Advanced Generalist Practice with Families
Spring, 2013
SWK 506.001: Monday, 1:00pm to 4:00pm
SWK 506.410: Tuesday, 1:00pm to 4:00pm

INSTRUCTOR: Benjamin May, LCSW, PhD
OFFICE: Henderson Rm -- 303
OFFICE HOURS: Comm – Mon 10:00-1:00pm
Wed 10:00-12:00noon
Mesquite Mon 4:00-6:00pm/Tues 6:00pm
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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:

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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:**


**RECOMMENDED TEXTS:**


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**GRADING:**

Grades will be determined according to the following points earned against possible points.

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<th>Points</th>
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<td>350-400 points</td>
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<td>250-299 points</td>
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<td>200-249 points</td>
<td>D</td>
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<td>199 points or under</td>
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**OVERVIEW OF ASSIGNMENTS:**

ALL ASSIGNMENTS MUST BE SUBMITTED ONLINE IN THE DROPBOX ON THE ECOLLEGE WEBSITE (this is to protect you in case I lose your paper). All items will ALSO need to be submitted in-person. If you have problems or need assistance with submitting your assignments, then contact e-college tech support for assistance. NO LATE ASSIGNMENTS WILL BE ACCEPTED AFTER THE DUE DATE. I also want a hard copy for assignments 1 & 2 turned in before class on the due date so I can grade it and give it back for your learning experience.

1. **Special Populations or Special Needs Family Literature Review (125 points)**

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. **Paper must have an introduction that defines the social family problem. Theory based methods and techniques of intervention that are effective with this type of family challenges.** Subjects include domestic violence, blended families, multi-cultural families, and technological interventions. All other subjects must be reviewed and approved by the instructor. Paper should be 7-9 pgs., not including references, APA style, Minimum of 10 references are required and **NO MORE THAN TWO** can be web based (This review should be for the same topic and family discussed in assignment 1 unless reviewed and approved by the professor).

2. **Theory and Practice for Social Work with Families paper (125 points)**

Each student will write a paper based on practical application of one of the theories in the text with a family in their field placement. **Discuss how agency and social policies have impacted services for this family and what policies could be promoted to enhance family life. What could be an effective change agent? 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 theory. The student will identify specific methods, techniques and interventions as applied in practice with this family. Professional literature, especially that which provides empirical support for the method used, should be included. Issues concerning social work values and ethics should be discussed. 6-8 pages. APA style. Minimum of 10 references are required and NO MORE THAN TWO can be web based.

4. Presentation (50 points)

Each student will present the Theory and Practice for Social Work with Families paper to the class in a creative manner.

5. Final Exam/Vignettes/Assignments Online (100 points)

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 policy) will be administered:

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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.

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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:
Class assignments should be completed in a timely and professional manner, including neatness, accuracy and evidence of professional level of preparation. Assignments should be received by the instructor on the date required. Late assignments will be accepted only during the next class period after the assignment is due. Late papers will receive a deduction of 10 points.

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.

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.

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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

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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).

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<tr>
<th>Week</th>
<th>Date Mon</th>
<th>Date Tues</th>
<th>Topic</th>
<th>Assignment/Activities</th>
<th>Text</th>
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<tr>
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<td>1/21</td>
<td>1/22</td>
<td>Adopting a Family Relationship Framework</td>
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<td>2/5</td>
<td>Family Development</td>
<td>Vignette 1 Due (10pts)</td>
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<td>Family Functioning of Gender and Multi-Culture</td>
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<td>Systems of Individual, Family, and Community</td>
<td>Vignette 2 Due (10pts)</td>
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<td>Origins and Growth of Family Therapy</td>
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<td>3/6</td>
<td>Schools of Family Therapy Trans-generational Models</td>
<td>Vignette 3 Due (10pts)</td>
<td>Chp 8</td>
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<td>3/12</td>
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<td>Yea I’m going to write my paper</td>
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<td>3/19</td>
<td>Experiential Models</td>
<td>Assignment 1 Due</td>
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<td>Structural Model</td>
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<td>4/1</td>
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<td>Strategic Models</td>
<td>Online Journal Due (20pts)</td>
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<td>13</td>
<td>4/8</td>
<td>4/9</td>
<td>Behavioral and Cog-Behavioral Models</td>
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<td>4/16</td>
<td>Solution Focused Therapy</td>
<td>Assignment 2 Due</td>
<td>Chp 13</td>
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BIBLIOGRAPHY:


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**WEB SITES:**

Administration of Children and Families  

Anxiety Disorders Education Program  

Anxiety-Panic Internet Resource  

Association for Humanistic Psychology  
[http://www.ahpweb.org/index.html](http://www.ahpweb.org/index.html)

Behavior Online  
[http://www.behavior.net](http://www.behavior.net)

Brooks/Cole online Psychology Study Center  
[http://psychstudy.wadsworth.com](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.uci.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/

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Mega-psych Home Page
http://members.gnn.com/user/megapsych.htm

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

Psychology
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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