

# TEACHING ONLINE: UNH ONLINE SYLLABUS TEMPLATE

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**Course Name: SW 930 ADVANCED GENERALIST PRACTICE III**

**Term Year: August 2017**

**Instructor:** Julia Burns Riley, PhD

**Phone:** 207-329-8900

**E-mail:** Julia.riley@unh.edu

**Office Hours:** By appointment or following Zoom classes

**August 16<sup>th</sup> 7:30-9:00pm EST**

**August 30<sup>th</sup> 7:30-9:00pm EST**

**September 13<sup>th</sup> 7:30-9:00 pm EST**

**September 27<sup>th</sup> 7:30-9:00pm EST**

## Course Overview

Advanced generalist practice with individuals, families and groups is the first of the two required practice classes. This course builds on the knowledge and skills introduced in the foundation year coursework. The course emphasizes a deepened understanding of the differential treatment process and an expanded knowledge of intervention approaches. The aim of the course is to further deepen knowledge and skills, particularly with a concentration on evidence based practices, interdisciplinary work and ethical practice. The focus of this course is assessment and interventions with individuals, families, and groups being mindful of the impact of and on agency & community.

This course explores and examines clinical techniques and interventions with clients and client systems with a view towards effective treatment. The major objective of the advanced generalist practice curriculum is to educate practitioners to work towards restoration and enhancement of human functioning and prevention of maladaptive functioning. Curriculum in this course directs practitioners to reflect on their own effectiveness, but also on the influences on their practice from external forces. The emphasis in all interventions examined includes client strengths, unique sense of self, worldview, values, spiritual/religious view, and ways that concepts of wellness as well as pathology are considered. Several theoretical frameworks are explored for the assessment process and interventions for work with individuals, families and groups including: psychodynamic, cognitive-behavioral, systemic, solution focused, crisis intervention and motivational interviewing.

This third practice course emphasizes conscious and purposeful use of self as a change agent. This use of self is governed by an assessment process which involves knowledge and informed judgment. Working within systems as both an advocate and a leader are underscored particularly with an examination of ethical mandates and social justice considerations.

Students are encouraged through discussion and written materials, to critically evaluate the range of theoretical perspectives that are effective with diverse populations in an ever-evolving practice environment. Intervention approaches will be explored through both synchronous and

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asynchronous activities such as discussion, case presentations, video presentations, the use of process recordings, role plays and exercises.

## **Textbook (required)**

Corcoran, J. (2014). Collaborative Cognitive Behavioral Intervention in Social Work Practice: A Workbook. New York: Oxford University Press.

DeJong, M. & Berg, I. (2012). Interviewing for Solutions. 4<sup>th</sup> Edition. Pacific Grove, CA: Brooks Cole.

Miller, W. & Rollnick, S. (2013). Motivational Interviewing (3<sup>rd</sup> Ed.). NY, NY: Guilford Press.

Additional readings available through Canvas.

## **Textbook (recommended):**

DSM V

Germer, C., Siegel, R. & Fulton, P. (2013). Mindfulness and Psychotherapy. NY, NY: The Guilford Press.

## **Course Description**

Advanced generalist practice with individuals, families and groups is the first of the two required advanced practice classes. The major objective of the advanced generalist practice curriculum is to educate practitioners to work towards the restoration and enhancement of human functioning and prevention of maladaptive functioning. This course emphasizes a deepened understanding of the differential treatment process and an expanded knowledge of intervention approaches. The aim of the course is to further deepen knowledge and skills, particularly with a concentration on evidence based practices, interdisciplinary work and ethical practice. Prereq: SW 831.

**Co-requisites:** SW 982

## **Learning Objectives**

Knowledge:

1. Students will acquire knowledge of direct practice theories, models & research and will be able to describe at least three direct practice models.  
This will be demonstrated through Paper Assignment Two and through Video Assignment.

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Students will present in writing three examples of research related to direct practice theories.

2. Students will advance their understanding of assessment tools for use with individuals, groups, & families.
3. Students will demonstrate an understanding of the assessment process in work with individuals, families, groups, and communities. This will be demonstrated through Paper Assignment # 1 and Role Play Exercise # 1.

#### Values:

1. Students will gain an appreciation for a social worker's leadership role in addressing human rights in looking at: client-worker processes, agency policies, and family/community/global needs and aspirations.
2. Students will recognize the need to attend to the dimensions of diversity that may affect the potential for change in client systems.
3. Students will safeguard the social worker's role in maintaining boundaries with clients and will strive for excellence in ethical behavior.
4. Demonstration of knowledge of advanced skills in resolving personal, professional, and value conflicts in a competent manner

#### Skills:

1. Students will demonstrate differential assessment and planning skills leading to appropriate interventions with the targeted client system. This will be demonstrated in Paper Assignment #1 where students will complete a psychosocial assessment and treatment plan demonstrating understanding of how assessment is linked to planning for appropriate treatment interventions.
2. Students will be able to select intervention strategies & apply them differentially with diverse clients. This will be demonstrated through class consultation exercises, Process Recording Exercise and through Paper Assignment #2,
3. Students will demonstrate skills in ethical decision-making and identification of ethical dilemmas specific to direct practice. This will be demonstrated through class consultation exercises.
4. Students will demonstrate active differential use of self in the therapeutic intervention process, including reference to transference/countertransference, in accord with the

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unique requirements of each client system situation. This will be demonstrated through Process Recording Exercises and through Paper #2.

5. Students will be able to identify and use Direct Practice evaluation tools & will effectively communicate these evaluative outcomes with appropriate others. Students will further skills to analyze the effectiveness of intervention methods chosen with demonstrated recognition of the need for continuous evaluation and evolution of practice.

### CLASS EXPECTATIONS

1. Students are expected to read the assigned weekly readings. In order to participate fully in class a thoughtful and thorough reading of the material is essential.
2. Students are expected to participate in all class discussions and activities.
3. Students are expected to attend all TBD synchronous class meetings. If there is an unusual circumstance, students must inform the instructor of the reason for the absence. Synchronous classes will be recorded and available for review.

### Course Structure

Canvas is the learning management tool we use for this course. The course is online and asynchronous and organized by weeks. The overall course navigation

<i>Course Navigation</i>	<i>Description</i>
Home Page	Regular class announcements regarding assignments, overall class progress or messages and information and reminders about upcoming events or assignments.
Course Information	The syllabus, course schedule and other key class documents are located here.
Course Modules	This area contains the weekly Modules. The majority of course content, activities, assignments and participation is located in this area. See below for structure
Resources (optional)	Supplemental Resources.
Group Areas	Group Assignments are located in this area.
Tegrity Lectures	This contains the lectures that you viewed in the Course Module area in list format.

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<i>Module Structure</i>	
Lecture	The primary lecture(s) or media and key concepts.
Resources (or Review)	Assigned readings or media for review.
Participation	Every module will have a participation component. This could take the shape of a discussion forum, wiki, blog, collaborate event etc.
Assignments	Activities and assignments related to Module.

## Course Schedule

<i>Week</i>	<i>Date</i>	<i>Topics Covered</i>	<i>Assignments and Due Dates</i>
One	August 14-20	<b><i>ASSESSMENT &amp; CRISIS INTERVENTI ON</i></b>	<ul style="list-style-type: none"> <li>• Corcoran: Chapter 3, "Assessment, Goal-Setting &amp; Evaluation".</li> <li>• Corrigan, P. W. (2007). How Clinical Diagnosis Might Exacerbate the Stigma of Mental Illness. <i>Social Work</i>, 52 (1), 31- 39.</li> <li>• Tucker, J. &amp; Simpson, C. (2010). The Recovery Spectrum: From Self-Change to Seeking Treatment. <a href="#">Alcohol Research &amp; Health</a>, 33 (4), 371-379.</li> <li>• Cacciatore, J. &amp; Carlson, B. (2011). Crisis Intervention by Social Workers in Fire Departments: An Innovative Role for Social Workers. <a href="#">Social Work</a>; 56 (1), 81-88.</li> <li>• Gelman, C. R. &amp; Mirabito, D. (2006). Practicing What We Teach: Using Case Studies from 9/11 to Teach Crisis Intervention from a Generalist Perspective.</li> <li>• Granello, D. (2010). A suicide crisis intervention model with 25 practical</li> </ul>

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			<p>strategies for implementation. <i>Journal of Mental Health Counseling</i>, 32(3), 218-235.</p> <ul style="list-style-type: none"> <li>Judd, R. &amp; Sheffield, S. (2010). Hospital Social Work: Contemporary Roles and Professional Activities. <a href="#">Social Work in Health Care</a>; 49( 9), 856-871.</li> <li>Wharff, E., Ginnis, K., &amp; Ross, A. (2012). Family-based crisis intervention with suicidal adolescents in the emergency room: A pilot study. <i>Social Work</i>,57(2), 133-143.</li> </ul>
Two	August 21-27	<b>EVIDENCE-BASED PRACTICE</b>	<ul style="list-style-type: none"> <li>Corcoran, Ch 1 &amp; 2, "Introduction &amp; Overview", "Classical Conditioning"</li> <li>Epstein, I. (2009). Promoting harmony where there is commonly conflict: Evidence-informed practice as an integrative strategy. <i>Social Work in Health Care</i>, 48:216-231.</li> <li>McCracken, S. and Marsh, J. (2008). Practitioner Expertise in Evidence-Based Practice Decision Making. <i>Research on Social Work Practice</i>, 18 (4), 301-310.</li> <li>Rosen, A. (2003). Evidence-based social work practice: challenges and promises. <i>Social Work Research</i>, 27(4), 197-208.</li> <li>Ruffolo, M &amp; Fischer,D.(2009) Using an evidence-based CBT group intervention model for adolescents with depressive symptoms: lessons learned from a school-based adaptation. <i>Child &amp; Family Social Work</i>, 14,189-197.</li> <li></li> </ul>
Three	August 28-	<b>COGNITIVE-</b>	Corcoran: Chapter 3, "Operant Conditioning"

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	September 3  Biopsychosoc Assessment Paper Due September 2 <sup>nd</sup> by midnight on Saturday	<b>BEHAVIORAL APPROACHES TO SOCIAL WORK PRACTICE</b>	Chapter 5, "Cognitive Restructuring" Chapter 6, "Cognitive Coping" Chapter 7, "Behavioral Coping Skills" Chapter 8, "Developing Coping Plans" Chapter 9, "CBT & Motivation to Change"  Piacentini, J. & Langley, A.K.(2004). Cognitive-behavioral therapy for children who have obsessive-compulsive disorder. <i>Journal of Clinical Psychology</i> , 60 (11), 1181-1194.
Four	September 11-17	<b>MOTIVATIONAL INTERVIEWING</b>	Miller & Rolnick : Chapter 1, "Conversations about Change" Chapter 6, "CORE Interviewing Skills: OARS" Chapter 8, "Why Focus" Chapter 12, "Ambivalence: Change Talk & Sustain Talk" Chapter 16, "Evoking Hope and Confidence" Chapter 19, "From Evoking to Planning"  Sampson, M., Zayas, L. H., & Seifert, S. (2013). Treatment Engagement Using Motivational Interviewing for Low-Income, Ethnically Diverse Mothers with Postpartum Depression. <i>Clinical Social Work Journal</i> , (4), 387.
Five	September 18-24	<b>PSYCHODYNAMIC INTERVENTIONS</b>	<ul style="list-style-type: none"> <li>• Badaracco, M., McCarthy, M. &amp; Miovic, M. (2006). Domains of Discussion in Psychotherapy: What Do Patients Really Want? <i>American Journal of Psychotherapy</i>, 60 (1), 71-86.</li> <li>• Goodman, G.(2005). "I Feel Stupid and Contagious": Countertransference Reactions of Fledgling Clinicians to Patients Who Have Negative Therapeutic Reactions. <i>American Journal of Psychotherapy</i>, 59, (2), 149-168.</li> <li>• Mirsky, J. (2011). Working through</li> </ul>

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			<p>countertransference blocks in cultural-competence training. <i>Psychoanalytic Social Work</i>, 18, 136-148.</p> <ul style="list-style-type: none"> <li>• Norton, C. (2011): Developing empathy: a case study exploring transference and countertransference with adolescent females who self-injure. <i>Journal of Social Work Practice</i>, 25(01), 95-107.</li> <li>• Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. <i>American Psychologist</i>, 65(2), 98-109.</li> <li>• Walsh, J. (2011). Countertransference with clients who have schizophrenia: A social work perspective. <i>Families in Society: The Journal of Contemporary Social Services</i>, 92(4), 377-382.</li> </ul>
Six	<p>September 25- Oct 1</p> <p>Video Role play due September 23 by Midnight Saturday</p>	<p><b>SOLUTION- FOCUSED PRACTICE</b></p>	<ul style="list-style-type: none"> <li>• DeJong &amp; Berg: Chapter 1, "From problem solving to solution building" Chapter 2, "Solution building: The basics" Chapter 3, "Skills for not knowing" Chapter 4, "Getting started: How to pay attention to what the client wants" Chapter 5, "How to amplify what clients want: The miracle question"</li> </ul> <p>DeJong &amp; Berg: Chapter 6, "Exploring for exceptions: Building on client strengths" Chapter 7, "Formulating feedback for clients" Chapter 8, "Later sessions: Finding, amplifying, and measuring progress"</p> <p>Atkinson, C &amp; Amesu, M (2007). <a href="#">Using Solution-Focused Approaches in Motivational Interviewing with Young People</a>. <i>Pastoral Care in Education</i>, 25 (2), 31-37.</p>



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			<ul style="list-style-type: none"> <li>Sun, A. (2012). Helping Homeless Individuals with Co-occurring Disorders: The Four Components. <i>Social Work, 57</i>(1), 23-37.</li> </ul>
Seven	Oct 2-8	<b>SYSTEMS-BASED APPROACHES</b>	<ul style="list-style-type: none"> <li>Billstrom, S, Carlberg, G, Odhammar, F, &amp; Thore'n, A. (2009) Children's expectations and experiences of psychodynamic child psychotherapy. <i>Journal of Child Psychotherapy, 35</i>, (2), 175-193.</li> <li>Forrester, D., Westlake, D., &amp; Glynn, G. (2012). Parental resistance and social worker skills: towards a theory of motivational social work. <i>Child &amp; Family Social Work, 17</i>(2), 118-129.</li> <li>McNevin, E. (2011). Stages of change theory in family therapy for sibling sexual assault. <i>The Australian and New Zealand Journal of Family Therapy, 32</i>(4), 343-356.</li> <li>Newsome, W. S. (2005). The Impact of Solution-Focused Brief Therapy with At-Risk Junior High School Students. <i>Children &amp; Schools; 27</i> (2), 83-90</li> </ul> <p><b>TERMINATION &amp; TRANSITION</b></p> <ul style="list-style-type: none"> <li>Fabre, V., Buffington, A., Altfeld, S., Sheir, G., &amp; Golden, R. (2011). Social work and transitions of care: Observations from an intervention for older adults. <i>Journal of Gerontological Social Work, 54</i>, 615-626.</li> <li>Siebold, C. (2007). Every time we say goodbye: Forced termination Revisited, a commentary, <i>Clinical</i></li> </ul>

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			<p><i>Social Work</i>, 35, 91-95.</p>
Eight	<p>Oct 9-15</p> <p>Intervention Analysis Paper due October 14 Saturday by midnight</p>	<p><b>FURTHER PRACTICE TOPICS</b></p>	<ul style="list-style-type: none"> <li>• Bartow, P., Ussher, J., Kusten, L, Hobbs, K., Smith, K., Wain, G., Sandoval, M., &amp; Stenlake, A. (2005). Sustaining leaders of cancer support groups: The role, needs, and difficulties of leaders. <i>Social Work in Health Care</i>, 42(2), 39-55.</li> <li>• Bowland, S., Edmond, T., &amp; Fallot, R. (2012). Evaluation of a spiritually focused intervention with older trauma survivors. <i>Social Work</i>, 57(1), 73-82.</li> <li>• Cacciatore, J., Thieleman, K., Osborn, J., &amp; Orłowski, K. (2014). Of the Soul and Suffering: Mindfulness-Based Interventions and Bereavement. <i>Clinical Social Work Journal</i>, 42(3), 269-281.</li> <li>• Cunningham, M. (2003). Impact of trauma on social work clinicians: empirical findings. <i>Social Work</i>, 48(4), 431-459.</li> <li>• Germer, Siegel &amp; Fulton, Ch. 1, Mindfulness – What is it?; Ch. 7, Teaching mindfulness in therapy; Ch. 11, Mindfulness, insight and trauma therapy.</li> <li>• Knight, C. (2006). Groups for individuals with traumatic histories: Practice Considerations for social workers. <i>Social Work</i>, 51(1), 20-30.</li> <li>• Raney, A. (2014). Agility in Adversity: Integrating Mindfulness and Principles of Adaptive Leadership in the Administration of a Community Mental Health Center. <i>Clinical Social Work</i></li> </ul>

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		<p><i>Journal</i>, 42(3), 312-320</p> <ul style="list-style-type: none"> <li>• Roe-Sepowitz, D., Pate, K., Bedard, L. &amp; Greenwald, M. (2009). A trauma-based group intervention for incarcerated girls. <i>Social Work with Groups</i>, 32, 330-341.</li> </ul> <p>1. CASE MANAGEMENT IN SOCIAL WORK PRACTICE</p> <ul style="list-style-type: none"> <li>• <a href="#">Assertive community treatment</a>. (2006). <i>Harvard Mental Health Letter</i>, 23 (5), 4-5.</li> <li>• Beder, J. &amp; Postiglione, P. (2013) Social Work in the Veterans Health Administration (VA) System: Rewards, Challenges, Roles and Interventions. <i>Social Work in Health Care</i>, 52(5), 421-433.</li> <li>• Hangan, C. (2006). Introduction of an intensive case management style of delivery for a new mental health service. <i>International Journal of Mental Health Nursing</i>, 15 (3), 157-162.</li> <li>• Mandel, D. (2008). Power, care and vulnerability: Considering use of self in child welfare work. <i>Journal of Social Work Practice</i>, 22(2), 235-248.</li> </ul> <p>2. ADVANCED GENERALIST PRACTICE WITH DIVERSE CLIENT GROUPS; GLOBAL SOCIAL WORK; PRACTICE IN A RURAL SETTING.</p> <p>Cultural Competence: Advocacy &amp; Action</p> <ul style="list-style-type: none"> <li>• Bourassa, J. (2009). Psychosocial interventions and mass populations: A</li> </ul>
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		<p>social work perspective. <i>International Social Work</i>, 52(6), 743-755.</p> <ul style="list-style-type: none"> <li>• Edwards, B. (2011). Social work education and global issues: Implications for social work practice. <i>Education</i>, 131(3), 580-586</li> <li>• Hodge, D. (2011). Using Spiritual Interventions in Practice: Developing Some Guidelines from Evidence-based Practice. <i>Social Work</i>, 56 (2), 149-158.</li> <li>• Jackson, K. &amp; Samuels, G. (2011) Multiracial Competence in Social Work: Recommendations for Culturally Attuned Work with Multiracial People. <i>Social Work</i>, 56 (3) 235-245.</li> <li>• Stampley, C. (2008): Social Workers' Culture-Based Countertransferences. <i>Journal of Ethnic And Cultural Diversity in Social Work</i>, 17(1), 37-59</li> </ul>
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## Grades

Item	% or points	Requirements
<b>Class Participation</b>	10%	X
<b>VIDEO ROLEPLAY</b>	30%	Y
<b>BIO-PSYCHO-SOCIAL ASSESSMENT PAPER</b>	30%	Y
<b>INTERVENTION ANALYSIS PAPER</b>	30%	X

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## **ASSIGNMENT #1: ATTENDANCE & CLASS PARTICIPATION.**

Class Discussion: **Weekly Discussion Board on Canvas**

Students will be expected to post regularly on the course Discussion Board accessed through Canvas. This discussion is a place to create community and to discuss the practice material gained through readings, Tegrity lectures, and more. It may also be used to share small practice assignments. For each week, a Discussion board question will be posted by the instructor on Mondays and students will be expected to check this forum on a regular basis throughout the week. Students must answer the instructor's question, they must ask a follow-up question of their own or respond to a classmate's question. Finally, they must visit a third time to respond to classmates' or instructor's comments to them or add an additional comment. All three comments need to be made by Saturday 12:00pm. The instructor question is intended to stimulate individual thinking about the assigned readings for the course and provide a starting point for class discussion. Students may also raise their own questions about course material.

### Zoom for Synchronous meetings:

In addition, regularly scheduled synchronous meetings using Zoom technology will be utilized to allow for role plays, more in-depth discussion, videos, and other activities. Students are expected to come to each Zoom class having studied assigned readings, viewed lecture material and prepared for active in-class participation. Students will also be expected to bring in discussion examples and process recordings from their field experiences to share with classmates & utilize in Zoom class activities.

Class attendance is very important and will affect a student's grade. Any unavoidable absences on the discussion board or in Zoom classes must be discussed with the instructor prior to class. Email communication is encouraged and expected.

Small group assignments: Throughout the course, there will be various small group or pairs assigned to complete certain tasks to develop practice skills being discussed in class. This is the responsibility of each student to collaborate during the week as assigned.

**(10% of grade).**

## **ASSIGNMENT #2: BIO-PSYCHO-SOCIAL ASSESSMENT PAPER (30% of grade)**

Complete a bio-psycho-social assessment of a client or client system\* with whom you are presently working in the field. The paper should be 8 - 10 pages, typed double-spaced. Please disguise fully all case material and clear its use with your field instructor. Incorporate into the

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paper a minimum of four different sources beyond required readings and include a reference page of citations using the APA Publication Manual style.

### **ASSIGNMENT #3: (30% of grade - professor/peer evaluated) VIDEO ROLEPLAY**

During the course of the semester, students will work together in groups of two or three. These small groups will be used to create video roleplays that will allow students to integrate course material and demonstrate clinical skill development. Groups will be developed during the first two weeks of class according to student needs and interests.

### **ASSIGNMENT #4: (30% of grade) INTERVENTION ANALYSIS PAPER**

This paper is due in Week 8 and focuses on comparing two intervention approaches. The paper should be 8-10 pages long, typed and double-spaced. Incorporate into the paper a minimum of four different sources beyond required readings and include a reference page of citations using the APA Publication Manual style.

### **Policy on Late Submissions and Quizzes**

#### **EXPECTATIONS:**

1. Papers should be written clearly. In order to do this, you need to write, then read, edit, and rewrite your work. If possible, use each other to help with editing.
2. Language used should not be sexist, racist, or otherwise stigmatizing. Be sensitive to your use of language in both verbal and written form. (Note: The A.P.A. Manual - 4th edition includes a section on use of language which you may wish to consult.)
3. Use references when they are appropriate following the A.P.A. approved format for all references.
4. All papers are due on the scheduled date unless prior arrangements have been made with me at least one week in advance. Assignments should be submitted through Assignments tab on Canvas. Without prior approval, one letter grade will be subtracted for each week (or portion thereof) an assignment is overdue.

#### **CRITERIA FOR GRADING WRITTEN MATERIAL:**

In grading, I will consider the following:

1. The clarity and organization with which you present the material

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2. The completeness of response to each part of the assignment.
3. Your integration of learning from various sources: the literature, class discussions, field experiences and examples, and personal experiences.
4. The thoughtfulness and creativity in approaching the assignment.
5. The extent of your own investigation and incorporation of professional literature beyond the course readings.

Grading rubrics for both major papers are available on Canvas. Example video projects will also be available.

\* If you have special learning needs or requirements, please meet with me to arrange appropriate accommodations as early as possible in the semester.

### **Class Participation**

- Students are expected to read the assigned weekly readings. In order to participate fully in class a thoughtful and thorough reading of the material is essential.
- Students are expected to participate in all class discussions and activities.
- Students are expected to attend all TBD synchronous class meetings. If there is an unusual circumstance, students must inform the instructor of the reason for the absence. Synchronous classes will be recorded and available for review.

### **Quality of postings**

Below are desired attributes for a posting.

- Ability to synthesize the main concepts from instructor, course content, external resources and class community.
- Use of proper grammar.
- Ideas are organized, persuasive and elevate the overall dialogue.
- Opinions are substantiated.
- Demonstration of critical or creative thinking.
- Evidence of preparation.

### **Quantity of postings**

Per forum, five-seven postings spread out over the duration of the week. Posting 5 times in one sitting is not acceptable. When you contribute over several days, you are more able to synthesize other perspectives and contribute to an evolving discussion. A good rule of thumb is to post early in the week after you have reviewed the related materials and reading. Allow others to respond and then post again after the dialogue has developed.

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	X Point	X Point	X Points
Promptness and frequency	Does not post; posts marginally.	Postings are late and random.	Postings are early, frequent and between [5-6] postings.
Grammar	Grammar has not been checked.	Poor grammar or typos are frequent in postings.	Proper grammar is consistently applied.
Relevance	Postings have no relevance on the topic or assignment.	Some postings are pertinent to topic and assignment.	Postings are consistently connected to the topic and assignment and reflect student's preparation.
Expression & Organization of Ideas	Ideas and or opinions are not organized.	Some postings convey clear ideas and opinions. Other postings are lacking in organization or original expression.	Contributions are clearly articulated; reflect understanding of topic, substantive insights and persuasive logic.
Building Community	Does not participate in learning community.	Irregularly demonstrates initiative in adding to the dialogue and creating community.	Demonstrates consistent initiative in building community through discussion. Demonstrates 'listening' to peers and elevates the overall quality of the discussion.

### *Etiquette*

- Divergent opinions. Academic debate and differences are embraced in higher education and the forums in this course. Be mindful and respectful of *how* you articulate a difference or divergent opinion.
- 'I agree' statements. Unsubstantiated 'I agree' posts will not count to final participation grade without articulated rationale to support opinion.
- Off-topic postings. Discussions occasional veer off-topic. This is normal. These posts will not count and students are asked to stay on-topic.
- Long responses. Grades will be influenced by an ability to demonstrate an understanding of the topic or question and on one's ability to be concise.

### Student to Instructor Communication Expectations



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## *My Schedule*

I will be active in the Canvas class area daily, Monday through Friday. I login early in the morning and once in the evening. If you post a question for me in a Forum, anticipate a response within 24-hours or sooner. Although I prefer you email me with questions. On Saturday, I may not login at a regular time. If you post late on Friday or anytime Saturday, I might not respond until Sunday morning.

## *How to Reach Me*

Questions related to assignments or learning should first be asked, if possible, in the respective discussion forums or blog. The use of email is reserved for questions of a private nature and or if you would like to schedule virtual office hours or send me an email and I will respond promptly. My contact information is as follows:

**Instructor:** Julia Burns Riley, PhD

**Phone:** 207-329-8900

**E-mail:** Julia.riley@unh.edu

**Office Hours:** By appointment or following Zoom classes

**Section BB 2-Online**

**Location: Zoom**

## **Technical Requirements and Technical Support**

See website listings for current recommendations and requirements related to this course - <http://unh.edu/eunh/technical-requirements> Technical assistance related to Blackboard is available at <http://unh.edu/eunh/student-resources>

## **University Disability Accommodations**

The University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with Disability Services for Students (DSS). Contact DSS at (603) 862-2607 or [disability.office@unh.edu](mailto:disability.office@unh.edu). If you have received Accommodation Letters for this course from DSS, please provide me with that information privately in my office so that we can review those accommodations.

## **Academic Honesty and Plagiarism**

Students are required to abide by the UNH Academic Honesty policy located in the [Student Rights, Rules, and Responsibilities Handbook](#).

As your instructor, I proactively monitor academic integrity through regular use of tools like [SafeAssign](#) and a diversified assessment approach. All work submitted to SafeAssign become a part of a UNH proprietary database. This is actively used to identify future intellectual property theft. Plagiarism of any type may be grounds for receiving an "F" in an assignment or an "F" in the overall course. Plagiarism is defined as "the unattributed use of the ideas, evidence, or

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**Term Year: August 2017**

words of another person, or the conveying the false impression that the arguments and writing in a paper are your own.” (UNH Academic Honesty Policy, 09.3) Incidents are reported to the school dean and may be grounds for further action. If you have questions about proper citation refer to your department’s writing guidelines. You can contact me at any time on this issue.

Additional resources are located below:

<http://libraryguides.unh.edu/unhmcitingsources>

<http://www.library.unh.edu/reference/citation.shtml>

Note: This syllabus is subject to change. Students will be promptly notified of any changes.