COURSE CHANGE REQUEST
Graduate Programs

FLORIDA ATLANTIC UNIVERSITY

Department Social Work

College College of Social Work & Criminal Justice

UGPC Approval _____

UFS Approval _____

SCNS Submittal _____

Confirmed _____

Banner _____

Catalog _____

Current Course Prefix and Number SOW 7328	*Current* Course Title Adv Clinical Social Work Evidence-Based Practice with Groups

*Syllabus must be attached for **ANY** changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:

Change prefix

    From: To:

Change course number

    From: To:

Change credits*

    From: To:

Change grading

    From: To:

Academic Service Learning (ASL) *

    Add ☐   **Remove** ☐

* See Definition of a Credit Hour.
** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.

Change description to:

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.

Effective Term/Year for Changes:	**Terminate course? Effective Term/Year for Termination:** Spring 2024

Faculty Contact/Email/Phone Dani Groton, dgroton@fau.edu, 561-297-3881

Approved by		*Date*
Department Chair	*Heather J. Thompson, PhD, LCSW*	9/25/2023
College Curriculum Chair	*Danielle Groton*	9/26/23
College Dean	*Naelys Luna*	9/26/23
UGPC Chair	*Paul R. Peluso*	Oct 12, 2023
UGC Chair	*Paul R. Peluso*	Oct 12, 2023
Graduate College Dean	*Robert W. Stackman*	Oct 13, 2023
UFS President		
Provost		

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

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Florida Atlantic University
Phyllis and Harvey Sandler School of Social Work
Doctor of Social Work Program

Boca Raton Campus

SOW 7328   Section: 001   Call Number: 14764 [3 Credit Hours]

Advanced Clinical Social Work: Evidence-Based Practice with Groups

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Semester:	Classroom: Distance Learning
Start/End Date:	Class Times: Tue/Thur, 4:00-6:50 PM
2021 Instructor:	Office Hours: Tuesday, 2:00-4:00 PM
Phone:	Office Location:
Email: Canvas: http://canvas.fau.edu	Web: fau.edu/sw-cj/ssw/

Doctor of Social Work (DSW) Program Mission

The DSW program provides doctoral-level practitioners with educational experiences that will allow them to engage in advanced clinical social work practice, conduct advanced clinical research, teach evidence-based practice courses, and assume leadership roles in the social work profession. Upon completion, DSW graduates will be able to:

- Integrate social work, social, and behavioral sciences with other disciplines as the basis for the highest level of evidence-based social work practice.
- Demonstrate professionalism, leadership, ethical principles, and scientific integrity in advanced social work practice, education, and research.
- Provide collaborative leadership in the development of social work evidence-based practice models and standards of care for diverse populations.
- Generate client, systems, practice, and outcomes research.
- Analyze theory, empirical research, and other evidence to guide improvements in social work practice.
- Utilize information systems and technology to enhance social work education and practice.

Course Description

This course focuses on evidence-informed advanced clinical social work practice with groups. This course provides the student with an understanding of best clinical social work practice with groups which is grounded in evidence-informed research literature.

Relevance to Educational Program

Students preparing to be doctoral level social work clinicians are expected to learn and develop advanced knowledge, skills and practices necessary to address a wide variety of issues in the context of clinical social work groups. In order to maximize the effectiveness

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of clinical interventions, social workers must be knowledgeable in empirically supported interventions for groups. This course will specifically focus on various theoretical models for social work groups and will utilize research to inform best practice.

Course Objectives

Upon successful completion of this course, students will be able to:

- Examine group work/group therapy theories, models and methods of assessment and treatment.
- Conceptualize problems-in-living, impaired psychosocial functioning, and selected clinical syndromes (e.g., mood disorders, substance use disorders, Post-Traumatic Stress Disorder) via a group interventive lens.
- Understand the application of group treatment approaches to identify and resolve impairment in psychosocial functioning and maladaptive behaviors across the life course.
- Explain how diversity and cultural background may impede the clinical process and methods for resolving psychosocial issues within treatment groups.
- Identify empirical research to support the effectiveness of identified group-informed therapeutic models.
- Demonstrate competence in utilizing research to inform clinical practice with groups.

Required Textbooks/Readings

The textbooks required for this course are:

Garvin, C.D., Gutiérrez, L.M. & Galinsky, M.J. (Eds.). (2017). *Handbook of social work with groups*. New York: Guilford Press.

Wilfley, D.E., MacKenzie, K.R., Welch, R.R., Ayres, V.E., & Weissman, M.M. (2002). *Interpersonal psychotherapy for group.* New York: Guilford Press.

Yalom, I.D. (2005). *The theory and practice of group psychotherapy.* 5th Edition. New York: Basic Books.

[Please note that the required books are available at the campus bookstore.]

COURSE READINGS

Course Outline and Reading Assignments

Week I   (Sessions 1 and 2, May 18 and 20) Course Overview, Introduction to Group Work and Group Therapy, Evidence-Informed Group Treatment, Stages of Group Development and Group Dynamics

Garvin, et al., Chapters 1-4 and 6
Wilfley, et al,. Chapters 1-2
Yalom, Chapter 2

Carey. L. (2016). Group work education: A call for renewed commitment. *Social Work with Groups*, 39(1), 48-61.

Drumm, K. (2006). The essential power of group work. *Social Work with Groups*, 29(2/3), 17-31.

IASWG (2015) Standards for Social Work Practice with Groups, 2nd Edition. New York: AASWG.
http://www.iaswg.org/assets/docs/Resources/2015_IASWG_STANDARDS_FOR_SOCIAL_WORK_PRACTICE_WITH_GROUPS.pdf

Kurland, R., & Salmon, R. (1992). Group work vs casework in a group: Principles and implications for teaching and practice. *Social Work with Groups*, 15(4), 3-14.

Middleman, R. R., & Wood, G. G. (1990). From social group work to social work with groups. *Social Work with Groups*, 13(3), 3-20.

Papell, C. (2015). More than 60 years with social group work: Personal and professional history. *Social Work with Groups*, 38(3-4), 201-219.

Sweifach, J. (2014). Group work education today: A content analysis of MSW group work course syllabi. *Social Work with Groups*, 37(1), 8-22.

Week II (Sessions 3 and 4, May 25 and 27) Models of Group Work and Group Psychotherapy

Garvin, et al., Chapters 7-10
Wilfley, et al,. Chapters 3-6
Yalom, Chapters 1 and 3

Fuchsel, C. (2014). Exploratory evaluation of si, yo puedo: A culturally competent empowerment program for immigrant Latina women in group settings. *Social Work with Groups*, 37(4), 279-296.

Lynn M., & Nisivoccia, D. (1995). Activity-oriented group work with the mentally ill: Enhancing socialization. *Social Work with Groups*, 18 (2/3), 95-106.

Hickle, K. (2014). Putting the pieces back together: A group intervention for sexually exploited adolescent girls. *Social Work*, 37(2), 99-113.

Hyde, B. (2013). Mutual aid group work: Social work leading the way to recovery-focused mental health practice. *Social Work with Groups*, 36(1), 43-88.

Powell, T., & Blanchet-Cohen, N. (2014). The journey of hope: A group work intervention with children who have experienced a collective trauma. *Social Work with Groups*, 37(4), 297-313.

Week III   (Sessions 5 and 6, June 1 and 3) Group Treatment in Diverse Clinical Settings

Garvin, et al., Chapters 13-15; and 17-19
Wilfley, et al., Chapters 7-9
Yalom, Chapters 5-7, 8-11, and 12-13

Behroozi, C.S. (1992). A model for social work with involuntary applicants in groups. *Social Work with Groups,* 15(2/3), 223-238.

Berman-Rossi, Toby (1993). The tasks and skills of the social worker across stages of group development. *Social Work with Groups*, 16(1/2), 69 - 82.

Brown, A. & Mistry, M.J. (2005). Group work with 'mixed membership' groups: Issues of race and gender. *Social Work with Groups*, 28(3), 133-148.

Clemans, S.E. (2004). Recognizing vicarious traumatization: A single session group model for trauma workers. *Social Work with Groups*, 27(2/3), 55-74.

Davis, L.E. (1980). Racial balance - A psychological issue: A note to group workers. *Social Work with Groups*, 3(2), 75-85.

Emond, S., & Rasmussen, B. (2012). The status of psychiatric inpatient group therapy: Past, present, and future. *Social Work with Groups*, 35(1), 68-91.

Finzi, R. & Strange, D. (1997). Short term groups intervention as a means of improving the adjustment of children of mentally ill parents. *Social Work with Groups*, 20(4), 69-80.

Fuchsel, C. (2014). Exploratory evaluation of si, yo puedo: A culturally competent empowerment program for immigrant Latina women in group settings. *Social Work with Groups,* 37(4), 279-296.

Gans, J.S. & Counselman, E.F. (2000). Silence in group psychotherapy: A powerful communication. *International Journal of Group Psychotherapy,* 50(1), 71-86.

Glassman, U., & Kates, L. (1983). Authority themes and worker group transactions. *Social Work with Groups,* 6(2), 33-52.

Glassman, U. and Kates, L. (1986). Techniques of social group work. *Social Work with Groups,* 9(1), 9-38.

Gumpert, J., & Black, P. (2006). Ethical issues in group work: What are they? How are they managed? *Social Work with Groups*, 29(4), 93-99.

Hannah, P.J. (2000). Preparing members for the expectations of social work with groups: An approach to the preparatory interview. *Social Work with Groups*, 22(4), 51-66.

Knight, C. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Social Work*, 51(1), 20-30.

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

Malone, P. (2012). The impact of peer death on adolescent girls: An efficacy study of the adolescent grief and loss group. *Social Work with Groups*, 35(1) 35-49.

Miller, R., & Mason, S. E. (2012). Open-ended and open-door treatment groups for young people with mental illness. *Social Work with Groups*, 35(1), 50-67.

Papell, C. & Rothman, B. (1980). Relating the mainstream model of social work with groups, group psychotherapy and the structured group approach. *Social Work with Groups*, 3, 5-23.

Wayne, J. & Gitterman, A. (2003). Offensive behavior in groups: Challenges and opportunities. *Social Work with Groups*, 26(2). 23-34.

Zayas, L.H., & Lewis, B.H. (1986). Fantasy role-playing for mutual aid in children's groups: A case illustration. *Social Work with Groups*, 9(1), 53-66.

WEEK IV and V (Sessions 7-10, June 8, 10, 15, and 17) Research, Evaluation, and Empirical Evidence

Garvin, et al., Chapters 29-32

Boyd, N. (1935). Group work experiments in state institutions. In *Proceedings of the National Conference on Social Work* (pp. 339-345). Chicago: University of Chicago Press.

Coyle, G.L. (1937). *Studies in group behavior*. New York: Harper.

Fisher, M.S. (1995). Group therapy protocols for persons with personality disorders who abuse substances: effective treatment alternatives. *Social Work with Groups*, 18(4), 71-89.

Fisher, M. (2004). Groups for substance abuse treatment. In C. Garvin, L. Gutierrez, & M. Galinsky (Eds.), *Handbook of social work with groups* (pp. 259-274). New York and London: The Guilford Press.

Freeman, E. M. (2001). *Substance abuse intervention, prevention, rehabilitation, and systems change strategies: Helping individuals, families, and groups to empower themselves*. New York: Columbia University Press.

Fuchsel, C. (2014). Exploratory evaluation of si, yo puedo: A culturally competent empowerment program for immigrant Latina women in group settings. *Social Work with Groups,* 37(4), 279-296.

Gilbert, M. C., & Beidler, A.E. (2001). Using the narrative approach in groups for chemically dependent mothers. *Social Work with Groups*, 24(3/4), 101-115.

Guida, F., Unterbach, A., Tavolacci, J., & Provet, P. (2004). Residential substance abuse treatment for older adults: An enhanced therapeutic community model. *Journal of Gerontological Social Work*, 44(1/2), 95-109.

Macgowan, M. (2013). Development and application of a standards-based inventory of foundation competencies in social work with groups. *Social Work with Groups*, 36(2-3), 160-173.

Magen, R. (2004). Measurement issues. In C. Garvin, L. Gutierrez, & M. Galinsky (Eds.), *Handbook of social work with groups* (pp. 447-460). New York and London: The Guilford Press.

McVinney, D., & Hamid, A. (2002). Substance using men with HIV concerns: An integrated group approach from a harm reduction perspective. *Social Work with Groups*, 25(3), 3-19.

Milgram, D., & Rubin, J. (1992). Resisting the resistance: Involuntary substance abuse group therapy. *Social Work with Groups*, 15(1), 95-110.

Page, R., & Berkow, D.N. (1998). Group work as facilitation of Spiritual development for drug and alcohol abusers. *Journal for Specialists in Group Work*, 23(3), 285-297.

Plasse, B. (2000). Components of engagement: Women in a psychoeducational parenting skills group in substance abuse treatment. *Social Work with Groups*, 22(4), 33-49.

Plasse, B. (2001). A stress reduction and self-care group for homeless and addicted women: Meditation, relaxation, and cognitive methods. *Social Work with Groups,* 24(3/4), 117-133.

Schopler, J. H., & Galinsky, M. J. (1990). Can open-ended groups move beyond beginnings? *Small Group Research*, 21(4), 435-449.

Shulman, L. (2003). Crossing boundaries: Group work with persons with AIDS in early recovery from substance abuse. In J. Lindsay, D. Turcotte, E. Hopmeyer, (Eds.), *Crossing boundaries and developing alliances through group work* (pp. 27-52). New York: The Haworth Press.

Simon, S., & Kibane, T. (2014). The current state of group work education in U.S. graduate schools of social work. *Social Work with Groups*, 37(3), 243-256.

Sweifach, J. (2009). Group work in foundations generalist classes: Perceptions of students about the nature of their experience. *Social work with groups*, 32(4), 303-314.

Sweifach, J. (2014). Group work education today: A content analysis of MSW group work course syllabi. *Social work with groups*, 37(1), 8-22.

Sweifach, J. & LaPorte, H. (2013). Assessing use of the standards for social work practice with groups by school social workers: A national study. *Social Work with Groups*, 36(2-3), 130-144.

Sweifach, J. & LaPorte, H. (2008). Why did they choose group work: Exploring motivations and perceptions of current MSW students of group work? *Social Work with Groups*, 31(4), 347-361.

Turner, H. (2011). Concepts for effective facilitation of open groups. *Social Work with Groups,* 34(3/4), 246-256.

Van Wormer, K. (1987). Group work with alcoholics: A phase approach. *Social Work with Groups,* 10(3), 81-97.

Van Wormer, K., & Davies, D.R. (2003). *Addiction treatment: A strengths perspective*. Pacific Grove, CA: Brooks/Cole.

Weiler, B., Huang, J., & Cherubin, S. (2015). Applying evidence-based practice in group work at an alternative high school. *Social Work with Groups*, 38(2), 122-135.

Week VI   (Sessions 11 and 12, June 22 and 24) Emerging Issues In Group Work and Group Psychotherapy: Technology, Co-Leadership, Integrative Treatment and Use of Time

Garvin, et al., Chapters 5 and 33
Yalom, Chapters 14 and 15

Banach, M., & Couse, L. (2012). Interdisciplinary co-facilitation of support groups for parents of children with autism: Opportunity for professional preparation. *Social Work with Groups,* 35(4), 313-329.

Dolgoff, R. & Skolnik, L. (1996). Ethical decision making in social work with groups: An empirical study. *Social Work with Groups*, 19(2). 49-65.

Galinsky, M. J., & Schopler, J. (1980). Structuring co-leadership in social work training. *Social Work with Groups*, 3(4), 51-63.

Gianino, M. & Glick, A. (2008) Wearing two hats: Clinical and ethical implications of combining individual and group treatment. *Social Work with Groups*, 31(3/4). 273-287.

Heap, K. (1985). *The practice of social work with groups: A systematic approach*. London: George Allen, Unwin. (Chapter 2).

Herzog, J. (1980). Communication between co-leaders: Fact or myth? A student's perspective. *Social Work with Groups*, 3(4), 19-29.

Levine, B. (1979): *Group psychotherapy: Practice and development*. Englewood Cliffs, NJ: Prentice-Hall. (Chapter 2).

Middleman, R. R. (1980). Co-leadership and solo-leadership in education for social work with groups. *Social Work with Grou*ps, 3(4), 39-50.

Muskat, B., Mishna, F., Farina, F. & Wiener, J. (2010). "We may not like it but we guess we have to do it": Bringing agency-based staff on board with evidence-based group work. *Social Work with Groups,* 33(2/3). 229-247.

Nosco, A., & Wallace, R. (1997). Female/male co-leaderships in groups. *Social Work with Groups,* 20(2), 3-16.

Course Assignments and Grading

The final grade of the course will be based on the successful completion of the following two required assignments and meaningful class participation

I. Clinical, Evidence/Research-Informed Group Intervention Paper   60%

II. Critical, in-class room responses to selected (N=6) reading assignments   30%

III. Thoughtful and meaningful class participation consistent with the attributes of an emerging clinical scholar   10%

The grading scale for this course is as follows:

94 – 100% = A
90 – 93% = A-
87 – 89% = B+

83 – 86% = B
80 – 82% = B-

63 – 66% = D
60 – 62% = D-
 0 – 59% = F

Critical, In-Class Responses to Selected Reading Assignments

Throughout the semester you will be assigned a total of <u>six</u> readings—which will be separate from other required readings for the course. Once the reading has been assigned—you must thoughtfully and comprehensively review it—and be prepared to answer any question that the instructor may ask you pertinent to the reading assignment. Your responses must be informed by critical thinking and critical reflection as an emerging clinical scholar in the Doctor of Social Work program. The questions will be asked in an interactional, seminar-style of instruction. The instructor will develop sufficient questions for each class participant (N=4); thus, ensuring that all of you will respond to one question per assigned reading.

[This assignment is worth 30 points of your final grade.]

Clinical, Evidence/Research-Informed Group Intervention Paper

The purpose of this assignment is to develop practice knowledge specific to social work's distinctive relationship with clinical group work/group psychotherapy. Predicated on (or related to) your current area of clinical practice (or the area in which you are pursuing your clinical doctoral research) investigate how the discipline has engaged this specific problem and/or client/patient population in group work/group psychotherapy. The paper must include the prevalence and incidence of the problem, theoretical orientations which support specific group work/group therapy interventions/approaches for the selected topic, a pertinent/salient literature review focused on effectiveness, and a discussion on how this topic/population is currently considered in the therapeutic group work/group psychotherapy literature. Paper length: 20 pages. APA citation and reference use is required throughout the assignment**. Due Date: June 24, 2021.**

[This paper is worth 60 points of your final grade.]

Thoughtful and Meaningful Class Participation

Given the advanced theoretical/clinical practice nature of the course—your thoughtful and meaningful class participation is a requirement. As emerging clinical scholars enrolled in doctoral education—your comments and questions in class ought to demonstrate the following attributes or characteristics: critical thinking, clinical competence, effective communication, knowledge, ability to link theory to practice, and capacity to manage complexity well.

[Class participation that meets the above noted criteria will be awarded 10 points—which will be calculated into the final grade of the course.]

Bibliography

For all written assignments, please use APA Format - http://www.apastyle.org/faqs.html

Doctor of Social Work Degree Student Policies

For professional expectations of student behaviors, attendance, academic integrity, and other DSW student policies, please see www.fau.edu/SSW/DSW

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 AND COUNSELING AND PSYCHOLOGICAL SERVICES

In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585 and follow all SAS procedures.

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/

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

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RELIGIOUS HOLIDAYS

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, including cheating and plagiarism, 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
http://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf.

Attendance Policy

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. 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. Students enrolled in this class are expected to attend all classes on time. Absences and lateness will affect the final grade for the course.

Plagiarism

Plagiarism is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source.

In the event of a hurricane warning, see www.fau.edu or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

Online Etiquette (Netiquette)

Due to the casual communication common in online environments, students are sometimes tempted to relax their grammar, spelling, and/or professionalism when using discussion boards, email, or other online technologies; however, remember you are adult students and professionals—your communication should be appropriate whether it is online or otherwise. You are expected to use correct spelling and grammar, writing complete sentences for your

online responses. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews or responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

Videoconferencing Etiquette

· Ensure that you have a private location to participate in videoconference classes. Classes are intended to be private, so family members or others should not be present. If finding a private location is problematic, please contact your instructor as soon as possible to work out a solution. We understand that it may be challenging working from home and trying to make appropriate arrangements for childcare, pet care and privacy.

· Dress appropriately for videoconference classes, modeling behavior as if you were attending meetings for your place of employment (e.g., no pajamas and no lying or reclining on your bed while class is taking place). Avoid eating while class is taking place.

· Check how you will look to others through your video, ensuring that you have proper lighting (in front of you or from both sides, but not from behind) and an appropriate background (e.g., no images in the background that show disrespect to others).

· Log onto each scheduled videoconference at least 5 minutes prior to the start of the class to ensure that the class can start on time with everyone present and without interruptions.

· Keep your video camera on throughout the class so that people can see one another and attend to one another's body language. You may turn the camera off at breaks. Kindly keep pets away from the video camera.

· Become familiar with how to mute/unmute your microphone, how to share your screen, and how to use different views to see the instructor and class members.

Social Media Policy

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g., Facebook, Twitter, etc.) and other forms of electronic communication (e.g., blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, future employers, and others. Social work students are expected to make every effort to minimize material that could be considered inappropriate for a professional social worker in training. Because of this, social work students should manage security settings at their most private levels and avoid posting

information/photos or using any language that could jeopardize their professional image. Students should consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students should critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the FAU School of Social Work and the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as the FAU School of Social Work while in the classroom, the university community, and the broader area communities. To maintain appropriate professional boundaries, social work students should avoid "friending" clients, that is, allowing clients to connect with your personal Facebook, Twitter, or other personal social media accounts. As a student, you should also maintain professional boundaries with professors.

Incomplete Grade Policy

A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, <u>with the approval of the instructor</u>, temporarily receive a grade of "I" (Incomplete). The grade of "I" is not used in computing a student's grade point average. The grade of "I" should not be used to avoid a failing grade. It should only be used in cases when the student is passing the course, but for some extraordinary circumstance beyond the student's control (s)he cannot finish the course requirements on time. The "I" merely indicates a temporary deferral of the final grade and it must be changed to a grade other than "I" within a specified time frame. The time frame may not to exceed one calendar year from the end of the semester during which the course was taken.

<u>The instructor reserves the right to adjust this syllabus as necessary</u>.

SWCJ 1/2

Final Audit Report

2023-10-13

Created:	2023-10-12
By:	Christine Kraft (kraftc@fau.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAZtUpuL_qsX-90hbwdEwN0L8bD2lPwOrR

"SWCJ 1/2" History

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