School of Social Work *Spring 2019*

ADVANCED GENERALIST PRACTICE WITH FAMILIES

SWK 506.01B - AGP w Families Commerce – (M) 1:00pm – 4:00pm
SWK 506.41B - AGP w Families MPLX   -- (M) 6:00pm – 9:00pm
SWK 506.42B - AGP w Families MPLX   -- (T) 9:00pm – 12:00
==**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

INSTRUCTOR: Benjamin May, MSW, PhD
OFFICE: Henderson Rm – 323A
OFFICE HOURS: Mon/ Commerce 10 – 12 / Tues Mesquite 1 -- 4pm /
                     Wednesday / Commerce 10 – 12: **Please call for Appt.**
OFFICE PHONE: 903- 886- 5512
E-MAIL: benjamin.may@tamuc.edu

==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 SEJ

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

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that compromise 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 for 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

2.1.12 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.

Overview of Course Assignments

ALL ASSIGNMENTS MUST BE TURNED IN ONTIME 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 3/16. 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 4/20**.

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.
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 or Exam (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 / or you will take a final exam.

Grading Scale

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

Points	Grade
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
Pres/ Exam   - 50 pts
 Vignettes --   50 pts (5x10 pts)
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 (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 (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 Dept
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/rulesProcedu
res/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.

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

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 use the learning management system to administer course content. Below is information and resources for eCollege.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter

any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla®	Latest, ESR	N/A

Firefox®		
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - o 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

- **For YouSeeU Sync Meeting sessions *8 Mbps* is required.** Additional system requirements found here: https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements
- 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.

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:
  - o Adobe Reader https://get.adobe.com/reader/
  - o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - o Adobe Shockwave Player https://get.adobe.com/shockwave/
  - o 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.

ACCESS AND NAVIGATION

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: 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.

COMMUNICATION AND SUPPORT
Brightspace Support
Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support
If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778

LiveChat

or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

<center>**System Maintenance**</center>

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

CALENDAR

Week#/ Week of	Topic	Assignment/Activities	IC/OL	Assigned Reading
1 / 2/03	Course Introduction	Download and read Syllabus -- Begin History of US Family	IC	(May & Quinn, 2018) Handout
2 / 2/10	Practice with Children and Their Families	History of US Family Development Continued	IC	Van Hook Ch1 Konrad Chp 1
3 / 2/17	Family Development of a Therapeutic Alliance	**(ON LINE)** **Complete Vignette 1 (10pts)**	OL	Van Hook Chp 2 Konrad Chp 2
4 / 2/24	Assessment of Family	Assessment of Families	IC	Van Hook Chp 3 Konrad Chp 3
5 / 3/02	Cultural Issues, Family Structure & Resiliency	**(ON LINE)** Child Centered Assessment **Complete Vignette 2 (10pts)**	OL	Van Hook Chp 4 Konrad Chp 4
6 3/09	**No Class** -Spring Break	Yea I'm going to work on and write my papers		
7 / 3/16	Social Learning Cognitive Family Counseling	Play Therapy **Assignment 1 Due**	IC	Van Hook Chp 5 Konrad Chp 7
8 / 3/23	Structural Family Therapy	**(ON LINE)** Working with Adolescents **Complete Vignette 3 (10pts)**	OL	Van Hook Chp 7 Konrad Chp 8
9 / 3/30	Solution Focused Family Therapy		IC	Van Hook Chp 8 Konrad Chp 9
10 / 4/06	Narrative Family Therapy	Childhood Disruption & Losses	IC	Van Hook Chp 9 Konrad Chp 10

11 / 4/13	Multi-systems Family Therapy	**(ON LINE)** Impact of Violence/ Child **Complete Vignette 4 (10pts)**	OL	Van Hook Chp 10
12 / 4/20	Bowen Family Systems	**Assignment 2 Due**	IC	Van Hook Chp 11
13 / 4/27	Object Relations Therapy **Class Presentations/ Class Final**	**Complete Vignette 5 (10pts)**	IC	Van Hook Chp 12
14 5/04	**Finals Week - No Class**			

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