**School of Social Work**

**SWK 361 Issues in Family Treatment**
**Online**

*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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Office Location Henderson 323 H

Office Hours T/TH 1:00-4:00 pm or by appointment

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# Overview of Course

Course Description

This elective course is designed to enable students to understand the theories and the process of helping families. Information is provided on diverse family structures and work with families facing divorce, death, domestic violence, and other social problems.

Course Objective(s)

1.    To further the students understanding of the multi problem, crisis-prone family.

2.    To enhance the student's awareness of current, state-of-the-art models of helping families dealing with stress, dysfunction, and coping techniques.

3.      To explore a variety of approaches to assessment and intervention when dealing with the difficulty of family problems.

4.      To provide students with a good systems-oriented understanding of families and how they are evolving in today's society.

**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 compromise 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 for more competencies. Associated competency(s) and practice behaviors assessed for this course follow:

# Course Structure

## Texts and Associated Materials

**Required Texts**:

Thomlison, B. (2016). Family Assessment Handbook: An Introduction and Practical Guide to Family Assessment 4th Edition. CA: Thomson,Brooks/Cole.

**Additional Readings Suggested**:

### Overview of Course Assignments/Course Opening

**Please note that I have left the course open so that you may work at your own pace. However, you will need to note that part of discussions will have to be completed during the week they are assigned and the responses to peers must be within the Thursday-Sunday timeline given in order to meet that guideline. As well you can reply to the prompt early in the discussion but not late. The other area of concern is the group project. All of your group will need to be participating if you are working ahead. Please note that if you are working ahead, I highly encourage you to keep track through a calendar as to what assignments are due when so as to not miss a deadline. This is where many students experience difficulty and remember there are no make ups or allowance to retake a quiz.**

1. **Quizzes** – There are three quizzes throughout the course; each one is worth 10 points (20 questions worth ½ point each). Quizzes are open in the course and must be completed by 11:55 p.m. on the Sunday in the week they are listed. There are no allowances for opening a quiz after it has closed (in order to be completed late). Each quiz is on specific chapters and there are no overlaps. All quizzes are open book; however, all quizzes are also timed, which means you are advised to have notes or to have read the material to reduce flipping through pages to find the answers.

2. **Discussion** – There are 3 discussion assignments throughout this course. They are worth 10 points each. To receive the points on each discussion assignment you must do all of the following:

a. You must respond to the discussion prompt of the instructor by Wednesday at 11:55 pm and then respond to TWO of your peers between Thursday after 12:01am and Sunday at 11:55 pm.

b. Your initial post must be a true discussion of your understanding of the topic assignment and must be between 10- 15 sentences.

c. The comments to your TWO peers must be a minimum of five sentences and must add to the discussion. Though you are free to say things like "Interesting thought" or "Nice discussion," these comments and those similar are not counted as part of the five sentences.

d. Proper grammar is expected. I highly recommend typing your thoughts and comments in a file on a word processing program and check for spelling and grammatical errors. Professionalism and professional presentation is an expectation and not an option. Points will be taken off for sloppy spelling and writing.

e. This is an "All or Nothing" assignment meaning if any portion of the discussion guidelines are not followed you will not receive any points for the discussion.

3. **Papers** – You will have three written assignments throughout the course on an assigned topic. Each paper is worth 20 points. All assignments are to be APA format with Times New Roman, 12 point font, and double-spaced. They are submitted via the file folder with the appropriate name in your D2L course for the week they are due. Do not submit them as an email. **They must be a document with your last name as part of the file name and they must be a Word document** (.doc or .docx extensions). You are required to use the template for each of the papers. The template will be located at the beginning of the assignment. A grading rubric is supplied for each paper so you know exactly what you are being graded on. You must copy and paste the rubric to each of your papers.

**4.     Group** – Prior to Week 8 you will be assigned to a group and given specific instructions for the group activity your group is to complete. This assignment will be given to you (and your group members) in Week 2 and must be completed by the end of Week 8. It is worth 20 points.

**5.     Topic Check-in** – These are scattered throughout the course. They require that you log in for that week and watch the video. For credit for this, you must complete the assignment by uploading your paper to the corresponding folder after viewing the video and writing a one paragraph summary of what the video was about, and a one paragraph summary of your thoughts on what you saw. That would be a total of TWO paragraphs.. There are two topic check-ins that are worth 10 points each.

**6.     Final Exam** – This is worth 40 points and is a comprehensive exam on everything you learned in the course. It pulls questions from all previous exams you have taken and to be done within the time allocated so you will need to have studied the material.

**POLICY ON LATE WORK OR EXTRA CREDIT: <u>I DO NOT ALLOW FOR LATE WORK OR EXTRA CREDIT.</u>** There are a number of assignments in the course that will allow students of multiple learning types to excel. I do not allow for make ups for any missed assignment. The reason for this is that you have ample time to complete each assignment. It is important to pay close attention to deadlines. I highly recommend using a calendar or print off a calendar and mark your assignments and due dates.

**Grading Scale**

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

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

*Possible Points Grade*

*200 to 180 – A*

*179 to 160 – B*

*159 to 140 – C*

*139 to 120 – D*

# 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.

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 162
Phone (903)886-5150 or (903) 886-5853
Fax (903) 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:

| **Weekly (class meets 1X week)** | Up to 2 absences: No Penalty | 3 absences: 1 letter grade drop | 4 absences: Class grade of "F" | |
|---|---|---|---|---|
| *Bi-Weekly (class meets 2X week)* | *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 t o 1 absence: No Penalty* | *2 Absences: 1 Letter grade drop* | *3 absences: Class grade of "F"* | |

_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](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

**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 (available at 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 utilized the learning management system to deliver 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
  - o Broadband connection required courses are heavily video intensive
  - o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - o Sound card, which is usually integrated into your desktop or laptop computer
  - o Speakers or headphones.
  - o *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 | https://itunes.apple.com/us/app/pearson-learningstudio- |

| | URL: | courses/id977280011?mt=8 |
| --- | --- | --- |
| | **Android App URL:** | https://play.google.com/store/apps/details?id=com.pearson.lsphone |

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.

## SWK 361 Schedule Spring 2019

| Week | Reading(s) | Assignment/Activities |
|---|---|---|
| 1- Jan 14 | Syllabus | Review of Syllabus and navigation of course |
| 2- Jan 21 | Chapter 10 – Critical and Reflective Thinking | Topic Check-in |
| 3- Jan 28 | Chapter 1 – Family Contexts | Discussion Board #1 |
| 4- Feb 4 | Chapter 2 – A Framework for Understanding Families | Quiz on Chaps 1, 2, 9 |
| 5- Feb 11 | Chapter 3 – The Family System | Paper #1 |
| 6- Feb 18 | | Topic Check-in |
| 7- Feb 25 | Chapter 6 – Intergenerational Family Systems | Discussion Board #2 |
| 8- Mar 4 | Chapter 4 –Family Assessment | Quiz 2 on Chaps 3, 4, 6 |
| 9- Mar 11 | Chapter 5 – Designing Family Interventions | Paper #2 |
| 10- Mar 18 | Spring Break!! | |
| 11- Mar 25 | Chapter 8 | Topic Check-in |
| 12- Apr 1 | Chapter 9 – Evaluation | Discussion Board #3 |
| 13- Apr 8 | | Online Groups |
| 14- Apr 15 | Chapter 7 – Evidenced-based Practice | Quiz 3 on Chaps 5, 7, 9 |
| 15- Apr 22 | Online article | Paper #3 |
| 16- Apr 29 | | Topic Check-in |

| Finals Week | | Final Exam due on May 8 at 11:55 pm |
| --- | --- | --- |