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SWK 506: Advanced Generalist Practice with Families Online
COURSE SYLLABUS: Spring 2021

INSTRUCTOR INFORMATION

Instructor: **Benjamin May, MSW, PhD**
Office Location: **Henderson Rm 323A**
Office Hours: **Monday: 1-4: Please call for appt.**
Office Phone: **903-886-5512**
Office Fax:
University Email Address: **Benjamin.may@tamuc.edu**
Preferred Form of Communication: **Email**
Communication Response Time: **24 hours during weekdays – No response on Weekends**

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Van Hook, M. P. (2019). *Social work practice with families: A resiliency-based approach* (3rd ed.). Chicago: Lyceum. ISBN: 9780190933555

Konrad, S. C., (2020). *Child and family practice: A relational perspective. (2nd ed.)*
Oxford University Press.

Software Required

Optional Texts and/or Materials

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.

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.

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). **Students achieve programmatic goals listed above through demonstration of the following **bolded** 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 a 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

Student Learning Outcomes (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 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 REQUIREMENTS

Minimal Technical Skills Needed – you will need to use Word to create the 2 Assignments and they need to be in APA format – please see manual.

Instructional Methods – This is an online course and you will need to review online D2L – Syllabus (with a calendar in back) Weeks 1 through 16 that include: 1 Outline, 2 Power Points of the Text Chapters covered as per the Calendar (syllabus), 3 Video Lectures, 4 Read the assigned Text Chapters (syllabus), and 5 Conclusion. In addition, you will need to complete the 5 assigned Vignettes and turn in online on the Monday due dates for review.

Student Responsibilities or Tips for Success in the Course – Please keep up with the course and keep me informed of your progress or problems – I need to know if something happens in your life when it happens **NOT THE LAST WEEK OF CLASS**. I am a fair instructor and please treat both of us (you and me with respect).

GRADING

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 Pres/	
Exam - 50 pts	
Vignettes -- <u>50 pts</u> (5x10 pts)	
Total 400 pts	

Assessments

SWK 506 Assignments

ALL ASSIGNMENTS MUST BE TURNED IN ONTIME AT THE BEGINNING OF MONDAY 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.**
Due 12 noon 3/01. 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 minimum of 10 references are required. Assignment 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. Furthermore, 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 should be paraphrased and can be cited according to APA style. **Due at 12 noon Monday 4/18.**

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)

Five 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. Each of the vignette questions will be answered by the student either online during class exercises.

4. Presentation or Exam (50 points)

Students will be offered to present their Assignment 1 or 2 papers to the class in a Power Point in a creative manner. The date for the presentations (Power Point completed and posted) will be 4/26 or you will take a final exam that day.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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

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. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Instructor will respond to email queries within 2 business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03 Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

Students with Disabilities-- ADA Statement

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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

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

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

Department or Accrediting Agency Required Content

Engagement Policy

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.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a Face to Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

As we enter the Fall semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative we communicate consistently and frequently. If, for any reason, you are not able to complete assignments or actively engage in the course, you MUST reach out to your instructor and let him or her know.

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

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>.

COURSE OUTLINE / CALENDAR

Week#/Week of	Topic	Assignment/Activities	Assigned Reading
1- 1/11	Course Introduction	Download Syllabus -- Begin History of US Family	(May & Quinn, 2020) Handout
2- 1/18	Practice with Children and Their Families	History of US Family Development Continued	(May & Quinn, 2020) Handout Continue
3- 1/25	Family Development of a Therapeutic Alliance	Vignette 1 (10pts)	Van Hook Chp 1 Konrad Chp 1
4- 2/01	Assessment of Family	Assessment of Families	Van Hook Chp 2 Konrad Chp 2
5- 2/08	Cultural Issues, Family Structure & Resiliency	Child Centered Assessment Vignette 2 (10pts)	Van Hook Chp 3 Konrad Chp 3
6- 2/15	Cultural Issues, Family Structure, and Resiliency	Yea I'm going to work on and write my papers	Van Hook Chp 4 Konrad Chp 4
7- 2/22	Social Learning Cognitive Family Counseling	Play Therapy	Van Hook Ch 5 Konrad Ch 7
8- 3/01	Structural Family Therapy	Working with Adolescents Assignment 1 Due	Van Hook Ch 7 Konrad Ch 8
9- 3/08	Solution Focused Family Therapy	Vignette 3 (10pts)	Van Hook Ch 8 Konrad Ch 9
10- 3/15	Narrative Family Therapy	Childhood Disruption & Losses	Van Hook Ch 9 Konrad Ch 10
11- 3/22	Multi-systems Family Therapy	Impact of Violence/ Child Vignette 4 (10pts)	Van Hook Ch 10
12 – 3/29	Bowen Family Systems		Van Hook Ch 11
13 - 4/05	Object Relations Therapy		Van Hook Ch 12
14 – 4/12	Spiritualism	Vignette 5 (10pts)	Van Hook Ch 13
15 – 4/18	Families Coping with Difficult Life Circumstances	Assignment 2 Due	Van Hook Ch 14
16 – 4/26	Class Presentations/ Class Exam Final		

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>