TEXAS A&M UNIVERSITY COMMERCE

SCHOOL OF SOCIAL WORK

Advanced Generalist Practice with Families
Spring, 2014
SWK 506.0E: Monday, 9:00am to 12:00noon

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INSTRUCTOR:	Benjamin May, LCSW, PhD
OFFICE:	Henderson Rm – 323A
OFFICE HOURS:	Commerce – Mon 1:00pm – 3:30pm
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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)

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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 f 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)

STUDENT LEARNING OUTCOMES:

1. Students will gain understanding of systems theory and to be able to apply systems theories to advanced generalist practice with families.

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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.

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:

Goldenberg, I., & Goldberg, H. (2004). *Family Therapy: An Overview* (6th ed.). Pacific Grove, CA: Thomson Learning.

RECOMMENDED TEXTS:

American Psychiatric Association (1997). *Diagnostic and statistical manual of mental disorders* (4th ed., TR). Washington, DC: Author.

Ginsberg, L.H. (2005). *Social work in rural communities* (4thth ed.). Alexandria, VA: CSWE.

Kilpatrick, A. and Holland, T. (2006). *Working with families: An integrative model by level of need.* New York: Allyn and Bacon.

McAdoo, H. P. (Ed.). (1999). *Family ethnicity: Strength in diversity* (2nd ed.). Thousand Oaks, CA: Sage Publications.

GRADING:

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

Points	Grade
350-400 points	A
300-349 points	B
250-299 points	C
200-249 points	D
199 points or under	F

Assignment 1 -- 125 pts
Assignment 2 -- 125 pts
Assignment 3 -- 20 pts
Presentation -- 50 pts
Exam   --   50 pts
Vignettes   --   30 pts
    Total   400 pts

CSWE EPAS Practice Behavior Measurements:

Foundation

1. **Educational Policy 2.1.1.7 — Identify as a professional social worker and conduct oneself accordingly,** Students will attend well to professional roles and boundaries. **Measurement assignment #4.**

2. **Educational Policy 2.1.2.3 — Apply social work ethical principles to guide professional practice.** Students will recognize and manage personal values to guide practice (on multicultural issues). **Measurement assignment #4.**

3. **Educational Policy 2.1.3.3,4,5,6, 7, & 8 — Apply critical thinking to inform and communicate professional judgments .** Students present skills in using critical thinking augmented by creativity and curiosity. Student presents good assessment skills. Student presents good problem solving skills. Student presents good data gathering skills. Students presents analyzes of complex material well. Student presents skills at appraising and integrating multiple sources of knowledge and practice wisdom. **Measurement assignments #1 .**

4. **Educational Policy 2.1.4.4 — Engage diversity and difference in practice.** Students will be able identify sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. **Measurements assignment #1.**

Concentration

5. **Educational Policy 2.1.3.2 – Critically analyze practice situations and communicate judgments and reasoning through decision-making processes.** Student will be able to synthesize and effectively communicate relevant information to others. **Measurement assignment #1.**

6. **Educational Policy 2.1.4.1,2, & 3 – Demonstrate the ability to build strengths based on mutual engagement with diverse populations.** Students will identify and reframe from acting on biases and values as they relate to diverse groups. Student will modify and adapt traditional interventions to meet needs of diverse and oppressed populations. Student applied strengths and empowerment strategies with diverse groups. **Measurements assignment #1**.

7. **Educational Policy 2.1.6.1 — Contribute to evidence-based best practice approaches to assess and improve effectiveness.** Students will use research and evaluation to assess interventions, efficacy, and effectiveness. **Measurement assignment #1.**

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 summited 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 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 (100 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, literature review, and conclusion that discusses the social family problem**. Theory **based methods of the etiology of the social problem you will identify in your chosen case study that effects their lives and 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 ONE** can be web based (This review should be for the same topic and family discussed in assignment 2 unless reviewed and approved by the professor).

Rubrics' Key

5	Excellent
4	Above Expectations
3	Met Expectations
2	Minimum expectations were met
1	Minimum expectations were not met

Educational Policy 2.1.3.3,4,5,6, 7, & 8 — Apply critical thinking to inform and communicate professional judgments . .

Students is skilled in using critical thinking augmented by creativity and curiosity. Student presents good assessment skills. Student presents good problem solving skills. Student presents good data gathering skills. Students presents analyzes of complex material well. Student presents skills at appraising and integrating multiple sources of knowledge and practice wisdom.

Educational Policy 2.1.4.4 — Engage diversity and difference in practice.

Students will be able identify sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

Concentration

Educational Policy 2.1.3.2 – Critically analyze practice situations and communicate judgments and reasoning through decision-making processes.

Students will be able to synthesize and effectively communicate relevant information to others.

Educational Policy 2.1.4.1,2, & 3 – Demonstrate the ability to build strengths based on mutual engagement with diverse populations.

Students will identify and reframe from acting on biases and values as they relate to diverse groups. Student will modify and adapt traditional interventions to meet needs of diverse and oppressed populations. Student applied strengths and empowerment strategies with diverse groups.

Educational Policy 2.1.6.1 — Contribute to evidence-based best practice approaches to assess and improve effectiveness.

Student will be able to use research and evaluation to assess interventions, efficacy, and effectiveness.

	Measurable Behaviors	E	AE	ME	MM	MNM
2.1.3.3	Student was able to present skills in using critical thinking augmented by creativity and curiosity.	5	4	3	2	1
2.1.3.4	Student was able to present good assessment skills.	5	4	3	2	1
2.1.3.5	Student was able to present good problem solving skills.	5	4	3	2	1

2.1.3.6	Student was able to present presents good data gathering skills.	5	4	3	2	1
2.1.3.7	Students was able to present analyzes of complex material well.	5	4	3	2	1
2.1.3.8	Student was able to present skills at appraising and integrating multiple sources of knowledge and practice wisdom.	5	4	3	2	1
2.1.4.4	Students was able identify sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	5	4	3	2	1
2.1.3.2	Students was able to synthesize and effectively communicate relevant information to others	5	4	3	2	1
2.1.4.1	Students was able to identify and reframe from acting on biases and values as they relate to diverse groups.	5	4	3	2	1
2.1.4.2	Student was able to modify and adapt traditional interventions to meet needs of diverse and oppressed populations.	5	4	3	2	1
2.1.4.3	Student was able to apply strengths and empowerment strategies with diverse groups.	5	4	3	2	1
2.1.6.1	Student was able to use research and evaluation to assess interventions, efficacy, and effectiveness.	5	4	3	2	1

2. Assignment 2 -- **Theory & Practice for Social Work w/Families paper (125 pts)**

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 (or chosen area of interest). **Discuss first a psychosocial history of your family and the social problem they face. The paper will cover the major concepts of the theory and relate the appropriateness of interventions needed for this particular family. The process of assessment, evidence based interventions and termination with resources recommended. 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 ONE** can be web based. These 2 papers are intended to be able to be put together as a publishable paper possibly after graduation to help you assess family

social problems and there cause and review the literature and design evidence based interventions in your practice experience and therefore help educate future social work students.

3. Assignment 3 -- Write Online Journal (20 points) write a 1-2 pg. paper on what you have learned in class.

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.

Rubrics' Key

5	Excellent
4	Above Expectations
3	Met Expectations
2	Minimum expectations were met
1	Minimum expectations were not met

Educational Policy 2.1.1.7 — Identify as a professional social worker and conduct oneself accordingly.

Students will attend well to professional roles and boundaries.

Educational Policy 2.1.2.3 — Apply social work ethical principles to guide professional practice.

Students will recognize and manage personal values to guide practice (on multicultural issues).

	Measurable Behaviors	E	AE	ME	MM	MNM
2.1.1.7	Student was able to attend well to professional roles and boundaries.	5	4	3	2	1
2.1.2.3	Student was able to recognize and manage personal values to guide practice (on multicultural issues).	5	4	3	2	1

5. Final Exam/Vignettes Assignments Online (80 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

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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.

POLICY ON DUE DATES: No late assignments accepted

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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.

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

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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).

Week	Date Mon	Topic	Assignment/Activities	Text
1	1/13	Course Introduction		
2	1/20 **MLK Holiday: No class**	Adopting a Family Relationship Framework	Family Assessment	Chp 1
3	1/27	Relationship Framework		Chp 1
4	2/3	Family Development	**Vignette 1 Due (10pts)**	Chp 2

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5	2/10	Family Functioning of Gender and Multi-Culture		Chp 3
6	2/17	Systems of Individual, Family, and Community	**Vignette 2 Due (10pts)**	Chp 4
7	2/24	Origins and Growth of Family Therapy		Chp 5
8	3/3	**Schools of Family Therapy** Trans-generational Models	**Vignette 3 Due (10pts)**	Chp 8
9	3/10	**No Class** -Spring Break	Yea I'm going to write my papers	
10	3/17	Experiential Models	**Assignment 1 Due**	Chp 9
11	3/24	Structural Model		Chp 10
12	3/31	Strategic Models	**Assignment 3 Due**	Chp 11
13	4/7	Behavioral and Cog-Behavioral Models		Chp 12
14	4/14	Solution Focused Therapy	**Assignment 2 Due**	Chp 13
15	4/21	**Class Presentations**		
16	4/28	**Class Presentations and Review**	**Exam (50pts)**	

BIBLIOGRAPHY:

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Anxiety-Panic Internet Resource
http://www.algy.com/anxiety/index.html

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

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
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http://134.68.135.89/abnormal/dsm/dsm-main.htm

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

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

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