



## School of Social Work

### SWK 329: PRACTICE WITH MICRO SYSTEMS FALL 2016

*According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes*

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## Overview of Course

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### **COURSE DESCRIPTION:**

This practice course teaches the application of social work skills with individuals and families. Students will apply a systematic approach to interviewing, assessment, intervention and evaluation of work with individuals and families. Special attention will be given to issues of diversity and ethics in practice. Skills are developed through class exercises, videotaped role plays, and written assignments.

## **COURSE OBJECTIVE(S):**

1. To increase social work communication and critical thinking skills for interviewing, assessment, intervention and termination in generalist practice with client systems at the micro and mezzo level of intervention, focusing on individuals and families as measured by role-play video.
2. To increase students' knowledge of human diversity and awareness of the unique needs, concerns and challenges of clients from different social, cultural, racial, religious, spiritual, and class backgrounds, including the growing need to ameliorate environmental conditions that affect people adversely.
3. To prepare students to build professional helping relationships characterized by mutuality, collaboration, and respect for client systems as demonstrated in developing a contractual plan for treatment.
4. To develop, in students, an increased level of understanding and application of social work theory related to interactions among individuals as well as between people and their environments. Evaluated by four examinations.
5. To develop, in students, an increased level of competency in social work techniques including the examination and integration of client strengths throughout the problem solving process. Evaluated through a Biopsychosocialspiritual Assessment.
6. To enhance students' self-awareness of personal values and identification with professional values, ethics, and principles of professional social work practice, including the need for continued self-development and renewal evaluated through a personal values/orientation paper.
7. To build interest in students for using appropriate research to monitor and evaluate professional social practice with all levels of client systems.

## **RELATIONSHIP TO OTHER COURSES:**

This course is built on the furthering of the content of SWK 250 Generalist Practice: Knowledge, Values and Skills. This course furthers the focus on the practice areas integrating theory, methods, and skills as they apply in the micro setting with individuals and families.

## **PROGRAM GOALS:**

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

## **CORE COMPETENCIES**

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following nine competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

## Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one or more competencies. Course content and assessment reflect the following practice behaviors:

2.1.2.1 Makes ethical decisions by applying standards of National Association of Social Workers Code of Ethics and as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles

2.1.2.4 Is able to apply strategies of ethical reasoning to arrive at principled decisions.

2.1.3.1 Is skilled at appraising and integrating multiple sources of knowledge and practice wisdom

2.1.3.2 Is skilled at analyzing models of assessment, prevention, intervention, and evaluation

2.1.10[a].3 Develops a mutually agreed-on focus of work and desired outcomes

# Course Structure

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## Texts and Associated Materials

### Required Text

American Psychological Association (2003) (5<sup>th</sup> Ed.). *Publication manual of the American Psychological Association*. Author.

Hepworth, D.H., Rooney, R.H., & Larsen, J.A. (2006, 2010) (8<sup>th</sup> Ed.). *Direct social work practice, theory and skills*. Pacific Grove, CA: Brooks/Coles:

### Additional Readings Suggested:

Cournoyer, Barry (2001). *The Social Work Skills Workbook* (3<sup>rd</sup> ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

- Cummings, L., Sevel, J., & Pedrick, L. (2006). *Social Work Skills Demonstrated Beginning Direct Practice 2<sup>nd</sup> ed.* Boston, MA: Pearson Education, Inc.
- Evans, D., Hearn, M., Uhleman, M., & Ivey, A. (2004). *Essential Interviewing: A programmed approach to effective communication (7<sup>th</sup> ed.)*. Belmont, CA: Brooks/Cole.
- Devore, W. and Schlesinger, E.G. (1996). *Ethnic-sensitive social work practice (4<sup>th</sup> ed.)*. Boston, MA: Allyn and Bacon.
- Gorden, R.L. (1992). *Basic interviewing skills*. Itasca, IL: F.E. Peacock, Inc.
- Kirst-Ashman, Karen K. & Hull, Grafton H., Jr. (2002). *Understanding Generalist Practice (3<sup>rd</sup> ed.)*. Pacific Grove, CA: Brooks/Cole Publishing Company.
- Saleebey, D. (2006). *The strengths perspective in social work practice, (4<sup>th</sup> ed.)*. Boston, MA: Allyn & Bacon.

## **Overview of Course Assignments**

**POLICY ON DUE DATES: I DO NOT accept late work.** You have the due dates in the syllabus and need to adhere to them. If you are not going to be in class when the assignment is due, please make arrangements to turn it in early or by another means. Understand that the reasoning behind this policy is to be fair to the remainder of the class who did turn in their assignment on time.

### **Values & Ethical Orientation Paper (100 points)**

The student will provide a minimum of 3 page (double spaced, 12 pt.) self- evaluation of life experiences, personal beliefs, and value systems which will impact his/her function as a social work professional. The paper will address the core values and ethical considerations identified in the text. The student will use his/her life experiences to demonstrate an understanding of how personal values are developed, and then how those values may enhance or be of detriment to the application of Social Work core values and ethics. Due:

### **Role-Play Interview(100)**

Each student will conduct a role played interview which is to be videotaped and presented to the class for peer review and evaluation. The attending, engaging, and listening skills learned and practiced in class must be clearly identifiable (chapter 6 of your text). These skills will be clarified and summarized for you throughout the

semester. You will be given a list to choose from and will turn this into your instructor with you videotaped interview. You may submit your interview in a format that is compatible with the TAMUC computer system.

### **Examinations(50 points each)**

There will be Four Examinations which cannot be made up.

### **Grading Scale**

Grading and evaluation - Grades will be determined according to the following percentage points earned against possible points.

Possible Points

Evaluation for course grades will be computed according to the following formula:

Values and Ethical Considerations Paper	100 points
Video Taped Interview	100 points
Four Examinations @ 50 points each	200 points
<b>TOTAL POSSIBLE POINTS</b>	<b>400 Points</b>

A= 380- 400 points

B= 360-379 points

C= 340-359 points

D= 320-339 points

F= <320 points

## **Student Rights and Responsibilities**

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"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

### **Student Rights**

*As set forth in Texas A&M University System Policy 13.02*

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person

except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

### Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Gee Libaray - Room 132  
Phone (903)886-5150 or (903) 886-5853  
Fax 9903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

### **Students Responsibilities**

**POLICY ON DUE DATES: I DO NOT accept late work.** You have the due dates in the syllabus and need to adhere to them. If you are not going to be in class when the assignment is due, please make arrangements to turn it in early or by another means. Understand that the reasoning behind this policy is to be fair to the remainder of the class who did turn in their assignment on time.

#### **Class Attendance and Participation Policy**

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins

and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.

- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental 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 one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<b><u>Weekly</u></b> <b><u>(class meets</u></b> <b><u>1X week)</u></b>	<b><u>Up to 2</u></b> <b><u>absences: No</u></b> <b><u>Penalty</u></b>	<b><u>3 absences: 1</u></b> <b><u>letter grade</u></b> <b><u>drop</u></b>	<b><u>4 absences: Class grade of "F"</u></b>	
<b><i>Bi-Weekly</i></b> <b><i>(class meets</i></b> <b><i>2X week)</i></b>	<b><i>Up to 3</i></b> <b><i>absences: No</i></b> <b><i>Penalty</i></b>	<b><i>4 absences: 1</i></b> <b><i>Letter grade</i></b> <b><i>drop</i></b>	<b><i>5 absences: 1</i></b> <b><i>Letter grade</i></b> <b><i>drop</i></b>	<b><i>6 absences:</i></b> <b><i>Class grade of</i></b> <b><i>"F"</i></b>
<b><i>Summer 10-</i></b> <b><i>week</i></b>	<b><i>Up to 1</i></b> <b><i>absence: No</i></b> <b><i>Penalty</i></b>	<b><i>2 Absences: 1</i></b> <b><i>Letter grade</i></b> <b><i>drop</i></b>	<b><i>3 absences: Class grade of "F"</i></b>	

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

*Final Evaluation and Grade Depends on both Classroom attendance and Participation*

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.



## **Student Conduct**

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics.*

**University Code of Conduct** located in the *Student Guide Book*

at <http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66).

On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

### **Department Code of Conduct**

*"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)*

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp> ) on the NASW website: <https://www.socialworkers.org>

### **Campus Concealed Carry**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons

who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to

((<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **Plagiarism and Academic Dishonesty**

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty.*

The School of Social Work follows University Procedure 13.99.99.R0.03

Undergraduate Academic

Dishonesty <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

*A student how fails to meet the professional expectation of the field of Social Work*

may be suspended from further study by the School of Social Work.

### **Technology Mediate Resources**

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT 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, you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Many courses utilize the learning management system. Below is information and resources for *eCollege*

### **TECHNOLOGY REQUIREMENTS**

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
- 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site  
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check  
[http://help.ecollege.com/LS\\_Tech\\_Req\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader <https://get.adobe.com/reader/>
  - Adobe Flash Player (version 17 or later)  
<https://get.adobe.com/flashplayer/>
  - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
  - Apple Quick Time <http://www.apple.com/quicktime/download/>

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is

the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: System Requirements for LearningStudio

<https://secure.ecollege.com/tamuc/index.learn?action=technical>

## **ACCESS AND NAVIGATION**

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

Note: It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

#### Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.

4. I will call the helpdesk to confirm your problem and follow up with you

**PLEASE NOTE:** Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk. You strongly are encouraged to check for your internet browser compatibility BEFORE the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

**myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. <https://leo.tamuc.edu>

**Learner Support**

The One Stop Shop was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


The Academic Success Center provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

**FREE Mobile APPS**

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	<b>App Title:</b>	<b>iPhone – Pearson LearningStudio Courses for iPhone</b> <b>Android – LearningStudio Courses - Phone</b>
	<b>Operating System:</b>	<b>iPhone - OS 6 and above</b> <b>Android – Jelly Bean, Kitkat, and Lollipop OS</b>

	<b>iPhone App URL:</b>	<a href="https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8">https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8</a>
	<b>Android App URL:</b>	<a href="https://play.google.com/store/apps/details?id=com.pearson.lsphone">https://play.google.com/store/apps/details?id=com.pearson.lsphone</a>

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

### **LearningStudio Notifications**

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically



receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

## Bibliography

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<http://www.behavior.net>

## WEB SITES

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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://ctr.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/>

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/>

Megapsych Home Page  
<http://members.gnn.com/user/megapsych.htm>

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 <http://www.bhs.mq.edu.au/aps/publications/racism/contents.html>

## SCHEDULE

<b>Week</b>	<b>Reading(s)</b>	<b>Assignment/Activities</b>
Week 1 Aug 30	Introductions/Review Class Assignments	Review Course Outline
Week 1 Sep 1	Introduction/Ch. 1	
Week 2 Sep 6	Ch. 2	
Week 2 Sep 8	Ch. 3	
Week 3 Sep 13	<b>BSW Assembly</b>	<b>Attendance Mandatory</b> <b>RSC, room TBA</b>
Week 3 Sep 15	Ch. 4	
Week 4 Sep 20	<b>Exam #1</b>	<b>Exam #1</b>
Week 4 Sep 22	Ch. 5.	
Week 5 Sep 27	Ch.6	
Week 5 Sep 29	Ch. 6	
Week 6 Oct 4	Ch. 7	

Week 6 Oct 6	Ch.7	
Week 7 Oct 11	Ch. 8	<b>VALUES/ETHICS PAPER DUE</b>
Week 7 Oct 13	Ch. 8	
Week 8 Oct 18	<b>EXAM #2</b>	<b>EXAM #2</b>
Week 8 Oct 20	Ch. 9	
Week 9 Oct 25	Ch. 10	
Week 9 Oct 27	Ch. 10	
Week 10 Nov 1	Ch. 12	
Week 10 Nov 3	Ch. 12	
Week 11 Nov 8	Ch. 13	
Week 11 Nov 10	Chapter 13	
Week 12 Nov 15	<b>EXAM #3</b>	<b>EXAM #3</b>
Week 12	Chapter 14	

Nov 17		
Week 13 Nov 22	Chapter 15	
Week 13 Nov 24	Thanksgiving Break	
Week 14 Nov 29	Chapter 16	<b>INTERVIEWS DUE</b>
Week 14 Dec 1	Chapter 17	
Week 15 Dec 6	Chapter 18, Chapter 19	
Week 15 Dec 8	<b>Last day of Class</b> <b>Exam #4</b>	<b>Exam #4</b>
Week 16 Dec 13&15	<b>FINALS WEEK</b>	