

FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____
	Department <u>School of Social Work</u>		UFS Approval _____
	College <u>Social Work and Criminal Justice</u>		SCNS Submittal _____
			Confirmed _____
			Banner _____
			Catalog _____
Current Course Prefix and Number SOW 6611		Current Course Title <u>Social Work Practice with Families: Generalist and Specialist Roles</u>	
Syllabus must be attached for ANY changes to current course details. See <u>Guidelines</u> . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to:		Change description to:	
Change prefix		Change prerequisites/minimum grades to:	
From:	To:		
Change course number		Change corequisites to:	
From:	To:	<u>SOW 6536</u>	
Change credits*		Change registration controls to:	
From:	To:		
Change grading			
From:	To:		
Academic Service Learning (ASL) **			
Add	Remove		
* Review Provost Memorandum		Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.			
Effective Term/Year for Changes: Spring 2022		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone <u>Dr. Joy McClellan/ jmccl2@fau.edu/ 561-297-2864</u>			
Approved by		Date	
Department Chair <u>Naelys Luna</u>		<u>7/14/2021</u>	
College Curriculum Chair <u>Luna</u>		<u>10/6/21</u>	
College Dean <u>Naelys Luna</u>			
Digitally signed by Naelys Luna Date: 2021.10.08 09:59:49 -04'00'			
UGPC Chair _____			
UGC Chair _____			
Graduate College Dean _____			
UFS President _____			
Provost _____			

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

**PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
FLORIDA ATLANTIC UNIVERSITY
SOW 6611 001 15199 (3 Credit Hours)
Social Work Practice with Families: Generalist and Specialized Roles**

Semester: Spring 2021	Classroom: SO 111 or via Zoom
Start/End Date: January 9 to April 19	Class Times: SO 111, 9 to 11:50 AM OR via ZOOM
Instructor: Dr. Joy McClellan, LSCW-QS	Office Hours: Mondays 12pm to 3pm
Phone: 561-297-2864	Office Location: SO 308c
Email: jmcclel2@fau.edu	Web: www.fau.edu/ssw
CANVAS: http://canvas.fau.edu	

Standard Course Syllabus Policies

The material below provides information specific to this course. For policies that apply to students in all social work courses, please see <http://cdsi.fau.edu/ssw/wp-content/uploads/sites/11/standard-course-syllabus-policies.pdf>. This document provides important information related to grading, class attendance, academic integrity, expectations of professional behavior, online etiquette, social media, Safe-Walk, Student Accessibility Services, discrimination or harassment, attendance, religious holidays, academic integrity, counseling, and additional student rights, responsibilities, and resources. This document is also available from the CANVAS course website (under the Syllabus heading).

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

This course will enable the student to understand, analyze and apply social work knowledge, values, and skills to generalist and specialized practice with families, from the family systems, developmental, and clinical perspectives. This course will explore contemporary social work values and ethics as they relate to generalist and specialized social work practice with families and the larger community. Students will gain knowledge of multiple family theories, which they will be able to apply in an eclectic manner to clinical work with families and family members.

Relevance to Educational Program

This course is a part of the specialist curriculum and one of the required courses in the clinical concentration. It will build on the generalist curriculum. Students in this course will use the content from the HBSE sequence to view families from a bio-psycho-social perspective and to recognize the importance of micro, mezzo, and macro assessment and intervention. The policy sequence will enable the student to understand how social policies affect the lives of families. The research sequence will provide the student with the knowledge and skills they need to critically analyze current family practice theory and research as well as infuse all their professional work with greater amounts of objectivity and accountability. The practice sequence, of which this course is a part, provides the student with the comprehensive body of knowledge, values, and skills necessary for contemporary social work family practice. This course prepares the student for generalist and specialized work with families in their field practicum and in post graduate practice.

COURSE OBJECTIVES

- 1) Describe key concepts and interventions from each of the theories studied, and identify strengths and limitations of each approach.
- 2) Demonstrate the capacity to apply general family clinical theory and techniques to particular case material to identify a problem and employ appropriate problem-solving processes to develop viable solutions.
- 3) Demonstrate a capacity to conduct an initial session with a family, and describe goals for future sessions using empirical research supporting the approach.
- 4) Understand how power relationships within the academic and larger social/historical context supports the ascendance of particular family theories and therapeutic techniques over others, and evaluate the degree of applicability of the practice from an intersectionality perspective (multiple interacting social locations of race, ethnicity, class, gender, sexual orientation, and other dimensions of difference).
- 5) Demonstrate understanding of guidelines for ethical practice as a family and couple counselor by including your self-reflection regarding the potential impact of your own experiences in your family and personal biases.

Competencies and Educational Objectives:

The Council on Social Work Education's Educational Policy and Accreditation Standards (2015) identify 9 core competencies for social work programs. The following educational objectives draw from these 9 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 9 core competencies). Upon successful completion of this course, students will be able to demonstrate these practice behaviors in generalist and specialist roles:

Competency 1: Demonstrate Ethical and Professional Behavior.

- Generalist: Incorporate ethical standards of practice when working with families.
- Specialist: Seek supervision and consultation when confronted with ethical dilemmas in family practice.

Competency 2: Engage Diversity and Difference in Practice.

- Generalist: Apply understanding of the importance of diversity and difference in shaping life experiences and family structure in practice with families.
- Specialist: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse families.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

- Generalist: Apply understanding of social, economic, and environmental justice to advocate for human rights with families when needed.
- Specialist: Engage in family practice that advances family social and economic justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice.

- Generalist: Use practice experience to inform scientific inquiry, including the use of single-system design to evaluate work with families
- Specialist: Apply the principles of evidence-based practice to determine appropriate theories and clinical models of family intervention to guide practice.

Competency 5: Engage in Policy Practice.

- Generalist: Address policy issues when assessing and intervening with families.
- Specialist: Critique agency policies in relation to ethical issues that may arise in clinical work with families.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.

- Generalist: Develop rapport and trust with family members while maintain boundaries conducive to family work.
- Specialist: Demonstrate ability to engage reluctant family members and mediate family conflict.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

- Generalist: Demonstrate ability to assess family structure, roles, and communication by using genograms as an assessment tool.
- Specialist: Demonstrate ability to monitor therapeutic alliance with family using tools like the ORS and SRS by Miller & Duncan (2002).

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

- Generalist: Apply generalist case management skills with families in need.
- Specialist: Analyze and apply specialized interventions with families like family sculpting and role reversal.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

- Generalist: Critically analyze, monitor, and evaluate interventions with families.
- Specialist: Use clinical evaluation tools to measure progress and effectiveness of families in treatment.

Teaching Methodologies:

The course objectives will help students develop the competencies to practice with families through the instructor's provision of a stimulating schedule of reading, lecture, role plays, and audiovisual media experiences.

Course Delivery Mode:

This is a hybrid course scheduled to meet face to face on the Boca Raton campus on seven dates. Other weeks will be a blend of OPTIONAL live lecture, guest speakers, and asynchronous assignments. Students will be able to attend all classes virtually via Zoom and Canvas. Synchronous lecture and activity are a required part of the course.

Dates where in person attendance is an option:

This course will have 3 dates in which in-person attendance is an option. Students and faculty are expected to adhere to all COVID-19 precautions the entire time on campus as per the CDC and FAU policy. See [FAU COVID-19 Spring 2021](#). On the days the course is taught live from FAU (Boca Campus, SO 111) it will be taught simultaneously on Zoom. There are a limited number of seats available for the in-person options and you will need to register for a seat on canvas using the seat reservation tool on Canvas.

Dates of in-person option:

January 25, 2021 (8 seats available)
 February 8, 2021 (8 seats available)
 February 22nd, 2021 (8 seats available)
 March 8th, 2021 (8 seats available)
 March 22nd, 2021 (8 seats available)
 April 5th, 2021 (8 seats available)

DATE	WEEK	FORMAT
1/11	WEEK ONE	ASYNCHRONOUS ONLINE
1/18	WEEK TWO	HOLIDAY
1/25	WEEK THREE	FACE TO FACE OR ZOOM
2/1	WEEK FOUR	ASYNCHRONOUS ONLINE/ OPTIONAL: GUEST SPEAKER AT 7 PM
2/8	WEEK FIVE	FACE TO FACE OR ZOOM
2/15	WEEK SIX	ASYNCHRONOUS ONLINE/ OPTIONAL: GUEST SPEAKER AT 7 PM
2/22	WEEK SEVEN	FACE TO FACE OR ZOOM
3/01	WEEK EIGHT	ASYNCHRONOUS ONLINE
3/08	WEEK NINE	FACE TO FACE OR ZOOM
3/15	WEEK TEN	ASYNCHRONOUS ONLINE
3/22	WEEK ELEVEN	FACE TO FACE OR ZOOM
3/29	WEEK TWELVE	ASYNCHRONOUS ONLINE
4/5	WEEK THIRTEEN	FACE TO FACE OR ZOOM

Again- these are the dates that you are **REQUIRED** to be in class, either in person or via live lecture on Zoom, from 9 AM to 11:50 AM. **PLEASE MARK YOUR CALENDAR NOW.** All other class sessions and assignments can be completed on your schedule if submitted by the assigned due dates.

January 25 th
February 8 th
February 22 nd
March 8 th
March 22 nd
April 5 th

Zoom links will be provided on Canvas.

You must log into CANVAS with your FAU ID and Password to access the materials and assignments throughout this course. If you do not know your FAU ID or Password, click the following link for help. <http://www.fau.edu/oit/accounts/index.php>

Course Assignments and Grading:

Students will be expected to come to class, be on time and participate in meaningful ways which demonstrate their current knowledge and skill level including through assignments. This class is aimed to translate learned knowledge into applicable practice skills for advanced clinical social workers specifically working with families. You will benefit more from this class if you engage and participate actively with the online modules and live lectures. Ask questions, share experiences, and be actively involved!

Assignments:

1. Thinking like a Family Therapist: (25%)

Starting in week 3 with our guest speaker, we will begin to identify and discuss various presenting issues in family practice. From ethical challenges to issues of diversity and inclusion, the contemporary family faces many complexities in creating working alignment. How as practitioners will we support them in goals of healthy, corrective changes in treatment?

Collaborating with your reading, this assignment emphasizes the documented shifts in the history of family therapy, as well as the focus on empirical evidence. The assignment is aimed to orient you to the current research, asks you to integrate your academic and practice experience to date, and encourages initial thinking for your other assignments throughout the semester. APA format including citations is expected throughout.

Part 1: Identify a peer-reviewed journal article on family therapy focused on assessing the effectiveness of the intervention you have decided to engage with deeply this semester. The

article selected should have been published within the last 10 years (e.g. 2011-2021). Provide a 3 to 4 page (250 words per page) written reflection discussing:

1. your reasoning/interest for choosing this intervention/modality/article as related to practice with families,
2. summary of the key points of the study (e.g. purpose of the study, research design, sample, findings, implications for future research/practice, and
3. your interpretation of how this research impacts therapeutic practice with families.

This will be submitted on CANVAS due by class (9 am) February 8th.

Part 2:

You will contribute to our class discussion with a “lightening review” (less than 5 minutes) of your article and your rationale for choosing this issue/population, as related to your developing identity as a practitioner in the field. You will all present in class on February 8th.

2. Family Therapy Presentation: (25%)

This course will involve learning about various theoretical and practice models in Social Work practice with families. Clinicians will often find themselves drawn to specific models, or possibly having adverse reactions to a particular model. It is important to evaluate and understand these reactions. In depth critical reviews of the theory and practical application of clinical interventions is very important in your identity development as a practicing social worker.

From week 6 through 11, I will provide an overview of therapy with families, including introduction to theory and the role of the therapist. You will choose ONE modality from each of the sections in the Goldenberg, et al (2017) text to report on the various concepts and your interpretation of how you see this translating into your future clinical practice. You will elect to work individually or in a group of two and select your modality in class (**week 3**) coordinating with the weekly course schedule. The goal is to cover as many modalities as possible, although there may be some overlap, there will be at least 1 presentation per section/week.

The presentation will be a clear and cohesive review of ONE modality and will be approximately 15-20 minutes. APA format including citations is expected throughout.

The presentation should include:

- a. Synthesized review of key concepts, principles, and techniques covered in each module. Content from Goldenberg, et al (2017) should be factual, practical information that you can utilize as quick references in your future as a practitioner.
- b. 1-2 personal commentaries and reactions to the informational boxes in your text (e.g. Case Studies, Clinical Notes, Thinking Like a Clinician, Therapeutic Encounter)

succinctly summarized and critiqued. These commentaries or reactions should highlight your clinical rationale, such as how you see yourself using the suggested techniques or modalities in practice.

- c. Include and synthesize information from at least one empirical article that provide evidence and identify relevant means to work with this modality in a clinical manner. Please work to choose an article within the past 10-15 years (e.g. 2006-2021).
- d. Identify and explain at least one relevant resource or tool that collaborates or is indicated with this modality (e.g. client handout or homework, training manual, etc.). Include your rationale as to how you would see yourself using this in clinical practice. This should be included within your presentation and prepared as PDF/word document to be provided for your classmates.

3. Contemporary Family Issue Role Play

(25%)

Video a role play focusing on at least 1 contemporary family issue and using at least 2 key techniques from the modalities reviewed this semester. This role play will be a 8 to 10 minute segment of a therapy session with you as the identified therapist with an identified family.

At the start of the video provide a brief introduction (2-3 minutes) describing:

- a. The type of session (e.g. assessment, treatment planning, ongoing session, termination)
- b. What modality (or modalities) you will be using
- c. The goal of the session (e.g. parents working on co-parenting after a separation)
- d. A brief biographical identification of the family/clients

At the end of the video (2-3 minutes):

- a. Summarize the key points you used in the session
- b. Your rationale for structuring the session as you did
- c. Your experience in the role of the therapist, (e.g. areas of challenge or confidence in your therapeutic alliance)

Verbally cite/mention external sources used. Total length of the video should be about 15 to 20 minutes. This assignments functions as a culmination of your academic and practice experience as a student practitioner, as you will soon transition to an MSW in the field. This assignment will be submitted via CANVAS **due April 19th at 11:59pm.**

4. Canvas Discussion Boards, Journals, and Assignments

(20%)

Each week there will be assignments and discussion posts due on Canvas, with heavier assignments in asynchronous weeks. All of those will total 20% of your final grade in the course. Specific instructions related to each assignment will be posted on Canvas.

5. Program Assessment

(5%)

The Council on Social Work Education (the organization that accredits our MSW program) requires the School of Social Work to conduct a program assessment to evaluate the extent to which students are achieving the core competencies established in its accreditation policies. As part of this assessment, all students taking this Social Work with Families course will take an online multiple-choice assessment consisting of about 72 questions (using Respondus LockDown Browser). The assessment will be available on CANVAS during a designated class (listed below in the weekly outline of classes). You will have 90 minutes to complete the assessment. The questions are designed to cover knowledge and skills that all our students should have learned and retained in the specialist curriculum of the MSW program. You do not need to prepare for this assessment. Just keep up with your regular studying for each of your courses.

This will be completed **ON CANVAS ON April 5th**.

LockDown Browser Practice Assessment

To ensure that your technology is working properly and is compatible with the Respondus LockDown Browser, please complete the practice assessment in your Canvas course. The practice assessment only has one question. The purpose of taking the test is ensure that you can successfully access the assessment utilizing the LockDown Browser. LockDown Browser works differently based on the device and type of computer you are using. Please use a computer instead of a tablet or other devices. It is also recommended that you use the same device for the practice assessment and the official assessment. The practice assessment is available now until the date of the evaluation. You will need to show a picture identification for both. If you have any technical issues, please contact CANVAS or FAU's OIT. If you need to borrow a device, hotspot, or webcam, you can find more information here: <https://library.fau.edu/policy/laptop-computer-loan-policy>

5. Course Feedback

Twice during the semester, I will invite voluntary participation in feedback surveys. These brief surveys serve to improve this course for your benefit, as well as future students. This is also an opportunity to model a clinical practice technique of requesting and accepting feedback.

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

The instructor will calculate your grade based on the following weighted distribution:

Assessment	Percentage (%)
Thinking Like a Clinician	25%
Family Therapy Presentation	25%
Contemporary Family Issue Role Play	25%
Canvas discussions and assignments	20%
Program Assessment	5%
TOTAL:	100%

Textbooks and Course Readings

The textbook required for this course are:

- Goldenberg, I., Stanton, M., & Goldenberg, H. (2017). Family therapy: An overview (Ninth edition), Cengage, Boston, MA.

The book is available at the campus bookstore or an Amazon.com.

Other course readings may be distributed in class or via CANVAS (see <http://canvas.fau.edu>). Please set notifications on CANVAS, including whether you want email notifications to go to your FAU email or another address (using FAU email is generally preferred). If you are experiencing problems logging onto MyFAU or CANVAS, please contact the helpdesk at 561.297.3999.

Course 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.

* Class times and assignments will be modified as needed.

Class	Topics	Readings	Due Dates
Week 1 1.11 THROUGH 1.18	ASYNCHRONOUS UNIT Introduction to Course History & Development of Family Therapy	Syllabus Goldenberg Chapter 1 and 5	Discussion Post due 1/17/2021 at 11:59 PM
Week 2 1.25	FACE TO FACE OR ZOOM Adopting a Systemic and Relational Perspective Family Lifespan Development	Goldenberg Chapter 2 and 4	
Week 3 2.1	ASYNCHRONOUS UNIT Diversity in Family Structure & Functioning 7 PM: OPTIONAL Guest Speaker: Dr. Cicely Brantley (recording will be available afterwards)	Goldenberg Chapter 3	Discussion Post due 2/17/2021 at 11:59 PM Select Family Therapy Presentation topic/week for presentation Due on Canvas
Week 4 2.8	FACE TO FACE OR ZOOM Contemporary Issues in Family Therapy	Goldenberg Chapter 15 Readings on CANVAS	Thinking Like a Clinician Part 1 and 2 Due 2.8 Student Presentations in class
Week 5 2.15	ASYNCHRONOUS UNIT Ethical Challenges and Reflective Supervision in Family Therapy 7 PM: OPTIONAL Guest Speaker: Lesley Bartick, LCSW (recording will be available afterwards)	Goldenberg Chapter 6 NASW Code of Ethics	Discussion Post due 2/21/2021 at 11:59 PM
Week 6 2.22	FACE TO FACE OR ZOOM Psychodynamic Models of Family Therapy Family Therapy Presentations	Goldenberg Chapter 7	Student Presentations in class

Week 7 3.1	ASYNCHRONOUS UNIT Intergenerational Models of Family Therapy Family Therapy Presentations	Goldenberg Chapter 8	Discussion Post due 03/07/2021 at 11:59 PM
Week 8 3.8	FACE TO FACE OR ZOOM Experiential Models of Therapy Family Therapy Presentations	Goldenberg Chapter 9	Student Presentations in class
Week 9 3.15	ASYNCHRONOUS UNIT The Structural and Strategic Models of Family Therapy Family Therapy Presentations	Goldenberg Chapter 10 and 11	Discussion Post due 3/21/2021 at 11:59 PM
Week 10 3.22	FACE TO FACE OR ZOOM Behavioral and Cognitive-Behavioral Models of Family Therapy Family Therapy Presentations	Goldenberg Chapter 12	Student Presentations in class
Week 11 3.29	ASYNCHRONOUS UNIT Post Modern Models of Family Therapy Family Therapy Presentations	Goldenberg Chapter 13 and 14	Discussion Post due 4/04/2021 at 11:59 PM
Week 12 4.5	FACE TO FACE OR ZOOM Program Assessment during class		
Week 13 4.12	T ASYNCHRONOUS UNIT ermination in Family Therapy Final Course Reflections	Readings on CANVAS	Final Reflection due by 4.19
Week 14 4.19	NO CLASS: FINAL ASSIGNMENTS DUE: Contemporary Family Issue Role Play Due 4.19 Final Reflection & Survey by 4.19		Contemporary Family Issue Role Play Due 4.19 Final Reflection by 4.19

Professional Expectations of Student Behavior

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) 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.
2. **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.
3. **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 may consult with their instructor to receive a referral for counseling.) Never use names of clients or disclose other identifying information in the classroom.
4. **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.
5. **Integrity:** Practice honesty 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 on paper and 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.

6. **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, ableism, heterosexism, or stereotyping.
Exhibit a willingness to serve diverse groups of persons.
Demonstrate an understanding of how values and culture interact.*
7. **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: (body language, empathy, 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.

2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. 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).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the [FAU Catalog](#). This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

Policy on late work and incompletes

Assignments are expected on time, as per the date in the course schedule. If you require an accommodation, it will need to be approved in advance of the due date. Reasonable accommodation will be made for students participating in University-sponsored activity or requesting accommodation for religious observance. Incomplete ("I") is reserved for students who are passing the course but have not completed all the required work because of exceptional circumstances.

Class Attendance and Participation

Social work education is designed to help students prepare for professional practice. In order 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. Students may be asked to present a written excuse 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, the student may be required to withdraw or retake the class*. If a student misses more than 2 classes – whether or not there is a documented, excused absence – the student may receive a substantial decrease in the final grade. As per FAU policy, attendance at the first class is mandatory. If a student misses the first class, that student will be asked to withdraw from the course and re-register in a future term.

SafeAssign and/or Turnitin

Students agree that by taking this course all required papers and may be subject to submission for textual similarity review to SafeAssign/Turnitin for the detection of plagiarism. All submitted papers will be included as source documents in the SafeAssign/Turnitin reference database solely for the purpose of detecting plagiarism of such papers.

BIBLIOGRAPHY:

Peer Reviewed Articles:

- Aggett, P., Swainson, M., & Tapsell, D. (2015). 'Seeking permission': An interviewing stance for finding connection with hard to reach families. *Journal of Family Therapy*, 37(2), 190-209.
- Bauman, M. L., & Belous, C. K. (2016). Using symbolic-experiential family therapy to treat adjustment disorder: A case study. *The American Journal of Family Therapy*, 44(5), 285-300.
- Boston, P., & Cottrell, D. (2016). Trials and tribulations - An RCT comparing manualized family therapy with treatment as usual and reflections on key issues that arose in the implementation. *Journal of Family Therapy*, 38(2), 172-188.
- Brockman, M., Hussain, K., Sanchez, B., & Turns, B. (2016). Managing child behavior problems in children with autism spectrum disorders: Utilizing structural and solution focused therapy with primary caregivers. *The American Journal of Family Therapy*, 44(1), 1-10.
- D'Aniello, C., & Perkins, S. N. (2016). Common factors come alive: Practical strategies for implementing common factors in MFT training. *Contemporary Family Therapy*, 38(2), 233-244.
- Ewing, E. S., Levy, S. A., Boamah-Wiafe, L., Kobak, R., & Diamond, G. (2015). Attachment-based family therapy with a 13-year-old girl presenting with high risk for suicide. *Journal of Marital and Family Therapy*, 42(1), 91-105.
- 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.
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