TEXAS A&M
UNIVERSITY
COMMERCE

SCHOOL OF SOCIAL WORK

SWK 505: ADVANCED GENERALIST PRACTICE WITH INDIVIDUALS

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COURSE DESCRIPTION:

This advanced practice course provides students with theories and skills for working with individuals from an advanced generalist perspective. By the end of the course, students will be expected to demonstrate critical thinking, integration of theory with practice, and knowledge, values and skills appropriate for autonomous practice. 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.

GOALS & 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:

1. Apply critical thinking to inform and communicate professional judgments (2.1.3)

2. Engage in research-informed practice and practice-informed research (2.1.6)

3. Apply knowledge of human behavior and the social environment (2.1.7)

4. Contribute to evidence-based best practice approaches to assess and improve effectiveness (AGP 2.1.6)

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

1. Apply social work ethical principles to guide professional practice. (2.1.2)

2. Engage diversity and difference in practice (2.1.4)

3. Demonstrates the ability to build strengths based on mutual engagement with diverse populations (AGP 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:

1. Identify as a professional social worker and conduct oneself accordingly (2.1.1)

COURSE OBJECTIVES:

1. The ability to use selected theories and models of intervention in generalist practice with individuals.
2. The ability to critique and apply the theoretical and empirical literature relevant to intervention situations.
3. The ability to select, evaluate, and use explanations of human behavior for specific practice situations, i.e., the interventions appropriate for specific conditions and clients.
4. The understanding of intercultural counseling techniques, as relevant to minority groups, and the relevance of generalist practice activities to the social work profession and to social justice.

RELATIONSHIP TO OTHER COURSES:

This course builds upon foundation content that provides knowledge of human behavior and social systems. It builds upon foundation exposure to professional values and ethics, particularly the NASW Code of Ethics.

This course draws upon SWK 501, 555, and 595 to engage research methods and skills in evaluation; critical thinking skills utilize research and empirical evidence.

Educational Policy and Accreditation Standards (EPAS) Practice Behavior Measurement

Table 1. (**2.1.2**) *Apply social work ethical principles to guide professional practice.*

Practice Behavior	Measure
(**2.1**) Is knowledgeable about value base of the profession	Group Project
	Theory Presentation
(**2.3**) Recognizes and manages professional values to guide practice (e.g. on multicultural diverse rights)	Group Project
	Theory Presentation
(**2.5**) Is able to apply strategies of ethical reasoning to arrive at principled decisions	Group Project
	Theory Presentation

EPAS PRACTICE BEHAVIOR RUBRIC

(**2.1.2**) *Apply social work ethical principles to guide professional practice.*

Practice Behavior					
	Excellent **5**	**Above Expectations** **4**	**Met Expectations** **3**	**Minimum Expectations Met** **2**	**Minimum Expectations Not Met** **1**
(**2.1**) Student is knowledgeable about value base of the profession					
(**2.3**) Student was able to recognize and manage professional values to guide practice (e.g. on multicultural diverse rights)					
(**2.5**) Student was able to apply strategies of ethical reasoning to arrive at principled decisions					

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Table 2. **(2.1.3)** *Apply critical thinking to inform and communicate professional judgments.*

Practice Behavior	Measure
(3.3) is skilled in using critical thinking augmented by creativity and curiosity	Theory Analysis Paper
	Theory Presentation
(3.4) has good assessment skills	Theory Analysis Paper
	Theory Presentation
(3.5) has good problem solving skills	Theory Analysis Paper
	Theory Presentation
(3.6) has good data gathering skills	Theory Analysis Paper
	Theory Presentation
(3.7) analyzes complex material well	Theory Analysis Paper
	Theory Presentation
(3.8) is skilled at appraising and integrating multiple sources of knowledge and practice wisdom	Theory Analysis Paper
	Theory Presentation

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EPAS PRACTICE BEHAVIOR RUBRIC

(2.1.3) *Apply critical thinking to inform and communicate professional judgments.*

Practice Behavior					
	Excellent **5**	**Above Expectations** **4**	**Met Expectations** **3**	**Minimum Expectations Met** **2**	**Minimum Expectations Not Met** **1**
(3.3) Student was able to present skills in using critical thinking augmented by creativity and curiosity.					
(3.4) Student was able to present good assessment skills.					
(3.5) Student was able to present good problem solving skills.					
(3.6) Student was able to present presents good data gathering skills.					
(3.7) Students was able to present analyzes of complex material well.					
(3.8) Student was able to present skills at appraising and integrating multiple sources of knowledge and practice wisdom.					

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Table 3. **(AGP 2.1.6)** *Contribute to evidence-based best practice approaches to assess and improve effectiveness.*

Practice Behavior	Measure
(AGP 6.1) Uses research and evaluation to assess intervention, efficacy, and effectiveness	Group Project
	Theory Presentation
	Theory Analysis Paper

EPAS PRACTICE BEHAVIOR RUBRIC

(AGP 2.1.6) *Contribute to evidence-based best practice approaches to assess and improve effectiveness.*

Practice Behavior					
	Excellent **5**	**Above Expectations** **4**	**Met Expectations** **3**	**Minimum Expectations Met** **2**	**Minimum Expectations Not Met** **1**
(AGP 6.1) Student was able to use research and evaluation to assess intervention, efficacy, and effectiveness					

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TEXT:

Coady, N. & Lehmann, P. (2008). *Theoretical perspectives for direct social work practice: A generalist-eclectic approach*. (2nd ed.). New York: Springer.

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:

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of "F"	
Bi-weekly	Up to 3 absences No penalty	4 absences 1 letter grade drop	5 absences 1 letter grade drop	6 absences Class grade of "F"
Summer 10-week	Up to 1 absence No penalty	2 absences 1 letter grade drop	3 absences Class grade of "F"	

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.

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POLICY ON DUE DATES:

All assignments are due *at the beginning* of the class period on the due date stated in the Course Schedule. Late assignments will automatically have 25 points deducted from the grade per day beginning with the due date and each day thereafter. *ASSIGNMENTS WILL NOT BE ACCEPTED AFTER ONE WEEK* past the due date. (*Assignments due at the beginning of class on Monday will not be accepted after class begins the following Monday*). **Please do not email assignments** *unless you have received prior permission. It is easy to "lose" an email or have trouble opening attachments.*

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.

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

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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).

WRITTEN ASSIGNMENTS:

All written assignments must demonstrate acceptable writing style: including the use of Standard English, acceptable grammar, and the use of the American Psychological Association (APA) style of reference citation.

Part of the grading process for all written assignments will include an evaluation of presentation, including clarity, coherence, logic and organization of the assignment. All assignments must be typewritten, using double-spacing and standard margins. It is the student's responsibility to ensure the paper is in the possession of the instructor by the designated time. Any papers left in the mailbox or any other place are not the instructor's responsibility. **All assignments must be turned in on hard copy, no electronic papers; either e-mail or flash drives will be accepted.**

At the discretion of the instructor, it may be required to submit written assignments via "Turn-It-In", a program utilized to determine instances of plagiarism. Please follow-up to ensure I have received your paper by the date assigned. If a paper is found to be plagiarized, the student will receive an "F" for the course and referred to the Department for further possible action.

Below is a partial list of factors that are addressed in the grading process:

Any error in APA reference or citation format from the latest edition
Lack of quotation marks at the beginning and end of all direct quotes
Extra or missing punctuation (i.e. commas, semi-colons, colons, periods)
Incomplete sentences (i.e., sentences without a verb)
Run-on sentences (i.e., sentences that run together without appropriate
   punctuation and capitalization delineating each sentence)
Incorrect spelling
Inappropriate and inconsistent verb tense
Lack of noun-verb agreement
Incorrect use of capitalization (e.g., social work is generally not capitalized)
Incorrect use of possessives (examples of correct use are Shawn's book, the
   parents' child)
Any contractions (e.g., I'm, can't, won't), except in direct quotes from another
   source)
Lack of neatness (e.g., hand written corrections, uneven indentions)
Papers that are not typewritten
Use of a size other than #12 font
Lines not double spaced
Margins that are less than or wider than 1 inch
Failure to indent the first line of a paragraph
Incoherent sentences

CORRESPONDANCE:

Students are expected to stay in communication with the instructor of this course either verbally, in writing or via e-mail. ***The preferred method of contact for the instructor is email.*** Only Texas A&M-Commerce University email accounts will be used in corresponding with the instructor.

CELL PHONE POLICY:

Please turn your cell phone (and other electronic devices) off during class. If you are on-call for your work, please place the cell phone on silent mode. If you utilize a laptop to take class notes, please be aware of potentially distracting others around you and seat yourself accordingly. Please be considerate of other students and avoid texting or inappropriate uses of your computer or cell phone.

You may be asked to leave the class if you use your cell phone during class or it is determined you are utilizing a computer to do outside work, surf the web inappropriately or communicate personal conversations.

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OVERVIEW OF ASSIGNMENTS:

ANALYTIC PAPERS (5 papers @ 10 points = 50 Points):

A two page double-spaced typewritten paper is due at the beginning of each class meeting for Weeks 10 -15; summarizes the reading assigned for the day (see course calendar). The paper should identify and critique at least **four key points** from the reading. Be prepared to discuss these points in class. Each paper is worth ten (10) points (See Grading Rubric: Appendix B).

GROUP PROJECT (40 points)

Students will participate in a group project (See Class Schedule for Date). This exercise is designed to allow students to practice skills in choosing and application of practice theories. Each student will come to class prepared to participate in the project. Full participation and cooperation by all members of the class is expected. It is possible that individual grades may be reduced by a lack of effort, preparation or participation in the group project.

Students must be present during role-plays to earn participation points; will not be allowed to make-up points missed during this exercise.

THEORY PRESENTATION (75 Points):

Each team of students will be responsible for a theory to be presented in Weeks 10 – 15. Learning leaders will review the assigned material and research additional academic materials to develop a presentation. At least two (3) sources, in addition to the assigned readings (*Coady & Lehmann*), should be utilized. Presentations should include: 1) a summary of the theory, 2) a thorough assessment of the theory for practice, 3) a case example utilizing the theory. Be sure to develop possible questions and/ or issues for discussion. Leaders should also rely on their own experiences and knowledge to help facilitate class discussion. Each team will also provide a handout summarizing the presentation for the class. Each presentation should be approximately 45 minutes. (See Grading Rubric: Appendix C).

THEORY ANALYSIS PAPER (100 Points):

Students will choose a theory of human behavior; it does not need to be one discussed in class. Students will then analyze the theory through an approved framework, i.e. Chapter 2 (*Coady & Lehmann)* or Payne's framework (see handout). Students may also choose another framework but please discuss have the alternate choice approved prior to beginning the paper.

This paper should analyze the theory and present a thorough discussion of the theory's strengths/weaknesses as well as available evidence to support the use of the theory in practice. The paper will also include a section on the theories application to practice: 1) are there any difficulties in using this theory? 2) is it applicable to all individuals? 3) is it applicable to all issues or presenting problems? 4) is there any special training required?

The paper should utilize the professional literature and contain at least seven (7) sources in addition to the course text. The paper should be 12 – 15 pages in length. More information can be found in APPENDICES D & E. ***The paper is due: 4/28/2014 at the beginning of class.***

COMPREHENSIVE EXAM: (50 Points)

A comprehensive exam will be given which reflects content from the entire course, including all lectures, presentations and assigned readings. The format may include multiple choice, true/false, short answer and essay questions. Questions may also come from any weekly reading quizzes. The date of the comprehensive exam is **04/28/2014**.

GRADING SCALE:

The course utilizes a 10% grading scale. In other words, 90% of the available points are required to earn an "A," 80% for a "B," etc. If the available points change during the semester the scale below will be adjusted.

238.5 - 265 points = A
212 – 238.4 points = B
185.5 – 211 points = C
> 210 – Don't go here!

Course Calendar & Outline

The following outline is provided as a guide though variations may occur. The Instructor reserves the right to make schedule or content changes to enhance the presentation of course materials. Readings are to be completed prior to class meeting. Class activities are based on the assumption that readings have been completed. Lecture information is to be considered as supplemental to required readings. Students are responsible for all assigned reading even if it is not discussed during class meetings. Class time will highlight and add to the knowledge gained through assigned reading; it is not intended to replace knowledge gained through reading. Assignments are to be submitted at the beginning of the class period.

SPRING 2014 COURSE SCHEDULE			
Week	**Date**	**Topic**	**Assignments**
Week 1	01/13/14	Introduction to Course; Review Syllabus; Course Expectations	
Week 2	01/20/14	MLK Day No Classes	Chapters 1, 2, & 3 Coady & Lehmann
Week 3	01/27/14	Theory: What is it? Is It Important? How to Assess and Analyze Theories Problem – Solving Model	Payne, Handout **Assign Presentation Schedule**
Week 4	02/03/14	Evidence-Based Practice	Handout See Appendix A
Week 5	02/10/14	Dr. B. May Behavior Modification	
Week 6	02/17/14	OLD SCHOOL BABY! Freud, Jung & Erickson	
Week 7	02/24/14	**Group Project**	
Week 8	03/03/14	GROUP PLANNING	
Week 9	03/10/14	**SPRING BREAK**	

SPRING 2014 COURSE SCHEDULE			
Week	**Date**	**Topic**	**Assignments**
Week 9	03/10/14	**SPRING BREAK**	
Week 10	03/17/14	Self-Psychology Theory	Chapter 8, Coady & Lehmann **Analytic Paper 1**
Week 11	03/24/14	CBT & Treatment	Chapter 9, Coady & Lehmann **Analytic Paper 2**
Week 12	03/31/14	The Crisis Intervention Model	Chapter 10, Coady & Lehmann **Analytic Paper 3**
Week 13	04/07/14	Task-Centered Model	Chapter 11, Coady & Lehmann *Analytic Paper 4*
Week 14	04/14/14	Client-Centered Theory	Chapter 12, Coady & Lehmann *Analytic Paper 5*
Week 15	04/21/14	Solution-Focused Therapy Review for Test	Chapter 17, Coady & Lehmann *Analytic Paper 6*
Week 16	04/28/14	**TEST**	**Theory Analysis Paper Due**

APPENDIX A

Evidenced-Based Practice Resources

U.S. Department of Health and Human Services. (2006). *The road ahead: Research partnerships to transform services*. A report by the National Advisory Mental Health Council's Workgroup on Services and Clinical Epidemiology Research. Bethesda, MD: National Institutes of Health, National Institute of Mental Health

WEBSITES

North Carolina Evidence-Based Practice Center NCEBPC
www.ncebpcenter.org

Univ. of Michigan School of Social Work
www.lib.umich.edu/socwork/rescue/ebsw.html

National Library of Medicine (NLM) Gateway

http://gateway.nlm.nih.gov/gw/Cmd

Campbell Collaboration

http://www.campbellcollaboration.org/

Cochrane Collaboration

http://www.cochrane.org/
http://www.cochrane.us/

The National Health Service Centre for Reviews and Dissemination

http://www.york.ac.uk/inst/crd/

Centre for Evidence-Based Social Services (CEBSS)

http://www.ripfa.org.uk/aboutus/archive/

Evidence Based Mental Health Online

http://ebmh.bmjjournals.com/

Resources for Social Work Professionals

http://www.lib.umich.edu/socwork/swlvisitor.html

Columbia University Musher Program

www.columbia.edu/cu/musher/EBP%20Resources.htm

Clinical Evidence

www.clinicalevidence.org/ceweb/conditions/index.jsp

Rand Corporation

http://www.rand.org/about/

National Institutes of Health

http://www.nih.gov/

Bandolier

http://www.medicine.ox.ac.uk/bandolier/

www.aaebp.org- info. about EBP.

APPENDIX B

ANALYTIC PAPER GRADING RUBRIC

ELEMENT	POINTS AVAILABLE
Four points	2
Complete critique of theory	5
Presentation (see syllabus on written assignments)	3

APPENDIX C

THEORY PRESENTATION GRADING RUBRIC

ELEMENT	POINTS AVAILABLE
Complete theory presentation: 1) Include all main elements/concepts of theory	15

Complete Assessment:
   1) Strengths
   2) Weaknesses
	20

Applicability to Practice:
   1) For which populations?
   2) For which issues?
	20

Appropriate Case Study?	10

Overall Effectiveness:
   1) References
   2) Handout
	10

APPENDIX D

Theory Analysis Paper Elements

A. Introduction
      a. History of development
      b. Scope, or intended focus or target
      c. Relevant concepts

B. General Theory Assessment
      a. Strengths
      b. Weaknesses
      c. Comparison with competing theories

C. Application to Practice
      a. Assessment of issues/problems
      b. Solution(s)
      c. Case Example

D. Conclusion
      a. Why is this theory the best choice?
      b. Is it ever not the best choice?

E. References
      a. At least 7 professional references

APPENDIX E

THEORY ANALYSIS PAPER GRADING RUBRIC

ELEMENT	POINTS AVAILABLE

Introduction
  1) History of development
  2) Scope, or intended focus or target
  3) Relevant concepts
	20

General Theory Assessment
  1) Strengths
  2) Weaknesses
  3) Comparison with competing theories
  4) Use of framework
	25

Application to Practice
  1) Assessment of issues/problems
  2) Solution(s)
  3) Case Example
	25

Conclusion 1) Why is this theory the best overall explanation of human behavior?	15

Overall Effectiveness:
  1) References
  2) Presentation (see syllabus on written assignments)
	15

BIBLIOGRAPHY:

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   counseling and psychotherapy. *International Journal of Intercultural Relationships,*
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Anxiety-Panic Internet Resource
        hl1P://'vvVvvv.algv.com/anxietvlindex.htmi

Association for Humanistic Psychology
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Behavior Online
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Brooks/Cole online Psychology Study Center
        http:;/psvchstudv.wadsworth.com

Caregiver Survival Resources

        http://\VYV,N.caregiver911.COlnl

Center for Eating Disorders
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Center for the Study of Group Processes
htrp:llv./vvvv.uiowa.edu/~·grpRroc/

Cognitive Therapy and Research
http:!\\'\~_v .sci.sdsu.edu/C AL/CTR|CTR.html

Commission on Domestic Violence
http://www.abaneLorg/dol11viol|home.html

Cyberpsychlink
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http:_!_13·.{..68.135.89/abnoqnal/dsm/dsm-main.htm

Empowerment Now
http:t.!w"n'. .empo·werment-no\\'.com/

Great Ideas in Personality
http:,z'!:lton.psy·ch.nwu.eduJGreatldeas.[ht11]1|

History of Psychology
http:.'/wv\'Vi'.guam.net/home/bmarmie/historv.html

International Association for Cross-Cultural Psychology
htt12;/ !\\~V'i\ . fit, cdu/Campus Life/ cl u bs-org/iaccp

Internet Mental Health
http:,lv\~\'w.mentalhealth.com

Internet Psychology Lab
http://kahuna.cogsci, uiuc.edu/ll1L

Interpretation of Dreams by Sigmund Freud
http:: !\V"1,;'\"'·. psvch- v"eb .com/books/interpl

Marriage Survival Guide
http://v,/\v\\·.geocities.comJHeartland/Meadows/9082*i*

I.   http://plaza   **Megapsych Horne Page **

lillQj/members.gnn.comJuser/megapsych.htm

Non-Mainstream Psychotherapy and Counseling Resources
Qnr://ourworld.compuserve.com/home,[LClges/sel£heal.nonmain.htm

Obsessive-Compulsive Disorder
hill~Uvlww.fairlite.com!ocd!

Personality Theorists

httn.z/www .yvynja.cQm!persoljalitv/theorists.html

Psychgrad Project

h1t11 :/i ai~.1. uotta'::llicca! ~simp_~Qll/psy~.bgrad .html

Psychinfo

http://www.apa.org/

Psychoanalytic Connection

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Psychological Research on the Internet

http://psych.hanover.edu/APS/exponnet.html

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Psycoloquy

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Psych Web

http://www.gasou.edt

Racism and Prejudice: Psychological Perspectives

http://wv.i.W.bhsJnq.edu.au/apsipublications/racism/contents.html

Sigmund Freud and the Freud Archives