**FLORIDA ATLANTIC UNIVERSITY**

**PHYLLIS & HARVEY SANDLER SCHOOL OF SOCIAL WORK**

**SOW 6324 Sec 002 Call No. 10040 (3 credits)**

**Generalist Social Work Practice with Families and Groups**

|  |  |
| --- | --- |
| **Semester**: Spring 2019 | **Classroom**: ED 112 (unless SO building renovations are completed) |
| **Start/End Date**: January to May 2019 | **Class Times**: Tuesdays, 8:00 AM to 10:50 AM (if SO building is available, then 9:00 – 11:50 AM) |
| **Instructor**: Dr. Allan Barsky | **Office Hours**: By appointment, or 1 hour before and after class |
| **Phone**: 954.558.5535(M-F, 9 AM to 5 PM) | **Office Location**: SO 321 |
| **Email**: [abarsky@fau.edu](mailto:abarsky@fau.edu) | **Web**: [www.fau.edu/ssw](http://www.fau.edu/ssw) |
| [www.barsky.org](http://www.barsky.org) | **CANVAS**: <http://canvas.fau.edu> |

# MSW Program Mission

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

# Course Description

SOW 6324 builds on the values, knowledge, and skills that were taught in the prerequisite course, "Generalist Social Work Practice with Individuals." In this course, students will learn how to apply social work values, knowledge, and skills when working with families and groups. The first half of the course will focus on social work with groups. The second half of the course will focus on social work with families. In both halves, students will learn how to implement the stages of the generalist practice model: engagement, assessment, planning, implementation, evaluation, termination, and follow-up. To facilitate self-reflective and practice-based learning, students will participate in role-plays and other experiential role-plays throughout the course.

This course will focus on approaches to engagement, assessment and intervention that fit with the demands placed on social workers in current contexts of practice. The majority of current practice environments suggest preferences for:

* Brief (time-limited) interventions designed to resolve presenting problems in a cost-effective manner,
* Building on client strengths and resources,
* Contracting specific goals, objectives, and action plans with the client,
* Applying evidence-based intervention, including best-practices research and practice-based evaluation, and
* Addressing the needs of diverse populations-at-risk with the use of culturally appropriate practice methods consistent with NASW Code of Ethics (2018).

# Relationship to the Educational Program

This is the second "generalist social work practice" course within the MSW Foundation curriculum. Whereas the first practice course focused on work with micro systems, this course focuses on work with mezzo systems. This course builds on the "human behavior in the social environment" sequence by helping students learn how to apply a broad range of biopsychosocial-spiritual theories and knowledge (including the person-in-environment perspective) when working with families and groups. Case examples and role-plays will include clients from diverse backgrounds, with emphasis on clients who are affected by social injustice and economic disparities. This course builds on the "research" courses by teaching students how to measure outcomes and evaluate their work with families and groups. This course builds on the "social welfare and policy" courses by demonstrating how students can advocate for social and economic policies that will improve individual, family, group, organizational, and community functioning. A primary purpose of the generalist practice courses is to prepare students for their field education, a critical component of the Foundation Curriculum that provides students with the opportunity to apply social work values, knowledge, and skills – with real families and groups – under the supervision of a qualified social worker.

# Educational Objectives / Competencies

The [Council on Social Work Education’s](http://www.cswe.org) Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. The following educational objectives draw from these 10 core competencies and identify specific educational objectives for this course that relate to these competencies (each course covers some, but not necessarily all of the 10 core competencies). Upon successful completion of this course, students will be able to demonstrate these practice behaviors.

1. **Identify as a professional social worker and conduct oneself accordingly.**

* Advocate for clients (individual, family and groups) access to the services of social work (PB 1a).[[1]](#footnote-1)
* Demonstrate personal reflection and self-correction in relation use of microskills, including attending, paraphrasing, reflecting feeling, constructive use of silence, and asking questions. (PB 1b).
* Function within clearly defined professional roles and boundaries in the context of practice with families and groups (PB 1c)
* Demonstrate professional demeanor in behavior, appearance, and communication with clients and professional colleagues (PB 1d).
* Use supervision and consultation to support practice with families and groups (PB 1f).

**2. Apply social work ethical principles to guide professional practice.**

* Recognize and manage personal values in a way that allows professional values to guide practice. (PB 2a).
* Make ethical decisions by applying the NASW Code of Ethics, and as applicable, the IFSW/IASSW Ethics in Social Work, Statement of Principles (with particular emphasis on client self-determination, confidentiality, informed consent, and professional boundaries) (PB 2b).
* Tolerate ambiguity in resolving ethical conflicts related to practice with families and groups (PB 2c).
* Apply strategies of ethical reasoning to arrive at principled decisions, including the application of laws, agency policies, and ethical standards related to practice with families and groups (PB 2d).

**3. Apply critical thinking to inform and communicate professional judgments.**

* Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to inform practice decisions with families and groups (PB 3a).
* Critically analyze models of assessment, prevention, intervention, and evaluation in the context of practice with families and groups (PB 3b).
* Demonstrate effective oral and written communication in working with families and groups (PB 3c).

**4. Engage diversity and difference in practice.**

* Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (PB 4a).
* Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse families and groups, including Latinos, African Americans, Haitian Americans, LGBT individuals, children, and the elderly (PB 4b).
* Recognize and communicate their understanding of the importance of difference in shaping life experiences (PB 4c).

**5. Advance human rights and social and economic justice.**

* Understand the forms and mechanisms of oppression, including discrimination based on age, race, ethnicity, religion, sexual orientation, immigration status, sexual identity, and expression (PB 5a).

**6. Engage in research-informed practice and practice-informed research.**

* Use practice experience to inform scientific inquiry, including the use of single-system design to evaluate work with families and groups (PB 6a).
* Use research evidence to inform practice decisions with families and groups (PB 6b).

**7. Apply knowledge of human behavior and the social environment.**

* Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation of practice with families and groups (PB 7a).
* Critique and apply knowledge to understand person and environment, including the use of ecomaps, culturagrams, and systems theory (PB 7b).

**9. Respond to contexts that shape practice.**

* Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services, including issues related to immigration, poverty, aging, and health disparities (PB 9a).

**10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

* Engagement: Substantively and affectively prepare for action with families and groups (PB 10a).
* Engagement: Use empathy and other interpersonal skills with families and groups (PB 10b).
* Engagement: Develop a mutually agreed-on focus of work and desired outcomes (PB 10c).
* Assessment: Collect, organize, and interpret client data, including the use of genograms, ecomaps, culturagrams, and structured interviews (PB 10d).
* Assessment: Assess client strengths and limitations, including personal strengths and support systems (PB 10e).
* Assessment: Develop mutually agreed-on intervention goals and objectives for families and groups (PB 10f).
* Assessment: Use evidence-based practice to select appropriate intervention strategies for practice with families and groups (PB 10g)
* Intervention: Initiate actions to achieve organizational goals in relation to practice with families and groups (PB 10h).
* Intervention: Implement prevention interventions that enhance client system’s capacities (PB 10i)
* Intervention: Help clients resolve problems, including issues related to mental health, addictions, child protection, aging, poverty, and immigration (PB 10j)
* Intervention: Negotiate, mediate, and advocate for families and groups (PB 10k).
* Intervention: Facilitate transitions and endings in relation to practice with families and groups (PB 10l).
* Evaluation: Critically analyze, monitor, and evaluate interventions with families and groups (PB 10m).

# Teaching Methods

The course objectives will be accomplished through the instructor’s provision of a stimulating schedule of readings, lectures, audiovisual presentation, online discussion, role-play, written assignments, small-group exercises, and face-to-face discourse. The course will foster the student’s ability to integrate and apply information from a variety of sources, a critical task in social work practice. The flow and benefit of the class experience will depend on how well each student maintains the assignments as outlined below. At all times, the instructor will endeavor to create a safe and respectful environment in the classroom, encouraging students to explore their thoughts, values, and feelings as they develop their professional selves. The instructor will employ an organic approach to the teaching of this course, emphasizing an experiential understanding of the course content.

# Course Assignments and Grading

*The assignments for this course consist of online quizzes, a group proposal, a group process recording, a family psychosocial assessment, and class participation.*

## Assignment 1: Online Quizzes (24%)

Each student will take 6 online quizzes, posted on CANVAS (topics and due dates are listed on the week-by-week outline below). Each quiz contains 10 multiple-choice questions based on required readings from either the Toseland or Constable textbook. Each quiz is worth up to 4% toward the final grade, with a total possible 24% for all 6 quizzes. Students have 20 minutes to complete each quiz. As per the FAU honor code, students may not discuss online quizzes with one another or make use of help from anyone else. Students may use their own textbook and notes, as these quizzes are open-book tests that basically ensure everyone is reading and understanding the materials. Students will have an opportunity to do ONE make-up quiz (as listed on the week-by-week outline) in order to make up for any one of the prior quizzes (e.g., if the student missed a due date, was sick, had computer problems, or otherwise scored low on a prior quiz). The professor will release the answers to each quiz after all students have completed the quiz. The "Practice Quiz" is optional. It is designed to help you prepare for the quizzes that count.

## Assignment 2: Group Proposal (25%)

This proposal assignment should be completed by groups of 3 to 4 members. You may want to use Google Docs or another online document-sharing program to work on your assignment. Once your assignment is complete, please have one group member submit it on Canvas under Assignments. The overall purpose of this assignment is to prepare a detailed written plan for a psycho-educational or counseling group that you are going to (or potentially could) develop and lead (6-10 pages, APA format, 12-inch font, 1-inch margins, no abstract, include reference list). Your group proposal should be a realistic one that is relevant for your setting (esp., if you are working as a social worker or in a field placement; otherwise, identify a setting where you intend to practice in the future).

Steps:

1. Identify members of the class that you would like to work with for this assignment. Please you use what you are learning in this course about facilitation of task groups (e.g., how to select members, designating a leader/facilitator, identifying goals, obtaining commitments of group members to complete specific tasks by specific dates, and using conflict resolution skills to manage conflict). We will allot some class time for arranging groups, but also talk to your colleagues outside of class.
2. Review the *template* and *sample assignment* posted on CANVAS.
3. Identify a specific population with a specific presenting problem as the focus for your group (e.g., Latin American women who are HIV-positive, African American teens who are experiencing discrimination at their schools, or elders with disabilities who are socially isolated). Ideally, select a client population that you are currently working with or that fits with your current course of study.
4. Conduct a literature review to help you gain an understanding of this client population and to learn what types of social work groups may be helpful, given the clients' background(s) and presenting problems.
5. Identify an actual social agency, a charitable foundation, or government agency to which you could submit your proposal (e.g., if you are requesting funding, space, collaboration, staff, or other resources).
6. Develop a proposal that includes the following topics and applies the knowledge you have gained from our class discussions, our group work textbook, and outside readings:

**Title Page**

Include your name(s) and positions (the positions can be fictional ones), your email addresses, who the proposal is being submitted to (name of potential host agency and, or potential funding sources), date submitted, and name of the group being proposed)

**1. Purposes and Rationale of the Proposed Group**

What are the purposes, goals, and objectives of your group? (remember, goals are general, and objectives should be specific and measurable) How is the group relevant to your agency setting and the client needs that will be met through the group? What is your rationale for this particular type of group? (or what steps will you take to determine if the need exists for this group) Why would an agency want to support this group, or why would a funding body want to support it financially?

**2. Proposed Contract [with the Social Agency, Charitable Foundation, or Government Sponsor]**

A contract is an exchange of mutual promises. Use this section to describe what you (the proposer) are promising to the agency/foundation/sponsor (the proposee), and what are you asking it to provide in return. Describe your plans in a manner that reassures the agency that this proposal is likely to be carried out in an effective and ethical manner. Demonstrate that you are competent to lead this group, so the proposed sponsor is more likely to agree to your proposal. Discuss how you would involve colleagues and mobilize needed support. Describe any issues (such as confidentiality) that must be negotiated and worked out ahead of time with members of the staff.

**3. Group Composition and Diversity**

Who are the prospective group members? What is your rationale for selecting this target population? How will members be attracted, recruited, or selected? Will you conduct screening, and if so, how? Identify criteria to distinguish appropriate from inappropriate candidates for the group. How will specific diversity issues be taken into account (e.g., if you think you will have a large percentage of Haitian American clients, how will the facilitators take their culture into account)?

**4. Group Timeframe and Location**

When, how long, and for how many sessions will your group meet? Where will the group be held? Provide your rationale for these decisions.

**5. Group Structure/Type**

What is the proposed the structure and type of group? What group norms will you try to foster? Provide your rationale for these decisions.

**6. Group Leadership [or Facilitation]**

Do you plan to lead or facilitate this group alone or with someone else? Discuss what you believe your primary functions, tasks, and roles should be. What theories will guide how you facilitate the group? (e.g., behavioral, cognitive, developmental, analytic, narrative, structural, ecological, or existential theories). How does your theoretical orientation fit with the purposes of the group? If there will be a co-facilitator, analyze issues associated with this.

**7. Model of Intervention**

Describe your overall model of intervention, including what research and theory you are using to inform your choice of interventions. Provide a brief outline of the content and process of each session (or at least the first 4 sessions if you are proposing a group that will extend beyond 4 sessions). Consider, what pre-group processes (if any) will you use, and why? How do you plan to orient members to the purpose of the group? How do you plan to address members’ anxieties (if any) about starting the group? How will group norms and your role be explained? How do you plan to begin to establish a sense of “we-ness”? Although you are free to use small group exercises that have been described and researched in the literature, also consider the use of creative exercises and original content for your group.

**8. Potential Obstacles (or Challenges) and Ethical Issues**

What are possible obstacles (other than those discussed in the second section) to either convening the group or assisting the group in achieving its goals? What ethical issues need to be considered? Refer to specific sections of the NASW Code of Ethics – available [www.naswdc.org](http://www.naswdc.org). How do you plan to *deal with* or *prevent* such obstacles and ethical issues?

**9. Evaluation of Group Outcomes**

Briefly identify and discuss an evaluation strategy that would help you determine and demonstrate the effectiveness of your group (link your evaluation plan to the goals and objectives you listed earlier; ensure the data gathering plans are feasible, valid, and reliable, relating your measures to you how have defined success earlier in your proposal).

**10. Micro-Mezzo-Macro Considerations from Generalist Intervention Model**

Describe how issues from various systems levels affect and are affected by the presenting problems that are the focus of this group intervention (e.g., individual challenges and strengths, family dysfunction, lack of resources, and social justice issues). In addition, describe how interventions other than group work could be used to complement what you are trying to achieve in the proposed group.

**12. Budget**

Develop a budget that identifies the primary expenses for running and operating the group, as well as the source(s) of funding to cover the costs of the group. The budget should be clear, specific, and feasible.

**13. References**

List 5 to 10 scholarly references that you have read and used to help you write this proposal (textbooks and, or journal articles – do not rely on information from the web unless it is from a scholarly, peer-reviewed, or otherwise scientifically reliable source). Only include references that you have cited in the main text of your proposal. For APA formatting help, see the link at <http://www.fau.edu/ssw/links.html>. Remember to cite the NASW Code of Ethics.

**EVALUATION:** Dr. Barsky will evaluate your proposals based on the following criteria:

1. Clarity and conciseness of writing and format;
2. Logical presentation;
3. Soundness of rationale for decisions;
4. Comprehensive of key issues for proposal;
5. Feasibility of the proposal (e.g., likelihood that an agency would support this proposal and that people would agree to participate);
6. Accurate use of information from relevant, scholarly readings (theory and research; evidence-based interventions); and
7. Originality and creativity

**The written proposal is due** on the date and time listed on the week-by-week schedule below. The papers should be submitted **via CANVAS** (under Assignments) and I will post your feedback on CANVAS using track changes.

**Oral presentation:** Each member of the group will assist in presenting an oral summary of the group to the class on this date (4 to 6 minutes). You may use point-form notes, but YOU MAY NOT READ YOUR PRESENTATION. You will act as if you are proposing the group to the class, and the class will ask questions to help it decide whether or not to approve, fund, or support your proposal. You will not receive a separate grade for this presentation. All members of the class are expected to present and you may enhance your grade for the proposal assignment by helping the instructor understand your proposal.

## Assignment 3: Group Process Recording (16%)

During the first or second class, the class will choose a group topic that members of the class will take turns facilitating over the next four or five classes. After each in-class group, the facilitators will provide 5- to 8-page process recordings (which they will develop and submit jointly). Each process recording is due 13 days following the role-play (please submit your Process Recording by Monday evening at 10 PM). A template and sample for the Process Recording is posted on CANVAS, so you can download it and type the responses under each heading.

**EVALUATION:** Dr. Barsky will evaluate your Process Recording based on the following criteria:

1. Accurate coverage of the topics in the process recording;
2. Selection of relevant, scholarly readings related to group work,
3. Application of theory to the group that you facilitated;
4. Critical analysis of the facilitators’ use of specific group skills and strategies;
5. Following APA format (for the references) and rules of grammar [for APA formatting help, see <https://owl.english.purdue.edu/owl/resource/560/01>].

## Assignment 4: Family Psychosocial Assessment: Reflection and Application of Family Theory (30%)

The purposes of this paper are for students to reflect on the family systems theories learned in this course and apply concepts from these theories to their own families of origin, as they define them. Social workers need to develop awareness of their own family-of-origin experiences so they can respond intentionally and appropriately when working with clients, rather than having unconscious thoughts and feelings trigger inappropriate responses. Students are not expected to disclose any information that they feel uncomfortable disclosing and may change identifying information, if they so desire. The papers will only be read by the professor and returned to the students after being graded.[[2]](#footnote-2) The papers should include the following information:

1. INTRODUCTION TO FAMILY SYSTEMS THEORY: Describe family systems theory and why you believe that it is important for social work practice. In your description, provide definitions of family systems concepts, including avenues of communication, boundaries, subsystems, triangular relationships, family roles, family rules, life cycle adjustments, environmental stresses, diversity, cohesion, acculturation, family resources and strengths, dysfunctions, and equilibrium/homeostasis. Provide references for your definitions, but describe concepts in your own words rather than simply using direct quotations from the literature. (2-3 pages, single spaced)
2. PSYCHOSOCIAL ASSESSMENT: In this section, you will provide a psychosocial assessment of your own “family of origin” (as you define it and at a particular time of your choosing – e.g., when you were 5 years old). Write the assessment in third person, as if you were a social worker writing about a family that you had just interviewed. In your assessment, apply family systems theory and social construction to generate a better understanding of the family. Your assessment should include the following components:
3. Agency Context: Identify the agency where the family is receiving services. Briefly describe its mandate and mission. *(2-3 sentences)*
4. Family Composition: Names of family members and a description of their relationships to each other. (*1 paragraph, plus genogram* – see example on CANVAS) [remember to use the family's definition of "family"]
5. Presenting Problem: Choose a hypothetical presenting problem – not a real issue that your family of origin dealt with, but a fictional concern that you could explore for the purposes of this paper (e.g., a child who is being bullied at school for being "a sissy," a parent who loses his/her job and can no longer support the family, a teenager who abuses cannabis, or a family that is experiencing discrimination from neighbors). Describe the presenting problem as if it were a real problem: What motivated the family to come for services? How does each family member view the presenting problem, concern, or issue? What is the history of the problem (how did it emerge, how has it changed over time, how serious is it now, and what has the family tried to do to manage this problem in the past)? *(1 page)*
6. Family Structure and Dynamics: Apply each of the family systems concepts described in your introduction, for instance, linking the concepts of boundaries, subsystems, triangles, norms, life cycle challenges, acculturation, circular causality, homeostasis, needs, stresses, resilience factors, rules, and roles to your family of origin. *(2 to 4 pages)*
7. Family Stressors and Needs: Identify the family's biopsychosocial-spiritual needs and stressors, as they perceive them (e.g., medical concerns, emotional issues, anxiety, conflict within the family, sense of meaning or purpose, lack of resources). If there are differences in their perceptions, indicate how different family members have different views of their needs. *(1 page plus ecomap)*
8. Family Strengths: Identify the family's strengths, including individual and family characteristics, resilience factors, and resources that it can use to address the presenting problem and underlying needs. Make sure that nurturing support systems are included in the ecomap. *(1 to 2 paragraphs)*
9. Diversity: Identify at least one diversity group to which this family belongs (e.g., culture, race, ethnicity, religion, sexual orientation, disability, socioeconomic status). Describe how the family's diversity background may relate to the family's needs, concerns, or strengths. Make use of at least one scholarly article related to the family's diversity. *(1 to 2 pages)*
10. Overall Assessment: Provide your overall assessment of the family's situation, from a systems perspective. Avoid blaming or judgmental language, and highlight the reciprocal effects that different parts of the family system have on one another. *(1 page)*
11. Intervention Plan: Develop an intervention plan that would help the family deal with the hypothetical presenting problem and related concerns. The plan should include at least one primary goal for work and three specific objectives. The plan should also identify what specific interventions will be used and who will be responsible for which tasks (for instance, if the family needed advocacy, who would act as advocate and what approach would that person use for advocacy; or if the family needed parenting skills training, who would act as trainer and what model of training would be used?). Provide references for the models of intervention that will guide your interventions. Make sure your goals, objectives, models of intervention, and action plan build on one another in a logical manner. Your intervention plan should include family systems approaches (e.g., strengthening specific relationships, helping the family adapt to life cycle adjustments, fostering a better fit between the family and its social environment, or referring the family for specific types of family therapy). Although your intervention plan may include individual counseling or therapy, individual work should not be the only form of intervention. *(1 to 2 pages)*
12. Evaluation Plan: Describe how you plan to evaluate progress towards the goals and objectives identified above: how you will gather information; what measures you will use; and how you will ensure that your measures for evaluation are feasible, valid, and reliable. *(1 page – your evaluation plan may be integrated with your intervention plan, showing how your goals, objectives, tasks/interventions, and evaluation plans fit together)*

* RELEVANCE TO SOCIAL WORK PRACTICE: How do you think your family-of-origin experiences and issues might help or hinder you in your role as a social worker? What can you do to resolve any issues that might make it difficult for you to work with certain client problems? [you may write this section first person – I / my family] *(1 page)*
* CRITIQUE: Evaluate the strengths and limitations of the family systems theories and concepts that you have described in this paper. What aspects of your family assessment do you think would be most useful for a social worker who wants to help your family? What challenges do you think a social worker would have to deal with in order to help your family? Can you think of any creative ways that a social worker could deal with the limitations or challenges that you identify? If so, describe them. *(1-2 pages)*

For this assignment, you may apply information from our class readings, but you will also need to make use of other scholarly research and readings. You may find useful journal articles by using the library’s online SocIndex or PsycInfo databases and searching for topics specifically related to your family’s dynamics – e.g., its ethnic background, structure, presenting issues, risks, or resilience. Family theory and family therapy textbooks may also be useful. Further, you may consult with immediate or extended family members to gather information for the genogram, ecomap, demographic information, important events/turning points, and emotional perspectives of others in your families. The paper will be **9 to 16** pages in length (single spaced, including references and any appendices, using APA format for the references; no abstract needed). The assignment is due on the date listed in the week-by-week schedule below (post on CANVAS under assignments – ideally, include your genogram or ecomap in the same file as your paper; if not, you may submit your genogram and ecomap separately as PDF files).

To prepare for this assignment, students will have an opportunity to make informal presentations of family assessments based on clients from their field placements. If you do not have a field placement or a suitable family to present, then please speak with the instructor for an alternative. When you present client information in class, please do not disclose real names or other identifying information.

**Grading** for this paper will be based upon: Clarity and conciseness of your understanding of family systems and the GIM (in your own words); Selection of relevant, scholarly readings (5 to 10 total), including at least one “classic family theorist” [e.g., a journal article, textbook, or book chapter on or by Murray Bowen, Salvador Minuchin, Jay Haley, Nathan Ackerman, Betty Carter, Carl Whitaker, or Virginia Satir]; Synthesis and integration of information from various readings and class materials; Accuracy of definition and application of concepts; Comprehensiveness of the psychosocial assessment; Creativity and originality in the critique; Following APA format for references and rules of grammar [for APA Formatting Help, see <https://owl.english.purdue.edu/owl/resource/560/01>].

## Assignment 5: Participation (5%)

Given that an MSW is a professional degree designed to prepare students for work in the field, students should practice professional behavior in class. Professional behavior includes following the NASW Code of Ethics (available at https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english), the FAU School of Work Field Manual, and participating constructively in class. The instructor will evaluate your participation based on the following criteria:

* Attendance at classes (on time, returning promptly at break, not leaving early)
* Verbal involvement in class and group discussions
* Nonverbal attending during class (taking notes, providing appropriate eye contact)
* Willing and active participation in group role-plays and exercises
* Initiating discussion and sharing information from readings
* One-to-one dialogue with instructor, outside of class (as needed)
* Written dialogue (email or paper)
* Timely submission of assignments

When considering the quantity and quality of participation, please consider the following points:

1. An appropriate level of participation from each student is related to the number of students in the class, the format of the class (e.g., lecture versus workshop), and the desirability of conciseness;
2. Respect the rights of others in the class, including privacy and safety (physical and emotional);
3. Good questions can include admitting one’s ignorance about a subject (if one person is feeling self-conscious about asking a question that may be seen as “stupid”, there are probably several others in the class who want to know the same thing);
4. Students do not need to agree with statements made by the instructor or other students. Students are encouraged to think for themselves, ask challenging questions (in a respectful manner), and arrive at their own understandings;
5. Questions/comments which are not relevant to the class or which are stated clearly in the materials can detract from the class and consume valuable time (e.g., before asking, “Is that single-spaced or double-spaced?” and “When is the assignment due?”, please check to see if these types of questions are covered in the Course Syllabus).
6. Students should abide by the NASW Code of Ethics in class, as well as during interactions with the instructor and other students outside of class. This includes respect for the dignity and self-worth of all individuals, regardless of ethnicity, culture, nationality, race, religion, sexual orientation, gender, disability, political belief, or other aspects of diversity.

If a student is away due to illness or other reason, it is that student’s responsibility to obtain notes, handout material, *et cetera* from another student. If you have concerns about the class, or recommendations for it, please make these suggestions early so that they can be addressed and incorporated as early as possible. Enthusiasm and humor also contribute to the class. ☺

# REQUIRED COURSE TEXTBOOKS

Toseland, R. W., & Rivas, R. F. (2017). *An introduction to group work practice* (8th ed.). Boston: [Pearson](https://www.pearson.com/).

Constable, R., & Lee, D. (2015). *Social work with families: Content and process* (2nd ed.). New York: [Oxford University Press](https://global.oup.com/ushe/product/social-work-with-families-9780190656416?cc=us&lang=en&).

Both books are available at the campus bookstore (or [www.amazon.com](http://www.amazon.com)). We will also refer to the NASW (2018) *Code of Ethics* throughout the course. If you do not have a copy of the Code already, you can access and print it through [www.naswdc.org](http://www.naswdc.org), under publications.

Other course readings may be distributed in class or on <http://canvas.fau.edu>. CANVAS uses the email addresses assigned to you by FAU – please check your email at least twice a week. You may also change your notifications in CANVAS so it will notify you of upcoming due dates and announcements. If you are experiencing problems with FAU email, contact the helpdesk at 561.297.3999. If you are experiencing problems with CANVAS, please contact 855-691-7827 or access online help.

# Week-By-Week Outline and Reading Assignments

The following outline and readings may change as the course progresses, given student interests and needs. Please read the required readings **prior** to the class when we will be discussing them. Although you may not have time to read the Recommended materials, they are listed for those with special interests in these topics and they provide a starting point for you if you are going to write a paper on one of these topics. For your convenience, all required readings will be available in the two textbooks or on the FAU CANVAS Website (usually under Modules).

TR – Refers to readings in the Toseland & Rivas text. CL – Refers to readings in Constable & Lee. If you are using older editions of either textbook, make sure you check current editions to match content, chapters, and page numbers. The quizzes will be based on content from the most current textbook.

\* Tentative Schedule – The following outline and readings may change as the course progresses, given student interests, needs, and, or guest speaker presentations. Additional readings may be distributed in class. Changes will be discussed in class and posted on CANVAS. If you miss a class, be sure to ask a classmate if any changes have been made to the schedule.

|  |  |  |
| --- | --- | --- |
| *Class* | ***Topics*** | ***Readings (read in advance of each class) &*  Assignment Due Dates** |
| *Week 1*  January 8, 2019 | * Review course requirements and schedule in the syllabus. * Course introduction: Generalist Practice with Families and Groups; History and Overview of Group Work * Theory of Group Practice * Typology of Groups * Process Recording * Selecting Group Topics and Facilitators * Brief Demonstration of CANVAS and Online Quizzes | * TR Chs. 1 & 2 * Process Recording– See Canvas File under Course Documents * Canvas - Practice quiz (in class) |
| *Week 2*  January 15  (remember MLK holiday is Monday – do something to promote MLK's vision!) | * Group Dynamics * Group Leadership * Diversity in Groups (beyond sensitivity!) * Preparation of Facilitators   Videotape – Introduction to Stages of Group (Corey & Corey) | * TR Chs. 3, 4, & 5   **Due by 10 PM on January 14: Quiz on TR Chs. 1 & 2**  Optional: Quizlet on group dynamics available at <https://quizlet.com/53107888/group-dynamics-flash-cards/> |
| *Week 3*  January 22 | Pre-Group Processes   * Planning and Proposals * **Forming** Groups * Recruitment * Screening / Contracting * Preparing the Environment * Proposal Writing (preparation for assignment)   Role-play: Pre-Group Needs Assesment and Screening Interviews | * TR Ch. 6 & Appendix E (Ch. 6 is key for Proposal Assignment) * Syllabus description of the Proposal Assignment * Sample and template posted on CANVAS. Appendix E of TR * Progress Notes/SOAP (CANVAS File under Modules, and TL 407) |
| *Week 4*  January 29  [Lobby Days / LEAD on April 2-3 – Let professor know if you are attending – this is an excused absence – there will be an alternate assignment for those who miss this class due to LEAD] | Beginning Stages of a Group:   * Engagement: **Norming**, Goals (group vs. individual), & Trust-Building * Confidentiality, Informed Consent, Group Safety * Assessment * Online Groups   Role-play: Beginning Stage | * TR Ch.7 & 8 * See NASW Code of Ethics (esp. Standards 1.01, 1.02, and 1.07 – available at [www.naswdc.org](http://www.naswdc.org))   **Due by 10 PM on January 28: Quiz on TR Ch. 6**  Recommended: See the case examples in TR Ch. 15 to see illustrations of skills and processes in group work.  Recommended: HEP Ch. 16 |
| *Week 5*  February 5 | Middle Stages of a TREATMENT Group   * Transition Stage (**Storming**) * Work Stage (foundation and specialized methods) **Reforming**   Role-Play: Transition Stage   * Self-Efficacy Evaluation for CSWE/SACS | * TR Chs. 9 & 10 |
| *Week 6*  February 12 | Middle Stages of a TASK Group   * Transition Stage * Work Stage (foundation and specialized methods   Role-Play: Work Stage | * TR Chs. 11 & 12   **Due by 10 PM on February 11: Quiz on TR Chs. 9 & 10** |
| *Week 7*  February 19 | Ending Stages of a Group   * Evaluation * Termination (**Adjourning**) * Follow-Up | * TR Chs. 13 & 14 |
| *Week 8*  February 26 | * **Presentation of Group Proposals**   SW with Families (introduction)   * Family Systems * Social Construction * Preparation for Psychosocial Assessment of Family * Strengths * Relational Person * Family Life Cycle | * **Written Group Proposals Due February 25 by 10 PM – Submit as a Group Via Canvas (Assignments)** * CL Chs. 1, 2, 3 * Syllabus description of Psychosocial Assessment, Template and Sample posted on Canvas |
| **SPRING BREAK**  March 5 – No Class |  | Optional Fun Quiz on Group Work (Canvas) |
| *Week 9*  March 12  (BPD Week) | Beginning Stage   * Engagement (trust building, establishing boundaries, confidentiality) * Initial Assessment (presenting Problem) | * CL Chs. 6, 8   See also, NASW Code re confidentiality and informed consent with families  **Due by 10 PM on March 11: Quiz on CL Chs. 1, 2, &3** |
| *Week 10*  March 19  Note: FAU has a conference on Violence and Opioid Use on March 19 | Assessment Stage   * Understanding Families: Using the General Intervention Model (GIM) * Systems Assessment * Process of Identifying Family Patterns * Strengths & Resources | * CL Ch. 5 * Genogram and Sample Family Assessment Assignment posted on Canvas   **Due by 10 PM on March 18: Quiz on CL Chs. 6 & 8** |
| *Week 11*  March 26 | Planning and Work Stages   * Goals and Contracting * Change and Resistance * Progress Notes * Diversity * Radical Family Reconstruction | * CL Chs. 7 & 9 (Middle Phases) |
| *Week 12*  April 2  For Students away for LEAD in Tallahassee, we will have an alternate online assignment. | No In-Person Class (good week to work on your Psychosocial Assessment) | * No In-Person Class (good week to work on your Psychosocial Assessment)   The online quizzes that you have been doing over the course of the term are in lieu of this class. |
| *Week 13*  April 9 | Skills in the Work Stage   * Change Techniques   Family therapy – strategic, structural, narrative, solution-focused… | * Handout material posted on Canvas   **Due by 10 PM on April 1: Quiz on CL Chs. 7 & 9** |
| *Week 14*  April 16  Good Friday is April 19. Passover starts the evening of Friday, April 19 | Ending Stage   * Evaluation, Termination, and Follow-Up with Families * Course and Instructor Evaluation: *please bring smart phones or computers* | * CL Ch. 12 |
| *Reading Days*  *April 23* | * No class | **Family paper is due by 10 p.m. on April 25** Submit on CANVAS |
| *Week 15*  April 30  (exam week – date and time may change depending on FAU's scheduling for exam week) | Class topic to be determined by student choices:   * Family Therapy – informal student presentations * Psychosocial assessment of a family (video) * Family Mediation (divorce, separation, parent-youth, child welfare) * Skill development – intervention phase of work with families (problem-solving process, introduction to therapeutic techniques for LCSWs) * Special Topic/Guest Lecture/Video – To be decided by students * Course Summary * “Termination ritual” to be planned by students | * Handout material in class or posted on Canvas * See Family Mediation article posted on Canvas   **OPTIONAL: Due by 10 PM on April 29: Quiz on CL Ch. 12** |

# GRADING SCALE

The grading scale for this course is as follows:

94-100=A 80-83= B- 67-69= D+

90-93= A- 77-79= C+ 64-66= D

87-89= B+ 74-76= C 60-63= D-

84-86= B 70-73= C- 0-59= F

# BIBLIOGRAPHY

## I. General Practice

Barsky, A. E. (2017). *Conflict resolution for the helping professions.* New York: [Oxford University Press](https://global.oup.com/academic/product/conflict-resolution-for-the-helping-professions-9780199361182?cc=us&lang=en&).

Barsky, A. E. (2019, in press). *Ethics and values in social work* (2nd ed.)*.* New York: [Oxford University Press](https://global.oup.com/academic/product/ethics-and-values-in-social-work-9780190678111?cc=us&lang=en&).

Corey, M. S., & Corey, G. (2010). *Becoming a helper* (6th ed.)*.* Belmont, CA: [Cengage](http://www.cengage.com/).

Corey, G., Corey, M. S., Muratori, M., Austin, J., & Austin, J. (2017). Multiple relationships and multiple roles in higher education: Teaching group counseling with a didactic and experiential focus. In O. Zur. (Ed.). *Multiple relationships in psychotherapy and counseling: Unavoidable, common, and mandatory dual relations in therapy* (pp. 174-182). New York: Routledge.

Cournoyer, B. (2017). *The social work skills workbook* (8th ed.). Belmont, CA: [Cengage](http://www.cengage.com/)

Hepworth, D., Rooney, R., & Larsen, J. (2018). *Direct social work practice* (8th ed.). Belmont, CA: [Cengage](http://www.cengage.com/).

Ivey, A. E., Pederson, P. B., & Ivey, M. B. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed.).Belmont, CA: [Cengage](http://www.cengage.com/).

Kirst-Ashman, K. K., & Hull, G. H. (2018). *Understanding generalist practice* (8th ed.). Belmont, CA: [Cengage](http://www.cengage.com/).

Miley, K. K., O’Melia, M. & Dubois, B. (2017). *Generalist social work practice: An empowering approach* (8th ed.). Boston: [Pearson](https://www.pearson.com/).

Morales, A. T., Sheafor, B. W., & Scott, M. E. (2012). *Social work: A profession of many faces* (12th ed.)*.* Boston: [Pearson](https://www.pearson.com/).

National Association of Social Workers. (2018). *Code of ethics.* <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English> (also see NASW resources such as practice standards, legal notes, membership information, and policies).

Reamer, F. G. (2017). Multiple relationships in a digital world: Unprecedented ethical and risk-management challenges. In O. Zur. (Ed.). *Multiple relationships in psychotherapy and counseling: Unavoidable, common, and mandatory dual relations in therapy* (pp. 196-206). New York: Routledge.

Saleebey, D. (2013). *The strengths perspective in social work practice*. (6th ed.). Boston: [Pearson](https://www.pearson.com/).

Sheafor, B., & Horejsi, C. (2015). *Techniques and guidelines for social work practice* (10th ed.)*.* Newton, MA: [Pearson](https://www.pearson.com/).

Turner, F. J. (2017). *Social work treatment: Interlocking theoretical approaches* (6th edition). New York: [Oxford University Press](http://www.oup.com/).

Trevithick, P. (2012). *Social work skills* (3rd ed.). New York: [Oxford University Press](http://www.oup.com/).

Zastrow, C. (2016). *Generalist social work* *practice* (11th ed.)*.* New York: [Oxford University Press](http://www.oup.com/).

## II. Group Social Work and Therapy

American Group Psychotherapy Association (2002). Guidelines for ethics. Retrieved <http://www.agpa.org/home/practice-resources/ethics-in-group-therapy>

Association for Specialists in Group Work (n.d.). Group standards. Retrieved from <http://www.asgw.org>

Barsky, A. E., & Northen, H. (2017). [Ethical challenges and opportunities in social work with groups](https://www.guilford.com/books/Handbook-of-Social-Work-with-Groups/Garvin-Gutierrez-Galinsky/9781462530588/contents). In C. D. Garvin, L. M. Gutiérrez, & M. J. Galinsky. (Eds.). *Handbook of social work with groups* (pp. 74-92)*.* New York: [Guilford Press](http://www.guilford.com/).

Capuzi, D., Gross, D. R., & Stauffer, M. (2009). *Introduction to group work* (5th ed.). Denver, CO: Love Publishing.

Cohen, C. S., Phillips, M. H., & Hanson, M. (Eds.) (2008). *Strength and diversity in social work with groups: Think group*. New York: Routledge.

Corey, G. (2016). *Theory & practice of group counseling* (9th ed.). Belmont, CA: [Cengage](http://www.cengage.com/).

Corey, M. S., & Corey, G. (2018). *Groups: Process and practice.* (10th ed.). Belmont, CA: [Cengage](http://www.cengage.com/).

Corey, G., & Corey, M. S. (2015). *Group techniques* (4th ed.)*.* Belmont, CA: [Cengage](http://www.cengage.com/).

DeLucia-Waack, J. L, Kaldoner, M. R., & Riva, M. (2014). *Handbook of group counseling and psychotherapy* (2nd ed.). Thousand Oaks, CA: [Sage](http://www.sagepub.com).

DeLucia-Waack, J. L, & Nitza, A. (2014, eBook 2017). *Effective planning for groups.* Thousand Oaks, CA: [Sage](http://www.sagepub.com).

Forsyth, (2018). *Group dynamics* (7th ed.). Belmont, CA: [Cengage](http://www.cengage.com/).

Garvin, C. D., Gutiérrez, L. M., & Galinsky, M. J. (2017). *Handbook of social work with groups* (2nd ed.)*.* New York: [Guilford Press](http://www.guilford.com/).

Gitterman, A., & Salmon, R. (Eds). (2009). *The encyclopedia of social work with groups*. New York: Routledge.

Gitterman, A. & Shulman, L. (2005). *Mutual aid groups, vulnerable populations and the life* *cycle* (3rd ed.). New York: [Columbia University Press.](https://cup.columbia.edu/)

Glassman, U. (2013). *Group work: A humanistic and skills building approach* (2nd ed.). Thousand Oaks, CA: [Sage](http://www.sagepub.com/).

Grobman, L., & Clements, J. (2013). *Riding the mutual aid bus and other adventures in group work: A “Days in the lives of social workers” collection*. Harrisburg, PA: Whitehat (<http://www.socialworker.com>)

Hutchinson, D. R. (2016). *Great groups: Creating and leading effective groups.* Thousand Oaks, CA: [Sage](http://www.sagepub.com).

Jacobs, E, E., & Schimmel, C. (2016). *Group counseling: Strategies and skills* (8th ed.). Belmont, CA: [Cengage](http://www.cengage.com/).

Johnson, D., & Johnson, F. (2017). *Joining together: Group theory and group skills* (12th ed.). Boston: [Pearson](https://www.pearson.com/).

*Journal of Groups in Addiction and Recovery* [*www.tandfonline.com/WGAR*](http://www.tandfonline.com/WGAR)

*Journal for Specialists in Group Work* [*www.tandfonline.com/USGW*](http://www.tandfonline.com/USGW)

Malekoff, A. (2016). Linear paths and circuitous detours in group work with adolescents. *Social Work with Groups, 39*(1), 35-47.

Malekoff, A. (2015). Group work with adolescents (3rd edition). New York: [Guilford.](http://www.guilford.com/)

Pelech, W., Basso, R; Lee, C.; & Gandarilla, M. (2016). *Inclusive group work.* New York: [Oxford University Press.](http://www.oup.com/)

Shulman, L., (2016). *The skills of helping individuals, families, groups, and communities.* (8th ed.). Belmont, CA: [Cengage](http://www.cengage.com/).

Yalom, I. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books. (a classic!)

Zastrow, C. (2019). *Social work with groups workbook* (10 ed.). Belmont, CA: [Cengage](http://www.cengage.com/).

Zastrow, C., & Hessenauer, S. L. (2018). *Social work with groups: Comprehensive practice and self-care* (10th ed.). Belmont, CA: [Cengage](http://www.cengage.com/).

**Group Work Associations**

* International Association for Social Work with Groups: [www.iaswg.org](http://www.iaswg.org)
* Eastern Group Psychotherapy Society: [www.eaps.org](http://www.eaps.org)

## III. Family Social Work and Therapy

Atwood, J., & Gallo, C. (2012). *Handbook of family therapy and chronic illness*. New York: [Routledge](http://www.wiley.com/).

Becvar, D. S., & Bevar, R. J. (2013). *Family therapy: A systemic integration* (8th ed.). Boston: [Pearson](https://www.pearson.com/).

Bowen, M. (1978) *Family Therapy in Clinical Practice*. New York: Jason Aaronson.

Boyd-Franklin, N. (2006). *Black families in therapy: Understanding the African American experience* (2nd ed.)*.* New York: [Guilford](http://www.guilford.com/).

Collins, D., Jordan, C., & Coleman, H. (2013). *An introduction to family social work* (4th ed.). Belmont, CA: [Cengage](http://www.cengage.com/).

Erera, P. I. (2002). *Family diversity: Continuity and change in the contemporary family.* Thousand Oaks, CA: [Sage](http://www.sagepub.com/).

Faddis, T. J., & Cobb, K. F. (2016). Family therapy techniques in residential settings: Family sculptures and reflecting teams. *Contemporary Family Therapy, 38*(1), 43-51.

Goldenberg, I., & Goldenberg, H. (2017). *Family therapy: An overview* (9th ed.). Belmont, CA: [Cengage](http://www.cengage.com/).

Janzen, C., Harris, O., Jordan, C., & Franklin, C. (2006). *Family treatment: Evidence-based practice with populations at risk* (4th ed.). Belmont, CA: [Cengage](http://www.cengage.com/).

*Journal of Family Social Work*: <http://www.tandfonline.com/toc/wfsw20/current>

*Journal of Child and Family Studies:* <https://link.springer.com/journal/10826>

Lachkar, J. (2014). *Common complaints in couple therapy: New approaches to treating marital conflict* (1st ed.). New York: Routledge.

Lorås, L. (2017). Systemic family therapy competences in child and adolescent mental health care*. Contemporary Family Therapy, 40(*1), 1-9.

Mezey, N. (2015). *LGBT families.* Thousand Oaks, CA: Cengage.

McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention* (3rd ed.)*.* New York NY: [Norton](http://www.wwnorton.com/).

McGoldrick, M. (2016). *The genogram casebook: A clinical companion to Genograms: Assessment and intervention.* New York: [Norton](http://www.wwnorton.com/).

McGoldrick, M., Garcia-Preto, N., & Carter, B. (Eds.) (2016). *The expanded family life cycle: Individual, family, and social perspectives* (5th ed.). Boston: [Pearson](https://www.pearson.com/).

McGoldrick, M., Giordano, J., Garcia-Preto, N., & Pearce, J.K. (2005). *Ethnicity and family therapy* (3rd ed.). New York: [Guilford](http://www.guilford.com/).

Minuchin, S. (1992). *Families and family therapy.* Cambridge, MA: Harvard University Press. ISBN 0674-292-367 (<http://www.hup.harvard.edu/>)

Minuchin, S. (1992). *Family therapy techniques.* Cambridge, MA: Harvard University Press. ISBN 0674-294-106

Minuchin, S., Nichols, M., & Lee, W. (2007): *Assessing families and couples: From symptom to system*. Boston: [Pearson](https://www.pearson.com/).

Nichols, M. P. & Davis, S. (2017). *Family therapy: Concepts and methods* (11th ed.). Boston: [Pearson](https://www.pearson.com/).

Prest, L.A. & Keller, J.F. (1993). Spirituality and family therapy: Spiritual beliefs, myths, and metaphors*. Journal of Marital and Family Therapy*, 19 (2), 137‑148.

Satir, V., & Baldwin, M. (1983). *Satir step by step: A guide to creating change in families.* Palo Alto, CA: Science and Behavior Books (<http://sbbks.com/conjoint.html>).

Satir, V. (1987). *Conjoint family therapy* (3rd ed.). Palo Alto, CA: Science and Behavior Books. (Satir’s videotapes are available through Avante at (206) 241-7566)

Schmidt, C. D., & Gelhert, N. C. (2016). Couples therapy and empathy. *The Family Journal, 25*(1), 23-30.

Taibbi, R. (2015). *Doing family therapy: Craft and creativity in clinical practice*. New York: Guilford Press.

Whitaker, C., & Bumberry, W. (1988). *Dancing with the family.* New York: Brunner Mazel (Routledge).

# Class Attendance and Participation

Social work education is designed to help you prepare for professional practice. To model ethically appropriate practice, **please treat coming to classes as you would treat working at an agency**. Given the Council on Social Work Education’s requirements for professional behavior*, attendance for all classes is required.* More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. You may be asked to present documentation from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, you may be required to withdraw or retake the class*. Whether or not there is a documented, excused absence, if a student misses more than 2 classes (or 6 hours of class time), the student will receive a substantial decrease in the final grade. As per FAU policy, if you are not present for the *first day of class*, you will need to withdraw from the course through the Registrar’s Office or you may be administratively withdrawn (<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php>). If you are unable to attend the first class of this course, you will not be allowed to add the course after the first class has taken place.

# Expectations of Professional Behavior and Practice

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education ([www.CSWE.org](http://www.CSWE.org)) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability**: Attend class, arrive on time, and return from break in a timely manner.

*Participate in group activities and assignments at a comparable level to peers.*

*Complete work in a timely fashion and according to directions provided.*

*Come to class prepared, with readings and other homework completed.*

1. **Respect**: Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.

*Listen while others are speaking.*

*Give feedback to peers in a constructive manner.*

*Approach conflict with peers or instructors in a cooperative manner.*

*Use positive and nonjudgmental language.*

1. **Confidentiality**: Treat any personal information that you hear about a peer or an instructor as strictly confidential.

*Maintain any information shared in class, dyads or smaller groups within that unit.*

*Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they many consult with their instructor to receive a referral for counseling.)*

*Never use names of clients or disclose other identifying information in the classroom.*

1. **Competence**: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

*Come to class with books, handouts, syllabus, and pens.*

*Seek out appropriate support when having difficulties to ensure success in completing course requirements.*

*Take responsibility for the quality of completed tests and assignment.*

*Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*

1. **Integrity**: Practice being honest with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

*Academic: Commit yourself to learning the rules of citing other’s work properly.*

*Do your own work and take credit only for your own work.*

*Acknowledge areas where improvement is needed.*

*Accept and benefit from constructive feedback*

*Submission of Papers:**Students will submit their written assignments electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.*

1. **Diversity**: Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

*Maintain speech free of racism, sexism, heterosexism, or stereotyping.*

*Exhibit a willingness to serve diverse groups of persons.*

*Demonstrate an understanding of how values and culture interact.*

1. **Communication**: Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

*Demonstrate assertive communication with peers and instructors.*

*Practice positive, constructive, respectful, and professional communications skills*

*with peers and instructor, including body language, empathy, and listening.*

8. **Social Justice**: Strive to deepen your commitment to social justice for all populations at risk.

*Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.*

*Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

# Consequences of Unacceptable Behavior

The School of Social Work may terminate a student’s participation in the program on the basis of professional non-suitability if the School’s faculty members determine that a student’s behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.

1. Academic cheating, lying, or plagiarism.
2. Behavior judged to be in violation of the NASW Code of Ethics.
3. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
4. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
5. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
6. Documented evidence of criminal activity occurring during the course of study.

# Policy on Use of Technology, Cell Phones, and Recording Devices in the Classroom

The School of Social Work prohibits the use of cell phones, beepers, computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Office for Student Accessibility Services. When the instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion.

**SAFEWALK – Night Owls**

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700

Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

**STUDENT ACCESSIBILITY SERVICES**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/

**DISCRIMINATION OR HARASSMENT** – 561-297-3004

Students with concerns about on-campus discrimination or harassment (including sexual harassment) can contact the Office of Equity, Inclusion, and Compliance for assistance ( <https://www.fau.edu/eic> ). The Boca Raton office is located in Administration Building Room 265. FAU’s full Nondiscrimination Policy is posted at <http://www.fau.edu/regulations/chapter5/Reg%205.010%206-2015.pdf>

**RELIGIOUS HOLIDAYS**

Please advise the instructor at the beginning of the term if you require accommodations for religious holidays.

**ATTENDANCE**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed

Please advise the instructor at the beginning of the term if you require accommodations for *religious holidays*.

**CODE OF ACADEMIC INTEGRITY**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

**COUNSELING & PSYCHOLOGICAL SERVICES (CAPS) CENTER**

additional information on student rights and responsibilities, please see the FAU Catalog at Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau,edu/counseling/

**ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES**

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php> and MSW policies at http://cdsi.fau.edu/ssw/current-students/msw

1. PB – stands for “practice behavior” and refers to one of the 42 practice behaviors listed in the core social work competencies identified by the Council on Social Work Education. In order to ensure that students are able to develop and demonstrate these competencies, each practice behavior is incorporated into course content, assignments, tests, class activities, and evaluation. [↑](#footnote-ref-1)
2. Put a “Confidentiality Statement” on the Title Page. For example, “CONFIDENTIAL: This paper is to be read only by the instructor, Dr. Allan Barsky, and is not to be released to others without the express written consent of [your name].” [↑](#footnote-ref-2)