



School of Social Work

SWK 506: ADVANCED GENERALIST PRACTICE WITH FAMILIES

This is a Tentative Syllabus and will be Revised after 1st Week of Class

SCHEDULE

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

COURSE DESCRIPTION:

This advanced practice course provides students with theories and skill 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.

COURSE OBJECTIVE(S):

1. Students will gain understanding of system 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.

RELATIONSHIP TO OTHER COURSES:

This course builds upon foundation micro/mezzo courses SWK 501, 511, 541 and 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 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.

PROGRAM GOALS:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.
2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change.
3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

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 achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP).

Competency AGP 2.1.1 Exemplify professional social work behavior and standards

Competency AGP 2.1.2 Apply social work ethical principles to resolve dilemmas and
create positive change

Competency AGP 2.1.3 Critically analyze practice solutions and

Communicate judgments and reasoning through decision-
making processes

Competency AGP 2.1.4 Demonstrate the ability to build strengths based on mutual
engagement with diverse populations

Competency AGP 2.1.5 Demonstrate commitment to strategies that address
discrimination, reduce disparities, and promote social and
economic justice

Competency AGP 2.1.6 Contribute to evidence-based best practice approaches to
assess and improve effectiveness

Competency AGP 2.1.7 Differentially apply theories and frameworks of HBSE

**Competency AGP 2.1.8 Promote social policies to improve service delivery
systems**

Competency AGP 2.1.9 Use leadership skills to respond, influence, and shape
changing contexts

**Competency AGP 2.1.10 Demonstrate autonomy in dynamic practice situations
that involve:**

2.1.10.1 Relationship-building at all levels of systems

2.1.10.2 Evidence-based assessment tools and intervention approaches

2.1.10.3 Effective intervention with complex problems and prevention strategies

2.1.10.4 Response to the feedback process from interventions

Competency AGP 2.1.11 Develop leadership skills as advanced generalist practitioner to enhance organizations and communities.

Competency AGP 2.1.2 Demonstrates innovative problem-solving in social and organizational systems

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, identified within each course is a set of specific practice behaviors representing observable components of one or more competencies. Content and Assessment in this course reflect the following practice behaviors:

2.1.8.a Interfaces with colleagues, client systems, and agencies to promote effective use of policies (i.e. policy practice)

2.1.10.1.b Builds trust with all levels of systems

2.1.10.3.d Assesses client systems' strengths and limitations

2.1.10.3.g Assists clients to resolve problems

2.1.10.3.h Facilitates transitions and endings

2.1.10.3.i Negotiates, mediates and advocates for client systems

2.1.11 Becomes increasingly proactive in recommending constructive change in organizations and communities.

2.1.12 Demonstrate innovative problem-solving in social and organizational systems

Course Structure

Texts and Associated Materials

Required Texts:

Van Hook, M. P. (2014). *Social work practice with families: A resiliency-based approach* (2nd ed.). Chicago: Lyceum.

Konrad, S. C., (2013). *Child and family practice: A relational perspective*. Lyceum Books Inc.

Additional Readings Suggested:

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* (4th ed.). Alexandria, VA: CSWE.

Goldenberg, I., & Goldberg, H. (2013). *Family Therapy: An Overview* (8th ed.). Pacific Grove, CA: Thomson Learning.

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.

Overview of Course Assignments

ALL ASSIGNMENTS MUST BE TURNED IN ON TIME AT THE BEGINNING OF CLASS. NO LATE ASSIGNMENTS WILL BE ACCEPTED AFTER THE DUE DATE.

1. Special Populations or Special Needs Family Literature Review (150 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. You will have covered the preparation of a literature review in your research class. **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 must be discussed in your chosen case study that effects their lives and type of family challenges. Subjects include domestic violence, blended families, multi-cultural families, lgbt families, and technological interventions. All other subjects must be reviewed and approved by the instructor. Paper should be 7-9 pgs., not including references and cover page. APA style must be followed and a minimum of 10 references are required with **NO MORE THAN ONE** reference being web based. (This review should be for the same topic and family discussed in assignment 2 unless another topic is **approved** by the professor). **Further, APA must be used in writing this paper. One-fourth of the grade of the paper will determined by the appropriate use of APA, spelling, grammar, and sentence structure. Any information you use that is not put in your own words must be cited according to APA style. Be sure to check how APA cites quotes that are more than 40 words long. Due at the beginning class. No Late Paper Accepted.**

Outline for writing literature review: (If Headings aren't used, the paper won't be graded.)

1. Introduction (no heading needed)
2. Literature review (use heading)
3. Conclusion (use heading)

2. Theory and Practice for Social Work with Families paper (150 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 (or chosen area of interest). 1. Discuss first a psychosocial history of your family and the social problem they face. 2. The paper will cover the major concepts of the theory and relate the appropriateness of interventions needed for this particular family. 3. Issues concerning social work values and ethics should be discussed. 4. The student will identify specific methods, techniques and interventions as applied in practice with this family. 5. The process of assessment, evidence based interventions and termination with resources recommended must be included. Professional literature, especially that which provides empirical support for the method used, should be included. Suggested length of this paper is approximately 10 pages, and correct APA style must be used. A minimum of 10 references are required and **NO MORE THAN ONE** can be web based. Assignment number 1 and this paper are intended to be able to be put together as a publishable paper possibly after graduation to help you assess family social problems and their cause(s). Headings 1-5, plus a conclusion must be used in the writing of the paper. You must also include a cover page and a reference sheet. Further APA must be used in writing this paper. One-fourth of the grade of the paper will determined by the appropriate use of APA, spelling, grammar, and sentence structure. Further, APA must be used in writing this paper. One-fourth of the grade of the paper will determined by the appropriate use of APA, spelling,

grammar, and sentence structure. Any information you use that is not put in your own words must be cited according to APA style. Be sure to check how APA cites quotes that are more than 40 words long. Due at beginning of class.

Outline for writing this paper:

1. Introduction (no heading needed)
2. Discuss first a psychosocial history of your family and the social problem they face. (use heading). If headings aren't used the paper will not be graded.)
3. The paper will cover the major concepts of the theory and relate the appropriateness of interventions needed for this particular family. (use heading)
4. Issues concerning social work values and ethics should be discussed. (use heading)
5. The student will identify specific methods, techniques and interventions as applied in practice with this family. (use heading)
6. The process of assessment, evidence based interventions and termination with resources recommended must be included. (use heading)
7. Conclusion/Summary (use heading)

3. Vignettes (50 points)

Six vignettes will be given during the semester. The vignettes will be given as per the syllabus calendar and will be 10 possible points apiece. Vignettes must be taken when given, and there will be no makeups. Only the 5 highest grades will be counted, and the lowest grade will be dropped. Each of the vignette questions will be answered by the student either online during class exercises.

4. Presentation (50 points)

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

Grading Scale

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

<u>Points</u>	<u>Grade</u>
360-400 points	A
320-359 points	B
280-319 points	C

240-279 points	D
239 points or under	F

Assignment 1 -150 pts
Assignment 2 -150 pts
Presentation - 50 pts
Vignettes -- 50 pts (5x10 points
each) Total 400 pts

Student Rights and Responsibilities

"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 in conflict will be allowed to prevail.

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 Library - Room 132
 Phone (903)886-5150 or (903) 886-5853
 Fax 9903) 468-8148
StudentDisabilityServices@tamuc.edu

Students Responsibilities

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:

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

absence: No Letter grade "F"
Penalty drop

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.R0.10 Graduate Student Academic Dishonesty (available at <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.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 who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering the program (Graduate School Catalog p 36)

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.

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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 use the learning management system to administer course content. 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

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.

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.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsp_hone

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.

CALENDAR

Week# Week of	Topic	Assignment/Activities	IC/OL	Assigned Reading
1 1/29	Course Introduction	Download and read Syllabus -- Watch Orientation Video Begin History of US Family	IC	(May & Quinn, 2018) Handout
2 2/5	The Nature and Sources of Resiliency	History of US Family Development	IC	(May & Quinn, 2018) Handout
3 2/12	Practice with Children and Their Families	History of US Family Development Continued	IC	Van Hook Ch1 Konrad Chp 1
4 2/19	Family Development of a Therapeutic Alliance	(ON LINE) Vignette 1 Due (10pts)	OL	Van Hook Chp 2 Konrad Chp 2
5 2/26	Assessment of Family		IC	Van Hook Chp 3 Konrad Chp 3
6 3/5	Cultural Issues, Family Structure & Resiliency	Vignette 2 Due (10pts) Child Centered Assessment	IC	Van Hook Chp 4 Konrad Chp 4
7 3/12	No Class -Spring Break	Yea I'm going to work on and write my papers	IC	
8 3/19	Social Learning Cognitive Family Counseling	Play Therapy	IC	Van Hook Chp 5 Konrad Chp 7
9 3/26	Structural Family Therapy	(ON LINE) Working with Adolescents Vignette 3 Due (10pts)	OL	Van Hook Chp 7 Konrad Chp 8
10 4/2	Solution Focused Family Therapy	Assignment 1 Due Vignette 4 Due (10pts)	IC	Van Hook Chp 8 Konrad Chp 9
11 4/9	Narrative Family Therapy	Childhood Disruption & Losses	IC	Van Hook Chp 9 Konrad Chp 10
12 4/16	Multi-systems Family Therapy Class Presentations	(ON LINE) Assignment 3 Due Impact of Violence/ Child	OL	Van Hook Chp 10 Konrad Chp 12
13 4/23	Bowen Family Systems Class Presentations	Vignette 5 Due (10pts)	IC	Van Hook Chp 11
14 4/30	BEST (May & Quinn, 2018) Object Relations Therapy Class Presentations	Assignment 2 Due Vignette 6 Due (10pts)	IC	Online Handout Van Hook Chp 12
15 5/7				

WEB SITES:

Administration of Children and Families

<http://www.acf.hhs.gov/healthymarriage/index.html>

Anxiety Disorders Education Program

<http://www.nimh.nih.gov/anxiety/>

Anxiety-Panic Internet Resource

<http://www.algy.com/anxiety/index.html>