental challenges.
6. Students will utilize a strengths perspective for developing multidimensional assessments, interventions, and evaluation for families in various settings.
7. Students will learn to focus on research-based practice with systematic methods for evaluating practice effectiveness.
8. Students will understand the effects of policy and how to change them to promote social and economic justice.

STUDENT LEARNING OUTCOMES:

RELATIONSHIP TO OTHER COURSES:

This course builds on foundation micro/mezzo courses SWK 501, SWK 511, SWK 541 and SWK 553. It continues the process of socialization to the profession of social work in the areas of ethics, values and social justice through in depth analysis and application to practice. In conjunction with SWK 505 and SWK 590, the course builds on concepts of theory based and empirically supported social work practice. The course directly related to SWK 555 which provides opportunity through field experience to apply the knowledge obtained in the course.

TEXTS:


TEXTS:


RECOMMENDED TEXTS:


Class participation has three components: (1) appropriate verbal and non-verbal interactions with classmates, (2) attentiveness, and (3) active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given verbal feedback if problems are evident.

**POLICY ON DUE DATES:**

**Make-up Exam Policy:**
There will be no make-up for the final exam. Students who arrive more than 10 minutes late for class for the mid-term or final exams will not be allowed to take the exam and will receive a grade of zero for the exam.

**Late papers:** Late papers will be assigned a 25 automatic point deduction and will only be accepted one day after the scheduled due date. Late papers must be submitted electronically to the instructor’s email address provided in the syllabus, no later than midnight on the day following the due date. The student must receive a return email from the instructor, verifying that the assignment has been received. If you do not receive a confirmation email within 8 hours of having submitted your paper, phone the instructor, leaving a message at 1-800-697-4296 with a return contact telephone number. The instructor will return your call and arrange for your paper to be emailed to another email address or faxed. Students must then submit a hard copy of the assignment at the next scheduled class. There will be no opportunities provided for extra credit for this class.

Papers may not be rewritten once they have been submitted for grading.

**PHONES, PAGERS AND REMOTE COMMUNICATION DEVICES**
Students are to turn off or set all electronic communications devices on silent mode during class. In case of emergency communications that interfere with class time or require the student to leave class, it is expected that the student will inform the instructor of the nature of the emergency. The use of laptop computers is allowed for note taking only. If you choose to use a laptop for taking notes, you will be asked to sit in an area of the classroom that will minimize distraction to other students.

**POLICY ON PLAGIARISM AND CHEATING:**

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literacy composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit. If citing material from a literary

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source, word for word, (exactly as it is written) you must use quotations to indicate that you are using a direct quote.

Cheating may take different forms. These include, but are not limited to, copying others’ answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In”) to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student’s Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS:

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the NASW Code of Ethics to guide social workers’ conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department’s Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

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COURSE OUTLINE:

I. Adopting a Family Relationship Framework
   A. Enabling and Disabling Family Systems
   B. Family Structure
   C. Gender and Cultural Consideration
   D. Family Interactive Patterns
   E. Family Narratives and Assumptions
   F. Family Resiliency
   G. The Perspective of Family Therapy
      1. A Paradigm Shift
      2. A Cybernetic Epistemology
      3. Reciprocal Determinism
      4. The Identified Patient and the Appearance of Symptoms
      5. Second-Order Cybernetics

II. Family Development: Continuity and Change
   A. Social Factors and the Life Cycle
   B. Developing a Life Cycle Perspective
   C. Conceptualizing the Life Cycle
   D. Some Preliminary Cautions
   E. The Family Life Cycle Framework
   F. A Family Life Cycle Stage Model
   G. Changing Families, Changing Relationships

III. Gender, Culture, and Ethnicity Factors in Family Functioning
   A. Gender Issues in Families and Family therapy
      1. Gender from Feminist Perspective
      2. Gender, Work, and Family Life
      3. Men’s Studies and Gender-Role Awareness
      4. Therapy from a Gender-Sensitive Perspective

   B. Multicultural and Culture-Specific Considerations
      1. Culture-Sensitive Therapy
      2. Developing a Multicultural Framework
      3. Cultural Specificity and Family Systems
      4. Ethnicity and the transmission of Culture
      5. Poverty, Class and Family Functioning

IV. The Family as a Psychosocial System
   A. Some Characteristics of a Family System
      1. Family Rules
      2. Family Homeostasis

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3. Feedback, Information and Control
4. Subsystems
5. Boundaries
6. Open and Closed Systems

B. Families and larger Systems

The Basic Models of Family Therapy

V. Psychodynamic Models
   A. The Place of Theory
   B. Some Historical Considerations
      1. Freud’s Impact on Family Therapy
      2. Adler and Sullivan: Contributing Pioneers

VI: Experiential Models
   A. Shared Philosophical Commitment
   B. The Experiential Model
      1. Symbolic-Experiential Family Therapy (Whitaker)
      2. Gestalt Family Therapy (Kempler)
      3. The Human Validation Process Model (Satir)
      4. Emotionally Focused Couple Therapy (Greenberg and Johnson)

VII. Transgenerational Models
   A. Bowen’s Family Theory
      1. Leading Figure
      2. Other Leading Figures
      3. Family Systems Theory
   B. Eight Interlocking Theoretical Concepts
      1. Differentiation of Self
      2. Triangles
      3. Nuclear Family Emotional System
      4. Family Projection Process
      5. Emotional Cutoff
      6. Multigenerational Transmission Process
      7. Sibling Position
      8. Societal Regression
   C. Family Systems Therapy
      1. The Evaluation Interview
      2. the Genogram
      3. Therapeutic Techniques
D. Contextual therapy  
   1. relational Ethics and the Family Ledger

VIII. The Structural Model  
   A. The Structural Outlook  
      1. Leading Figure  
      2. Other Leading Figures  
      3. Psychosomatic Families  
   B. Structural Family Theory  
      1. Family Structure  
      2. Family Subsystems  
      3. Boundary Permeability  
      4. Alignments, Power, and Coalition  
      5. Family Dysfunction  
   C. Structural Family Therapy  
      1. Therapeutic Goals  
      2. Joining and Accommodating  
      3. Monitoring Family Dysfunctional Sets  
      4. restructuring transactional Patterns

IX.: The Strategic Models  
   A. The Communications Outlook  
   B. MRI Interactional Family Therapy  
   C. MRI Brief Family Therapy  
   D. Strategic Family Therapy

X. The Milan Systemic Model  
   A. Milan Systemic Family Therapy  
      1. Leading Figures  
      2. The Early Milan Model: Paradoxes, Counterparadoxes, Rituals, and Positive Connotations  
      3. An Evolving Model  
   B. Questioning Family Belief Systems  
      1. The Invariant Prescription  
      2. A Post-Milan Systemic Epistemology  
      3. Tomm’s Reflexive Questioning

XI. Behavioral/Cognitive Models  
   A. Behavioral Therapy and Family Systems  
   B. A Growing Eclecticism: The Cognitive Connection  
   C. The Key Role of Assessment  
   D. Behaviorally Influenced Forms of Family Therapy  
   E. Functional Family Therapy  
   F. Conjoint Sex Therapy  
   G. A Constructivist Link

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Evolving Models of Family Therapy

XII. Postmodernism and the Social Constructionist Family Therapies
   A. The Impact of the Postmodern Revolution
   B. A Postmodern Clinical Outlook
   C. The Post-Milan Link to the Postmodern View
   D. Reality Is Invented, Not Discovered
   E. Social Constructionist Therapies

XIII. Narrative Therapy
   A. Poststructuralism and Deconstructionism
   B. Self Narratives and Cultural Narratives
   C. Therapeutic Conversations
   D. Therapeutic Ceremonies, Letters, and Leagues

XIV: Psychoeducational Family Therapy
   A. Families Mental Disorders
   B. Medical Family Therapy
   C. Short-Term Educational Programs

XV: Professional Issues and Ethical Practices
   A. Professional Issues
   B. Maintaining Ethical Standards

Grading scale:

<table>
<thead>
<tr>
<th>Total semester points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>450-500</td>
<td>A</td>
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<td>400 – 449</td>
<td>B</td>
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<td>350 - 399</td>
<td>C</td>
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<td>300 – 349</td>
<td>D</td>
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<td>Below 300 points</td>
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ASSIGNMENTS

   * Hard copy due at the beginning of class on

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Each student will do a review of the professional literature that focuses on families that would be considered members of a special population group or have a family member with a special need. Include literature on social policies that have impacted such families. Relevant social work values and ethics should be discussed. The student will choose one of the family therapy theories covered in the text. The paper will cover the major concepts of the theory and relate the appropriateness of its use with this particular family. The process of assessment and treatment planning will be described and related to the theory. The student will identify specific methods, techniques and interventions of the theory appropriate for working with the specific type of family chosen. The paper should be written from a strengths-based perspective.

Paper should be no less than 8 and no more than 10 pages in length, not including title and reference pages, and must be written APA style. If citing material from a literary source, word for word, (exactly as it is written) you must use quotations to indicate that you are using a direct quote. You must follow each exact quote with one or more sentences indicating your understanding of the quote (paraphrase, analysis of the passage, etc.). No more than 15% of the body of your paper should consist of direct quotes.

At least 8 professional references are required of which two must be social work journals. No more than two online resources can be cited.

The paper will be graded using the following grading matrix:

<table>
<thead>
<tr>
<th>Issues of Form:</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Required length</td>
<td>20%</td>
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<td>Professional grammar, punctuation, spelling/ APA format</td>
<td>30%</td>
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Issues of Content:

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<th>50%</th>
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<tr>
<td>Well written</td>
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<td>Evidence of scholarly research</td>
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<td>Organization of content</td>
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<td>Thoroughness of content</td>
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<td>Evidence of critical analysis and practice application</td>
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<td>Includes all issues in syllabus description of assignment</td>
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Role Play assignment 150 pts.

Assignment: Role Play
A sign up sheet and list of “presenting problems” for the role play will be available on the first day of class.

In-class role play
Students will sign up for a group role play of one of the family therapy theories covered in the text.

Format for role play: Student will develop a role play in which you will play the part of family therapists. Other students will assume roles of members of a family seeking family therapy at a local community agency. You will choose a presenting problem from the
provided list to be incorporated into the role play

1) you will present to the class and the instructor a brief family history including the reason that the family is seeking help (presenting problem) (no more than 5 minutes) and identify a minimum of 2 therapeutic goals
2) you will conduct a role play that will illustrate the particular theoretical approach chosen.

You will role-play two therapy sessions that demonstrate the beginning and final stages of the therapeutic process with the family (not the first and final sessions). You must accurately illustrate major interventions, role taken by therapist in the particular approach, and major techniques (minimum of 4 different techniques)
(brief family history & role play should last 30-35 minutes)
3) evaluation of approach: be prepared to answer questions from instructor & classmates including identifying pros & cons of utilizing the approach with a family experiencing the presenting problem.

Role Play assignment will be graded on:
Thoroughness & understandability of family history and presenting problem with identification of 2 realistic therapeutic goals (5% of total points)
Selection of approaches & accurate demonstration of role of therapist and techniques for family’s specific presenting problem as well as accurate demonstration of beginning and final stages of the intervention approach (45% of total points)
Clarity of role play including indicators that you and “family members” were well prepared for the role play (15% of total points)
Role play is required time length (30% of total points)
Ability to critically assess the pros & cons of using the approach with the particular presenting problem & to answer questions presented by instructor & classmates (5% of total points) (G1O1,2,3; G2O1,2; G3O1,2; G4O2)

Final Exam: 200 points
covering assigned readings, class lectures, and supplemental material provided by instructor from through. Format: multiple choice, short answer, direct application.
TENTATIVE COURSE SCHEDULE

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.

Bonnie C. Dockery

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>January 2013</td>
<td>Class introduction. Review of course syllabus and assignments. Overview of class subject matter.</td>
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<td>Adapting a Family Relationship Framework</td>
<td>Goldenberg: Chapters 1,2</td>
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<td>Family Development: Continuity and Change</td>
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<td>3</td>
<td>January 2013</td>
<td>Gender, Culture, and Ethnicity factors in family functioning</td>
<td>Goldenberg: Chapters 3,4</td>
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<td>Interlocking Systems: The Individual, The Family, and The Community</td>
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<td>Origins and Growth of Family Therapy</td>
<td>Goldenberg: Chapters 5,6</td>
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<td>Professional Issues and Ethical Practices</td>
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<td>Established Schools of Family Therapy: Psychodynamic Models</td>
<td>Goldenberg: Chapter 7</td>
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<td>Role Plays</td>
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<td>Transgenerational Models</td>
<td>Goldberg: Chapter 8</td>
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February 2013

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Experiential Models
Role Plays

Goldenberg: Chapter 9

March 2013

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Structural Model
Role Plays

Goldenberg: Chapter 10

March 2013

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SPRING BREAK
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<td>Strategic Models: The Milan Systemic Model Role Plays</td>
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<td>Social Construction Models: Solution-Focused Therapy and Narrative Therapy Role Plays</td>
<td>Social Construction Models: Solution-Focused Therapy and Narrative Therapy Role Plays</td>
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<th>April 2013</th>
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<th>Psychoeducational Models: Teaching Skills to Specific Populations Research on Family Assessment and Therapeutic Outcomes Role Plays</th>
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<th>LIT REVIEW PAPER DUE Comparing Family Theories and Therapies Role Plays</th>
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<th>Working with the Family of the Traumatized Child Review for Final Exam</th>
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CLASS ATTENDANCE AND PARTICIPATION:

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for a student’s professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

The following penalties for absences (unexcused, or excused, according to university

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policy) will be administered:

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<tr>
<th>Weekly</th>
<th>Up to 2 absences No penalty</th>
<th>3 absences 1 letter grade drop</th>
<th>4 absences Class grade of “F”</th>
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<tr>
<td>Bi-weekly</td>
<td>Up to 3 absences No penalty</td>
<td>4 absences 1 letter grade drop</td>
<td>5 absences 1 letter grade drop</td>
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<tr>
<td>Summer 10-week</td>
<td>Up to 1 absence No penalty</td>
<td>2 absences 1 letter grade drop</td>
<td>3 absences Class grade of “F”</td>
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ONLINE OR WEB-ENHANCED CLASSES: Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students’ grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university’s computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs. If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate interactions with classmates, (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

POLICY ON DUE DATES:

POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literacy composition of

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another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind.” (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In”) to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

**ACCEPTABLE CLASSROOM BEHAVIOR:**

“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student’s Guide Book, 2011, p. 35).

**CODE OF CONDUCT FOR SOCIAL WORK STUDENTS**

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the NASW Code of Ethics to guide social workers’ conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be
asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department's Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

**STUDENTS WITH DISABILITIES**

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University’s commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).
# COURSE SCHEDULE

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<th>Week</th>
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**WEB SITES:**

Administration of Children and Families  
http://www.acf.hhs.gov/healthymarriage/index.html

Anxiety Disorders Education Program  
http://www.nimh.nih.gov/anxiety/

Anxiety-Panic Internet Resource  

Association for Humanistic Psychology  
http://www.ahpweb.org/index.html

Behavior Online  
http://www.behavior.net

Brooks/Cole online Psychology Study Center  
http://psychstudy.wadsworth.com

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Caregiver Survival Resources
http://www.caregiver911.com/

Center for Eating Disorders
http://www.eating-disorders.com/

Center for the Study of Group Processes
http://www.uiowa.edu/~grpproc/

Cognitive Therapy and Research
http://www.sci.sdsu.edu/CAL/CTR/CTR.html

Commission on Domestic Violence
http://www.abanet.org/domviol/home.html

Cyberpsychlink
http://cctr.umkc.edu/user/dmartin/psych2.html

DSM-IV Classification Headings
http://134.68.135.89/abnormal/dsm/dsm-main.htm

Empowerment Now
http://www.empowerment-now.com/

Great Ideas in Personality
http://galton.psych.nwu.edu/GreatIdeas.html

History of Psychology
http://www.guam.net/home/bmarmie/history.html

International Association for Cross-Cultural Psychology
http://www.fit.edu/CampusLife/clubs-org/iaccp

Internet Mental Health
http://www.mentalhealth.com

Internet Psychology Lab
http://kahuna.cogsci.uiuc.edu/ipl/

Interpretation of Dreams by Sigmund Freud
http://www.psych-web.com/books/interp/

Marriage Survival Guide
http://www.geocities.com/Heartland/Meadows/9082/

Megapsych Home Page

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Non-Mainstream Psychotherapy and Counseling Resources
http://ourworld.compuserve.com/homepages/selfheal.nonmain.htm

Obsessive-Compulsive Disorder
http://www.fairlite.com/ocd/

Personality Theorists
http://www.wynja.com/personality/theorists.html

Psychgrad Project
http://aix1.uottawa.ca/~simpson/psychgrad.html

Psychinfo
http://www.apa.org/

Psychoanalytic Connection
http://psychoanalysis.net/

Psychological Research on the Internet
http://psych.hanover.edu/APS/exponnet.html

Psychology in Daily Life
http://www.apa.org/pubinfo/pubinfo.html

Psycoloquy
http://www.princeton.edu/~harnad/psyc.html

Psych Web
http://www.gasou.edu/psychweb/psychweb.htm

Racism and Prejudice: Psychological Perspectives

Sigmund Freud and the Freud Archives
http://plaza.interport.net/nypsan/freudarc.html

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