



# SWK 505: Advanced Generalist Practice with Individuals

COURSE SYLLABUS

Spring 2026

## INSTRUCTOR INFORMATION

Instructor: Misty Ely, EdD, LCSW, MA, BS  
Office Location: Adjunct Office (virtually anywhere)  
Office Hours: By appointment only – email for an appointment  
University Email Address: [misty.ely@tamuc.edu](mailto:misty.ely@tamuc.edu)  
Communication Response Time: 2 business days

## COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

### Textbook(s) Required

Coady, N. & Lehmann, P. (2022). *Theoretical perspectives for direct social work practice: A generalist-eclectic approach* (4<sup>th</sup> ed). Springer.

Publication manual of the American Psychological Association (2020). 7<sup>th</sup> ed.  
American Psychological Association.

Software Required

### Optional Texts and/or Materials

**All MSW students** need to purchase the following set of study materials to prepare for the Graduate Comprehensive Exam that they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam. (*This is not the same as the Comprehensive Final for this course.*)

**Comprehensive Study Guide (Masters, Clinical, Adv. Generalist) Version 9.0.**  
**Social Work Examination Services. [www.https://swes.net/study-materials/comprehensive-study-guide-lmsw/](https://swes.net/study-materials/comprehensive-study-guide-lmsw/)**

## **Course Description**

This advanced practice course provides students with theories and skill development in working with individuals from an Advanced Generalist Perspective. Students will demonstrate critical thinking, integration of theory with practice, and knowledge, values, and skills appropriate for autonomous practice.

Prerequisites:

Students must have completed all MSW foundation curriculum requirements; been admitted to the MSW program; and be in good standing in the MSW program.

## **Relationship to Other Courses:**

**Student Learning Outcomes** (Should be measurable; observable; use action verbs)

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. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

|  | <b>Activity/Assessment</b>   | <b>Dimension</b> |
|--|--|------------------|
| <b>Competency 6: Engage with Individuals, Families, Groups and Organizations</b>   |  |                  |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies across urban and rural settings and at the complex intersection of these two | Case Study Assignment<br>Theory Analysis Paper<br>Comprehensive Final<br>Optional Discussion Posts | All              |
| Use empathy, reflection, and interpersonal skills at an advanced level to effectively engage diverse clients and constituencies across the rural/urban environment and at the intersection of the two ensuring informed consent.                               | Case Study Assignment<br>Theory Analysis Paper<br>Comprehensive Final<br>Optional Discussion Posts | All              |
| Discern the most appropriate engagement strategy according to each practice context.   | Case Study Assignment<br>Theory Analysis Paper<br>Comprehensive Final<br>Optional Discussion Posts | All              |
| <b>Competency 7: Assess Individuals, Families, Groups, Organizations and Communities</b>   |  |                  |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other   | Theory Analysis Paper<br>Comprehensive Final<br>Optional Discussion Posts                          | All              |

|   |   |            |
|---|---|------------|
| <p>multidisciplinary theoretical frameworks in the analysis of assessment data from both rural and urban clients and constituencies; and those who are at the intersection of the two environments</p>  |   |            |
| <p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies reflective of their environment whether rural, urban or at the intersection of both.</p>               | <p>Group Presentation<br/>Theory Analysis Paper<br/>Optional Discussion Posts</p> | <p>All</p> |
| <p>Consider aspects intrinsic in rural and urban settings considering how the intersection of the two environments impacting assessment such as connections with church communities, neighbors, extended family, fictive kin, and other formal and/or informal resources.</p> | <p>Comprehensive Final<br/>Optional Discussion Posts</p>                          | <p>All</p> |

| <b>Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities</b>   |   |     |
|--|---|-----|
| Critically choose and implement interventions to achieve practice goals and enhance capacities for clients and constituencies in both urban and rural environments and at the intersection of the two.   | Group Presentation<br>Theory Analysis Paper<br>Comprehensive Final<br>Optional Discussion Posts | All |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies in both urban and rural environments and at the intersection of the two | Theory Analysis Paper<br>Comprehensive Final<br>Optional Discussion Posts                       | All |
| Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes in both urban and rural environments and at the intersection of the two  | Group Presentation<br>Comprehensive Final<br>Optional Discussion Posts                          |     |

# **COURSE REQUIREMENTS**

## **Minimal Technical Skills Needed**

In this class you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word PowerPoint and Outlook Email, if you have any issues with using the various systems or software, it is your responsibility to contact support services and to notify the instructor of the problem.

## **Instructional Methods**

This course will be delivered via synchronous and asynchronous sessions via D2L and will consist of live class sessions, pre-recorded lectures, group engagement activities, various assignments with some including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities and workshops may be utilized to provide instruction during this course.

## **Student Responsibilities or Tips for Success in the Course**

As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if there are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.
2. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.

5. Actively participate in engagement activities which will include live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible, completing assignments ahead of due date so you are prepared to submit on the due date.
7. Sign into the D2L course multiple times during the week to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.
9. Be open and focused on the “process” and not the “product” as earning this degree requires time, effort, work and ultimately growth in knowledge, skills, abilities along with personal and professional attributes.

## GRADING

Final grades in this course will be based on the following scale:

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

|                                   |                            |
|-----------------------------------|----------------------------|
| <b>Case Study</b>                 | <b>(50 Points)</b>         |
| <b>Group Presentation</b>         | <b>(50 Points)</b>         |
| <b>Theory Analysis Paper</b>      | <b>(100 Points)</b>        |
| <b><u>Comprehensive Final</u></b> | <b><u>(100 Points)</u></b> |

**Total Points: 300 Points**

## Assessments

### 1. Case Study (50 Points)

Students will locate a case regarding a mental health issue in the media (newspaper, website, etc.). Students will list the mental health problems mentioned in the article and summarize how the problem is being addressed. Students will then identify the

theory being used. Students will provide an opinion on whether the theory is 1) being applied correctly, 2) the positives of applying that particular theory to the problem, and 3) the challenges of applying that particular theory to the problem. A copy of the article must be attached to the paper. The paper should be at least **2 pages long and in APA format.**

## **2. Group Presentation (50 Points):**

Students will pair with another student to form a group of three (3) – a few of your groups will have more. Each group will be responsible for leading the class discussion for classes meeting as designated in the course schedule. The presentation must include the following: 1) a summary of the theory, 2) assessment of the theory for practice, 3) a case example utilizing the theory. Be sure to develop possible questions and/ or issues for discussion. Students should also rely on their own experiences and knowledge to help facilitate class discussion. You will be expected to defend your position on this theory concerning your experience and case example.

Full participation and cooperation all members of the group are expected. Theoretically, one grade will be assigned for each group presentation. It is possible, however, that individual grades may be reduced by a lack of effort or participation in the final product. *I will assign group members during week 1, because first presentations are due during week 4.* **The group assignment list is in the Course Home folder in the Course Content.**

## **3. Theory Analysis Paper (100 Points):**

Students will choose a theory (not the same one that you used in the class presentation) that attempts to explain human behavior. Students will then analyze the theory through some framework that explains if it is best used with groups or individuals. There should also be a section on application to practice, including a case study. The application section should utilize the professional literature and contain at least 5 professional references. Finally, a conclusion as to why this theory is the best theory to explain human behavior and interventions for client. The paper should be 6 pages in length and APA format.

## **4. Comprehensive Final (100 Points)**

Exam will be composed of 50 questions covering all of the assigned chapters for the course.

*Each assignment will have its own rubric and additional instructions posted in the **D2L Course Home** folder. Please review those requirements/rubrics before submission of any assignments to ensure you are submitting all required sections. I have also included an example of a group presentation to help guide your own.*

## 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](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## 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](mailto: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. If you have an emergency (physical, mental, emotional, spiritual) that is interfering with your assignments, please contact your instructor. Communication is a key aspect in social work, that also includes you as students.

### 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**

If you have any questions or are having difficulties with the course material, please contact your instructor via email. Instructor will respond to email queries within two 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. Latest updated version: **1/3/25**.

### **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).  
<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](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).  
<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](mailto: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.

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **School of Social Work and Council on Social Work Education Specific Policies**

#### **Course Engagement**

##### *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 may include, but are not limited to participation in 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 of the time set during a semester by the instructor.

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

### **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*.

### **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>

**University Code of Conduct** located in the *Student Guidebook* 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

**ZOOM link for all sessions:**

Topic: Professor Ely's Classroom

Time: Assigned ODD weeks Wednesdays at 6pm

Join Zoom Meeting

<https://us02web.zoom.us/j/88987937856?pwd=dld3dnhHbXVkYlprcFcrVkhydUFzdz09>

Meeting ID: 889 8793 7856

Passcode: 465277

## Appendix A: Rubrics

### Case Study Rubric

| Criteria   | Level 4   | Level 3  | Level 2  | Level 1   | Criterion Score /50 |
|--|---|--|--|---|---------------------|
| Choose a current events case study regarding a mental health issue | Case study is current and relevant to mental health issues                                  | Case study is not current but is relevant to mental health issues  | Case study is not relevant to mental health issues   | Case study is neither current nor relevant to mental health issues  | /20                 |
| Theory Identification and Application                              | Theory is correctly identified with discussion of application, and strengths and challenges | Theory is correctly identified but there are minor mistakes in the discussion of application, and strengths and challenges | Theory is correctly identified but there are missing elements in the discussion of application, and strengths and challenges | Theory may be incorrectly identified and/or there are mistakes in the discussion of application, and strengths and challenges | /20                 |
| APA Format: Title page, abstract, spelling and grammar, references | APA format has one or less minor mistake  | APA format has minor mistakes  | APA format has a major mistake   | APA format has multiple mistakes  | /10                 |

### Group Presentation Rubric

| Criteria   | Level 4  | Level 3   | Level 2  | Level 1  | Criterion Score /50 |
|--|--|---|--|--|---------------------|
| Summary of Theory  | Excellent and complete summary of the theory   | Adequate summary of the theory  | Summary of the theory lacks components   | Inadequate summary                               | /15                 |
| Assessment of Theory for Practice                                  | Complete and thorough assessment of the theory for practice  | Adequate assessment of the theory for practice  | Assessment of the theory for practice lacks some components  | Inadequate assessment of the theory for practice | /15                 |
| Case Example using the theory                                      | Excellent case example that enables classmates to understand the theory by watching it in action and through the explanation the presenters give in relation to it | Adequate case example that enables classmates to understand the theory by watching it in action and through the explanation the presenters give in relation to it | The case example lacks components to enable classmates to understand the theory by watching it in action and through the explanation the presenters give in relation to it | Inadequate case example                          | /15                 |
| APA Format: Title page, abstract, spelling and grammar, references | APA format has one or less minor mistake   | APA format has minor mistakes   | APA format has a major mistake   | APA format has multiple mistakes                 | /5                  |

## Theory Analysis Paper Rubric

| <b>Criteria</b>   | <b>Level 4</b>  | <b>Level 3</b>  | <b>Level 2</b>   | <b>Level 1</b>  | <b>Criterion Score/100</b> |
|---|---|---|--|---|----------------------------|
| Brief history of the theory with key components   | Brief history of the theory with key components   | Brief history of the theory but some key components are lacking   | Brief history lacking or many key components are missing   | Theory is named but history and/or components are missing                 | /10                        |
| Theory analysis including how the theory is used, which population this theory is designed for, and if the theory is better for groups or individuals | Strong theory analysis including all components   | Good theory analysis but one component is missing   | Good theory analysis but two components are missing  | Analysis is not strong and/or many components are missing                 | /20                        |
| Application to practice including professional literature review (5 references) and case example using theory   | Strong literature review with 5 references and a case study to demonstrate how theory is applied                          | Adequate literature review with 4 references and a case study to demonstrate how theory is applied                          | Adequate literature review with less than 4 references and a case study to demonstrate how theory is applied | Literature review has less than 4 references and/or case study is missing | /40                        |
| Conclusion  | Strong conclusion that explains why this theory is the best theory to explain human behavior and interventions for client | Adequate conclusion that explains why this theory is the best theory to explain human behavior and interventions for client | Adequate conclusion but lacking one of the components  | Conclusion is lacking both components                                     | /10                        |
| APA Format: Title page, abstract, spelling and grammar, references  | APA format has one or less minor mistake  | APA format has minor mistakes   | APA format has a major mistake   | APA format has multiple mistakes  | /20                        |

## Dr. Ely 505 COURSE OUTLINE / CALENDAR 2026

| WEEK      | CLASS MEETING                           | TOPIC   | ASSIGNMENTS   |
|-----------|---|---|---|
| 1<br>1/29 | ZOOM<br>1/28 @<br>6pm                   | Introduction to Course; Review Syllabus; Course Expectations; Generalist-Eclectic Approach Theory: What is it? Is it Important? How to Assess and Analyze Theories, Assessment, Diagnosis, & Treatment Plans Utilizing Theories<br>Problem-solving Model<br>Ethical Issues in Dual Relationships & Individual and Family Development Theory<br>Global Use of Theories | Chapter 1 & 2<br>Coady & Lehmann<br><br><b>Assign Presentation Groups</b> |
| 2<br>2/2  | Online                                  | Ecological Systems Theory<br>Holiday-Mental Health Issues<br>Conscience Clause Issues in Practice   | Chapter 3<br>Coady & Lehmann  |
| 3<br>2/9  | ZOOM<br>2/11 @<br>6pm                   | Strengths-based Social Work & Mindfulness   | Chapter 6 & 21<br>Coady & Lehmann<br><br><b>Begin Group Presentations</b> |
| 4<br>2/16 | Online                                  | Cognitive Behavioral Theory (CBT)   | Chapter 8<br>Coady & Lehmann  |
| 5<br>2/23 | ZOOM<br>2/25 @<br>6pm                   | Crisis Intervention Model & Trauma-Informed Care  | Chapter 9 & 11<br>Coady & Lehmann<br><br><b>CASE STUDY DUE 3/1/26</b>     |
| 6<br>3/2  | Online                                  | Dialectical Behavioral Therapy (DBT)  | Chapter 10<br>Coady & Lehmann   |
| 7<br>3/9  | <b>SPRING BREAK- AKA SELF-CARE WEEK</b> |   |   |

| WEEK       | CLASS MEETING              | TOPIC  | ASSIGNMENTS  |
|------------|----------------------------|--|--|
| 8<br>3/16  | Online                     | Eye Movement Desensitization and Reprocessing (EMDR) | Chapter 22<br>Coady & Lehmann  |
| 9<br>3/23  | ZOOM<br>3/25 @<br>6pm      | Client-Centered Theory; Emotion-Focused Therapy      | Chapter 12 & 13<br>Coady & Lehmann   |
| 10<br>3/30 | Online                     | Motivational Interviewing                            | Chapter 14<br>Coady & Lehmann  |
| 11<br>4/6  | ZOOM<br>4/8 @<br>6pm       | Narrative Therapies                                  | Chapter 18<br>Coady & Lehmann<br><br><b>THEORY ANALYSIS PAPER DUE 4/12/26</b>                |
| 12<br>4/13 | Online                     | Feminist Theories & Empowerment Theory               | Chapters 15 & 16<br>Coady & Lehmann<br><br>Study Guide Posted                                |
| 13<br>4/20 | LAST ZOOM<br>4/22 @<br>6pm | Solution-Focused Therapy                             | Chapter 20<br><br><i>The ZOOM session this week will go over the Final Exam Study Guide.</i> |
| 14<br>4/27 | Online                     | <b>Final Exam 4/28/26</b>                            | <b>Last Day of Class 5/1/2026</b>  |