

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT NAME: SCHOOL OF SOCIAL WORK	COLLEGE OF: CDSI
COURSE PREFIX & NUMBER: SOW 6605	CURRENT COURSE TITLE: ADVANCED CONTEXT OF SOCIAL WORK PRACTICE

**CHANGE(S) REQUESTED**

<p>SHOW "X" IN FRONT OF OPTION</p> <p>CHANGE CREDITS FROM _____ TO: _____</p> <p>CHANGE GRADING FROM _____ TO: _____</p> <p>CHANGE PREREQUISITES TO: _____</p> <p>CHANGE MINIMUM GRADE TO: _____</p> <p>CHANGE COREQUISITES TO: _____</p> <p>CHANGE OTHER REGISTRATION CONTROLS TO: _____</p> <p>OTHER _____</p>	<p>SHOW "X" IN FRONT OF OPTION</p> <p>CHANGE PREFIX FROM _____ TO: _____</p> <p>CHANGE COURSE NO. FROM _____ TO: _____</p> <p><b>X CHANGE TITLE TO: ADVANCED CONTEXT OF SOCIAL WORK PRACTICE WITH ADULTS AND ELDERS</b></p> <p>CHANGE DESCRIPTION TO: _____ None</p>
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<b>CHANGES TO BE EFFECTIVE (TERM):</b>	Attach syllabus for <b>ANY</b> changes to current course information.
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Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s). YES                                      NO                                      X	Any other departments and/or colleges that might be affected by the change(s) must be consulted. List entities that have been consulted and attach written comments from each. None
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**TERMINATE COURSE, EFFECTIVE (GIVE LAST TERM COURSE IS TO BE ACTIVE):**

Faculty Contact, Email, Complete Phone Number:  
 E. Hamlin [ehamlin@fau.edu](mailto:ehamlin@fau.edu) 7-2864

SIGNATURES	SUPPORTING MATERIALS
<p><i>Approved by:</i></p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Dean of the Graduate College: _____</p>	<p><i>Date:</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><b>Syllabus</b>—must include all criteria as detailed in UGPC Guidelines.</p> <p>To access Guidelines and download this form, go to:  <a href="http://www.fau.edu/graduate/facultyandstaff/programs_committee/index.php">http://www.fau.edu/graduate/facultyandstaff/programs_committee/index.php</a></p> <p><b>Written Consent</b>—required from all departments affected.</p>

Email this form and syllabus to [diamond@fau.edu](mailto:diamond@fau.edu) one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

**Florida Atlantic University  
School of Social Work  
SOW 6605 Sec 001 Call No.**

**Advanced Context of Social Work Practice with Adults and Elders**

Semester: Spring 2011  
Start/End Date: January-May 2011  
Instructor: Hamlin  
Phone: (561) 297-2864  
Email: [ehamlin@fau.edu](mailto:ehamlin@fau.edu)  
Blackboard: <http://blackboard.fau.edu>

Classroom: SO 111  
Class Times: 4:00-6:50 TH  
Office Hours: Th. 2:00-4:00  
Office Location: SO 284  
Web: [www.fau.edu/ssw](http://www.fau.edu/ssw)

**COURSE DESCRIPTION**

Advanced Context of Social Work Practice with Adults and Elders is a course that is related to the advanced population courses (Adults & Families, Elders & Families) taken in the fall semester. Within the context of social work practice, health is conceptualized as involving physical, mental, and social health. This context of practice course focuses on social work practice in health care settings across the care continuum (primary, hospital, home health, care, nursing or residential care, and hospice) and at the three levels of intervention: primary or prevention/health promotion; secondary or remediation of existing health problems; and tertiary or coping with chronic or terminal health problems. Physical, mental, and social health issues within the context of health care will be addressed. The bio-psycho-social-spiritual model within the systems perspective will be used in examining social work practice across the continuum. *Since this is an advanced practice course, case presentations will be required to understand the relationship between theory, organization, technology, and policy, in practice.* Policy forms the context in which health care within physical, mental, and social agencies is defined, organized and delivered. This course will examine the strengths and shortcomings of the U.S. health care system with emphasis on market-driven, cost containment strategies that has fueled change in the organization, structure, and delivery of services. This course supports the Concentration Curriculum Objectives as well as builds upon the professional generalist foundation curriculum.

**RELATION TO THE EDUCATIONAL PROGRAM**

This course is offered within the concentration curriculum. The course is designed for students who have an interest in working with populations with health care challenges. It builds upon the foundation practice courses using practice theories (time-limited interventions necessitated by managed care), systems theory, strengths, empowerment, and social and economic justice perspectives. It examines the advantages of the bio-psycho-social model in the assessment and intervention of client systems across the physical, mental and social health care continuum.

Advanced Context of Social Work Practice with Adults and Elders builds upon the foundation policy and history course by focusing on the policy dimension of health and the history of health care policy in the U.S. Emphasis is placed upon the role of health insurance especially Medicaid and Medicare and most recently, Children's Health Insurance in caring for our most vulnerable populations.

This course is related to human behavior in the social environment sequence by understanding the role of theory within the micro, mezzo, and macro context of health care practice. Bio-psycho-social theory was introduced during HBSE II and it is applied in this course to clients within the health care continuum with special emphasis upon the importance of the social environment in remediating and coping with health care problems.

The foundation research course provides students with basic research knowledge and skills in understanding the scientific method. This course requires students to use that understanding in designing interventions that would suggest optimal outcomes for clients based on reviews of the empirical literature.

Values, ethical considerations, and diversity content are integrated throughout this course. Human diversity is an extremely important consideration when evaluating health and mental behavior, illness behavior, and sick behavior. Values and ethical considerations are central to social work practice across the health care continuum.

The field education component provides an opportunity for children & adolescent, adult, and elder focus area students to apply the specialized knowledge and skills. The special skills for social work practice in health care settings are associated with such knowledge and skill related areas as: (1) the client population and problem area; (2) the organizational setting; (3) the community characteristics and resources; (4) the specific intervention modalities; and (5) the methods of research, program evaluation, and documentation appropriate to the particular setting.

## **EDUCATIONAL OBJECTIVES**

At the end of this course, students are expected to be able to:

1. Identify, analyze and evaluate ethical dilemmas of health care social workers posed by the profession's principle of client rights and social worker responsibilities in conflict with cost-conscious pressures. *Measure: class discussion, case studies*
2. Appraise and critically evaluate the need for sensitivity and understanding of human diversity across the health care continuum in terms of health behavior, illness behavior and sick-role behavior. *Measure: class discussion, research paper*
3. Appraise and critically evaluate major social changes and policy developments in health care financing and delivery that may reduce discrimination and economic deprivation with populations at-risk. *Measure: class discussion, written examinations*
4. Compare and contrast theories that apply to the bio-psycho-social model within the various practice settings across the health care continuum with children,

- adolescents, adults and elders. *Measure: class discussion, role play, case studies*
5. Examine, formulate, and critically evaluate health insurance policies and programs whose purpose is to provide health insurance for vulnerable populations. *Measure: research paper, class discussion*
  6. Critique and apply specialized assessment and intervention skills at the advanced level for clinical-community work using empirically based interventions. *Measure: case studies, written examinations, class discussion, role play*
  7. Analyze and critically evaluate the need for better outcome research and research-based “best practice” tools within the healthcare continuum. *Measure: class discussion, written examinations*
  8. Apply and evaluate culturally sensitive assessment and intervention skills for effective social work practice across the health care continuum. *Measure: case studies, class discussion, research paper*

### **TEACHING METHODOLOGY**

This course will be conducted in seminar format. It will include involvement of students and instructor using lecture, discussion, reading assignments, audio-visual supplements, case discussions, and student case presentations. The student is expected to be prepared and actively participate in class discussions. Assigned readings provide the student with a structured method to integrate new knowledge and apply it to their practice within their field agencies. Case discussions will provide an opportunity for students to share their work (assessments & interventions) with colleagues as well as gather new insights

### **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 and retake the class*. If a student missed more than 2 classes – whether or not there is a documented, excused absence – the student will receive a substantial decrease in the final grade.

### **POLICY ON USE OF COMPUTERS AND RECORDING DEVICES IN THE CLASSROOM**

The School of Social Work prohibits the use of computers, audio recording, or video recording devices during instructional activities in the 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 Students with Disabilities. 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.

### **AMERICANS WITH DISABILITIES ACT (ADA)**

In compliance with the ADA, students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities located in Boca Raton-SU 113 (561-297-3880).

### **HONOR CODE**

Students at FAU 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/regulations/chapter4/4.001-Honor-Code.pdf>

### **COURSE ASSIGNMENTS & GRADING**

- 1. Mid-term Examination (20% of grade)**
- 2. Case Study Paper and Presentation: (20% of grade)**

#### **Work in Small Groups**

Your Case Study will be presented within your group. The Case Study is a presentation of a client you are working with in your field agency. Normally, two students will present per class where group time is provided. Please use the outline in Kerson: Context: Policy, Technology, Organization, and Practice Decisions: Definition of Client; Goals and Objectives; Contract; Meeting Place; Use of Time; Treatment Modality; Stance; Outside Resources; Reassessment; and Termination. You will also demonstrate verbal critical thinking skills in discussing your case study/presentation with your peers.

- 3. Reaction to readings (20%)**  
For each of the assigned readings, you will complete a short reaction paper (one page or less) to the reading and send them to me as e-mail attachments.
- 4. Final Examination (20% of grade)**
- 5. Options for your course paper (20%) DUE April 15**
  - a. Visits to Healthcare Settings**

Visit 3 health care settings where there is an MSW and provide a three to four

page summary of each setting. You will develop your own outline for this assignment.

**b. Analysis and Commentary on The Patient Protection & Affordable Health Care Act of 2010**

You may develop your own outline for your analysis and commentary. Your analysis may involve 1) a brief history of the major events leading up to the Act, 2) the goal (s) of the Act, 3) major provisions of the policy/legislation, 4) implementation of the policy, 5) affected populations, 6) intended impact, 7) your commentary and analysis of this Act.

**c. Research Paper**

In this paper, you will identify a particular chronic health (physical and mental) problem or a social problem with health implications affecting a population that confronts social workers' in a health care setting. You should select a topic that interests you and is consistent with the learning objectives of the class. You will cover the areas of *need, theory, assessment, intervention, and policy and planning*. Please complete a review of the current literature. Please discuss your topic with me before beginning your research. No more than 12 pages.

1. **Need**
  - a. What is the extent, scope, and characteristics of the problem and the population at-risk affected?
  - b. How is it defined? What are the epidemiological dimensions of the problem?
2. **Theory**
  - a. How is the problem interpreted in terms of organizational, psychological, gerontological, and/or social science theory?
3. **Assessment**
  - a. How is the problem diagnosed or measured?
4. **Intervention**
  - a. What services are provided to cope with the need/problem?
  - b. What are the conditions of admission and eligibility?
  - c. What modes of intervention are used?
  - d. What intervention skills are required?
  - e. What is the role of the social worker?
  - f. How effective are current forms of intervention based on research data?
  - g. What aspects of the problem are not adequately dealt with by current intervention methods?
  - h. What are the specific needs of minority groups?
  - i. How is the service coordinated with other needed services?
  - j. What are the implications for case management?
5. **Policy and Planning**
  - a. What policies mandate this service at the federal, state, and local levels?
  - b. What are the policy gaps, if any?
  - c. What are the ideologies or philosophies underlying current

- policy proposals related to this problem?
- d. Identify prevention measures that promote health and how can social workers are involved?

**Course grading scale is as follows:**

93 – 100% = A	73 – 76% = C
90 – 92% = A-	70 – 72% = C-
87 – 89% = B+	67 – 69% = D+
83 – 86% = B	63 – 66% = D
80 – 82% = B-	60 – 62% = D-
77 – 79% = C+	0 – 59% = F

**REQUIRED TEXTS**

Kerson, T.S. & Associates. (2010). (3<sup>rd</sup> ed.). **Social work in health settings: Practice in context.** Routledge. ISBN 13: 978-0-415-77846-6

**Other course readings are placed on Blackboard.** Also, please visit the **Blackboard Web site** for this course at <http://blackboard.fau.edu> for additional information. IMPORTANT: Blackboard uses the email addresses assigned to you by FAU – since you probably do not pick up email from the FAU account, you need to forward your email to the email address that you generally use. Log onto MyFAU (<http://myfau.fau.edu>) and forward your email to the email address that you want all Blackboard and other FAU email directed to... and if your email address changes, remember to change the forwarding in MyFAU. If you are experiencing problems logging onto MyFAU or Blackboard, you can contact the helpdesk at 561.297.3999.

**SUGGESTED READINGS AND REFERENCES**

Borst, J. (2010). **Social work and health care: Policy, practice and professionalism.** Boston: Pearson Education, Inc.

Brandell, J. (Ed.). (2011). **Theory and practice in clinical social work** ((2<sup>nd</sup> Ed.). Thousand Oaks, CA: Sage Publications.

Corcoran, J. (2006). **Cognitive-Behavioral methods for social workers.** New York: Pearson.

Cowles, L. (2003). **Social work in the health field: A care perspective.** (2<sup>nd</sup> Ed.). New York: Haworth Press.

Dass-Brailsford, P. (2007). **A practical approach to trauma: Empowering interventions.** Thousand Oaks, CA: Sage Publications, Inc.

Dhooper, S.S. (1997). **Social Work in health care in the 21<sup>st</sup> century.** New York: Sage Press.

Dziegielewski, S. (2004). **The changing face of health care social work.** New York: Springer Publishing Company.

Egan, M. (2010). **Evidence-based interventions for social work in health care.** New York: Taylor & Francis.

Gehlert, S. & Browne, T. (Ed.). (2006). **Handbook of health social work.** New Jersey: John Wiley & Sons, Inc.

Mechanic, D. (2008). **Mental health and social policy: Beyond managed care.** (5<sup>th</sup> Ed.). New York: Pearson Education, Inc.

Moniz, C & Gorin, S. (2010). **Health and mental health care policy: A biopsychosocial perspective** (3<sup>rd</sup> Ed.). Boston: Pearson Education, Inc.

Holosko, M. and Taylor, P. (1994). **Social work practice in health care settings.** Toronto: Canadian Scholars' Press.

Kovner, A. & Jonas, S. (Ed.). (1999). **Health care delivery in the United States.** New York: Springer Publishing Co.

Roberts, A. (Ed.) (2009). **Social workers' desk reference** (2<sup>nd</sup> Ed.). New York: Oxford Press.

Thyer, B. & Wodarski, J. (Ed.). (2007). **Social work in mental health: An evidence-based approach.** New Jersey: John Wiley & Sons, Inc.

# ADVANCED CONTEXT OF SOCIAL WORK PRACTICE

Week/Day	Topics	Reading and **Assignments Due
1 Jan. 13	<u>Introduction to course:</u> -Review syllabus and assignments -Professional Goals -What is Health? -Emerging Trends -Health Care Settings	Kerson: Chapter 1, Practice in Context Drisko: Common factors in therapy Bb
2 Jan. 20	<u>Advanced framework for social work practice</u> -What is context of practice? -What factors contribute to treatment outcomes? -Practice Decisions -Factors in therapy -Context of Practice Convene in case consultation groups	**Kerson: Chapter 1 Practice in Context **Drisko: Common factors in therapy Bb
3 & 4 Jan. 27 & Feb. 3	<u>Health care policy</u> -What are the determinants of health? -What is our health care policy? -What are the problems with our health care policy? -What is the function of managed care? Convene in case consultation groups	**Moniz & Goin: Models of Health & Health Policy Bb Summary: The Patient Protection & Affordable Health Care Act of 2010 Bb Summary: Wellstone-Domenici Mental Health Parity and Addiction Equity Act of 2008 Bb Mechanic: Trends in Mental Health Care Bb Mechanic: Views of mental illness in relation to social policy Bb

<p>5</p> <p>Feb. 10</p>	<p><u>Theory &amp; perspectives</u></p> <p>-How does the biopsychosocial-spiritual perspective differ from the traditional biomedical perspective?</p> <p>Convene in case consultation groups</p>	<p>**Rock: Social work in health care for the 21<sup>st</sup> century: The bio-psychosocial model Bb OR</p> <p>** Rolland: Chronic illness and the life family life cycle Bb</p> <p>Austrian: Guidelines for conducting a bio-psychosocial assessment Bb</p>
<p>6</p> <p>Feb. 17</p>	<p><u>Relationship between physical and mental health</u></p> <p>-What is the relationship between the mind and the body?</p> <p>-Is there a link between emotion and disease?</p> <p>-Should positive attitudes and emotions be regarded as traits that can't be changed or skills that can be learned?</p> <p>-Can pain be controlled or reduced by the mind?</p> <p>-What are examples of interventions that address physical and mental health?</p> <p>Convene in case consultation groups</p>	<p>**Engstrom: Physical and mental health: Interactions, Assessment &amp; interventions: pages 194-200 Bb OR</p> <p>**Meadors: Adult Cancer Bb</p> <p>** Rathas: Stress, Health, and Adjustment</p>
<p>7</p> <p>Feb. 24</p>	<p><u>Practice contexts and social work interventions: Medical settings</u></p> <p>-What are some external factors that contributed to the shift in emphasis from social to psychological factors in health</p>	<p>**Kerson: Chapter 19 Geriatric social work in a community hospital OR</p> <p>**Kerson: Chapter 9 Social work in a pediatric hospital OR</p> <p>**Kerson: Chapter 3 Intimate partner violence in the NICU OR</p>

	<p>care?</p> <p>-What are examples of social work's mission in hospital settings?</p> <p>-How do social workers identify patients in need of social work services?</p> <p>Convene in case consultation group</p>	<p>**Kerson: Chapter 14 Social work in a for-profit renal dialysis unit OR</p> <p>** Kerson: Chapter 27 The social worker on the genetic counseling team: A new role in social work oncology</p>
<p>8 Mar. 3</p>	<p><u>Practice contexts and social work interventions:</u> Mental health settings</p> <p>-What are Employee Assistance Programs?</p> <p>-What are the key features of brief care?</p> <p>-What are examples of programs and interventions that assist returning veterans with health concerns?</p> <p>-How are mentally ill inmates treated?</p> <p>Convene in case consultation groups</p>	<p>**Kerson: Chapter 15 Returning veterans &amp; traumatic brain injury OR</p> <p>**Kerson: Chapter 13 Following her lead: A measured approach to providing care management and mental health treatment to homeless adults OR</p> <p>**Corwin &amp; Read: Brief treatment: Community mental health Bb OR</p> <p>**Weiss &amp; Kerson: Intensive case management for people with serious and persistent mental illness Bb OR</p> <p>**Vonk: Assessment &amp; treatment of PTSD Bb</p> <p>Mechanic: Homeless and mental illness Bb</p> <p>Mechanic: Criminalization of persons with mental illness Bb</p>
<p>9 Mar. 17</p>	<p>Mid-Term Examination</p>	
<p>10 Mar. 24</p>	<p><u>Practice contexts and social work interventions:</u> Community settings</p> <p>-What is the role of home health care in the continuum of care?</p>	<p>**Mechanic: Maintenance of patient with persistent disorders Bb OR</p> <p>**Kerson: Chapter 17 A framework for working with people with early-stage dementia: A relationship-focused</p>

	<p>-In what ways can in-home support services benefit clients and maintain elders in the community?</p> <p>-How does the relationship focused approach to work with people with dementia compared with other approaches?</p> <p>Convene in case consultation group</p>	<p>approach to counseling OR</p> <p>**Kerson: Chapter 16 The case of Junior: A study of collaboration, boundaries, and use of self OR</p> <p>**Lotz: Home care</p>
<p>11 &amp; 12 Mar. 31 &amp; Ap. 7</p>	<p><u>Practice contexts and social work interventions:</u> Long term care facilities</p> <p>Small group project</p>	<p>**Mercer, Robinson &amp; Kerson: Alzheimers disease: Intervention in a Nursing home environment Bb OR</p> <p>**Kerson: Chapter 18 Autonomy-friend or foe in health care center: a social worker's perspective OR</p> <p>**Chapman &amp; Toseland: Effectiveness of advanced illness care teams for nursing home residents with Dementia Bb</p> <p>NASW Standards for Social Workers in Long Term Care Facilities Bb</p>
<p>13 &amp; 14 Ap. 14 &amp; Ap. 21</p>	<p>Practice contexts and social work interventions: At end of life</p> <p>-What is palliative care?</p> <p>-What is the role of social work in end-of-life care?</p> <p>-Social work practice in hospice and palliative care</p> <p>Convene in case consultation groups</p>	<p>**Kerson: Chapter 20 Hospice services: The dilemmas of technology at the end of life</p> <p>NASW Standards for Social Work Practice in Palliative and End of Life Care</p>
<p>15 Ap. 28</p>	<p>Final Examination</p>	

May	School of Social Work Induction Ceremony	Congratulations MSWs!!!

## **Professional Expectations of Student Behavior**

Students at FAU 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/regulations/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf)

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.

**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.*

**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.*

**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.*

**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.*

**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.*

**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.*

**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)*

**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.*

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**SAFEWALK – Night Owls – 954-236-1902 (Davie) 561-297-6695 (Boca)**

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.

**STUDENTS WITH DISABILITIES**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Student Disabilities (OSD) located in Boca Raton-SU 133 (561-297-3880), in Davie-MOD I (954-236—1222), in Jupiter-SR 117 (561-799-8585), or at the Treasure Coast-CO 128 (772-873-3305), and follow all OSD procedures.

**DISCRIMINATION OR HARASSMENT - 561-297-4004**

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/public/nondiscrim.html>

**RELIGIOUS HOLIDAYS**

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Rosh Hashana. Please advise the instructor at the beginning of the term if you need any accommodations for other religious holidays.

**WEBSITES:**

The following websites may be helpful in your review and understanding of the content in this course. You are invited to provide additional websites that you found to be useful.

**Advanced Care Planning**

<http://www.partnershipforcaring.org/ad.htm>

These are state specific advance directive documents.

<http://www.partnershipforcaring.cor/choices.htm>

Introduces many of the issues surrounding en-of-life decision-making.

### ***American Council for the Blind***

This site offers information about the activities of the organization, recent issues of its monthly publications, and helpful resources and information about blindness.

### **Caregiving**

<http://www.caregiver.org>

Provides a number of resources focusing on caregiving, specific disease-related information, and related public policy news.

<http://www.caregiving.org>

Homepage for the National Alliance for Caregiving-an organization designed to support family caregivers of the elderly and the professional who serve them.

<http://www.careguide.com>

Provides family caregivers everything they need to assess, plan, manage, and monitor the best care for their loved ones.

### ***The Center for Independent Living***

The Center for Independent Living (CIL) is a national leader in helping people with disabilities live independently and become productive, fully participating members of society.

### ***Central Institute for the Deaf***

CID is an independent, private, not-for-profit institute centered on the effects of hearing impairment. It is located on the medical school campus of Washington University in St. Louis, Missouri.

### ***disABILITY Information and Resources***

One of the largest collections of resources for all types of disabilities.

### ***Down Syndrome WWW Page***

A support and information page for parents, professionals and others interested in Down syndrome.

### **End-Of-Life**

<http://dying.about.com/health/dying>

Contains a wide variety of information about death and dying.

[http://www.hospicenet.org/html/help\\_yourself-pr.html](http://www.hospicenet.org/html/help_yourself-pr.html)

This brochure is intended to help individuals with terminal illnesses deal with the reality of their prognosis and to continue to live even though they are dying.

### ***National Institute for Life Planning***

NILP is a national organization dedicated to promoting transition, life and person centered planning for all persons with disabilities and their families. The site provides families with information on government benefits, advocacy, guardianship, aging, housing, and supported employment.

### ***Attention Deficit Disorder Archive***

A variety of information resources about ADD.

### ***Center for Health Education***

C.H.A.D.D. is a nonprofit parent-based organization formed to better the lives of individuals with attention deficit disorders and those who care for them through family support and advocacy, public and professional education and encouragement of scientific research.

### ***ChronicILLNet***

This is the first multimedia information source on the Internet dedicated to chronic illnesses including AIDS, cancer, Persian Gulf War Syndrome, autoimmune diseases, Chronic Fatigue Syndrome, heart disease and neurological diseases. This site offers information for researchers, patients, lay people, and physicians.

### ***Diseases, Disorders and Related Topics***

Links to information about a wide range of medical disorders.

### ***Drug Database***

A database of information on prescription drugs, searchable by generic or trade name.

### ***On-line Resources for Diabetes***

This Web page brings together in one place descriptions of and links to all those places

where diabetics can find resources that they can use.

### ***Health Information Index at NIH***

An introduction to some of the many health information resources provided by the National Institutes of Health.

### **Hospice**

<http://www.hnpco.org>

This booklet discusses death and typical responses to a loved one's death.

<http://www.hospicenet.org/html/questions-pr.html>

This page discusses a number of questions individuals and their families might ask when deciding on a hospice program.

<http://www.hospicenet.org/html/medicare-pr.html>

This document explains the special rules that govern Medicare coverage of, and payment for, hospice care.

### ***Juvenile Diabetes Foundation***

The Juvenile Diabetes Foundation is a not-for-profit, voluntary health agency whose mission is to support and fund research to find a cure for diabetes and its complications. The site offers a range of diabetes information

### **Long Term Care**

<http://www.fria.org>

This booklet is designed to explain the Comprehensive Care Planning process for residents of nursing homes and provides information that will help individuals and their families participate and communicate more fully and effectively.

### ***The Minority Health Network***

MHNet is a world wide web based information source for individuals interested in the health of minority groups, referring to all people of color and people who are underrepresented economically and socially.

### ***National Center for Farmworker Health***

NCFH is a private, not-for-profit corporation located in Austin, Texas. NCFH has evolved into a multi-faceted organization which provides a wide range of services

dedicated to improving the health of the workers who harvest America's crops.

### ***National Information Center on Health Services Research***

NICHSR was created at the National Library of to improve the collection, storage, analysis, retrieval, and dissemination of information on health services research, clinical practice guidelines, and on health care technology, including the assessment of such technology.

### ***ACSN-AIDS Caregivers Support Network***

ACSN is an non-profit organization dedicated to assisting AIDS caregivers with emotional and practical support through group services, individual support, and written materials. The site provides information about the organization, Circles of Care, a quarterly newsletter, and other resources on the Web.

### ***The Body: A Multimedia AIDS and HIV Resource***

Covers many topics, including: prevention, safe sex, testing, treatment (protease inhibitors, combination therapy, viral load, azt, ddi, ddc, d4t, 3tc, reverse transcriptase), Q&A w/experts, hotlines, and politics.

### ***Center for AIDS Prevention Studies***

CAPs is committed to maintaining a focus on prevention of HIV disease, using the expertise of multiple disciplines, and an applied and community-based perspective within a university setting. The Web site features information about the activities of the center, fact sheets, and a "Prevention Toolbox".

### ***HIV/AIDS Treatment Information***

The HIV/AIDS Treatment Information Services (ATIS) provides timely, accurate treatment information on HIV and AIDS through the use of federally approved treatment guidelines and information. The HSTAT database contains the full text of approved treatment guidelines being used by the services.

### ***Pets Are Loving Support***

PALS is an non-profit agency organized to improve the quality of life of people with AIDS by preserving and promoting the human/animal bond through the care and maintenance of their animal companions.

### ***Bereavement Resources***

A variety of resources for mourners.

### ***David Baldwin's Trauma Information Pages***

The Trauma Information Pages focus primarily on emotional trauma and traumatic stress, including PTSD (Post-traumatic Stress Disorder), whether following individual traumatic experience(s) or a large-scale disaster. New information is added to this site once a month. The purpose of this award-winning site is to provide information about traumatic stress for clinicians and researchers in the field.

### ***Depression FAQ***

Frequently asked questions about depression.

### ***GriefNet***

Bereavement, grief, death and dying resources.

### ***Mental Health Net***

MHN considers itself the largest, most comprehensive guide to mental health online, featuring over 6,000 individual resources. This site, winner of several awards, covers information on disorders such as depression, anxiety, panic attacks, chronic fatigue syndrome and substance abuse, to professional resources in psychology, psychiatry and social work, journals and self-help magazines.

### ***National Alliance for the Mentally ILL***

Grassroots, self-help organization of people with serious mental illness and their families and friends. NAMI's mission is to eradicate mental illness and to improve the quality of life for those who have mental illness.

### ***Psychiatric References***

Pointers to many different information resources on psychiatry from the University of Michigan Department of Psychiatry.

### ***Psychiatry On-Line***

The International Journal of Psychiatry – a peer reviewed, independent psychiatry journal for psychiatrists and mental health professionals. Contains articles, archives, and links to professional resources.

### ***Screening for Suicide Risk***

Important information on screening for suicide intent from Columbia-Presbyterian Medical Center.

### ***Alcoholism Treatment Assessment Instruments***

Information on the availability of a variety of instruments for adolescents and adults to be used in screening, diagnosis, assessment of drinking behavior, treatment planning, treatment and process assessment, and outcome evaluation.

### ***APA:FAQ on Psychological Tests***

American Psychological Association provides answers to Frequently Asked Questions about the selection and use of psychological tests.

### ***Buros Institute of Mental Measurements***

Comprehensive site providing reviews of tests, links to important resources for testing, and standards for utilization of tests.

### ***Geriatric Assessment Methods***

Discusses various aspects of databased decision making for care decisions with geriatric patients.

### ***Human Subjects in Research Sites***

This page is intended to provide pointers to information about ethical aspects of research involving human subjects as participants.

### ***RAND-36 Health Survey Trial***

A new short-form health survey, which taps eight health concepts: physical functioning, bodily pain, role limitations due to physical health problems, role limitations due to personal or emotional problems, general mental health, social functioning, energy/fatigue, and general health perceptions.

### ***Dual Diagnosis WEBSITE***

Dual Diagnosis refers to co-occurring Mental Illness, Drug Addiction and/or Alcoholism in various combinations. This site is designed to provide information and resources for service providers, consumers, and family members who are seeking assistance and/or education in this field.

### ***National Organization on Fetal Alcohol Syndrome***

NOFAS is a nonprofit organization dedicate to eliminating birth defects caused by alcohol consumption during pregnancy and improving the quality of life for those individuals and families affected. NOFAS is the only national organization focusing solely on FAS, the leading known cause of mental retardation.

## ***Substance Abuse and Mental Health Services Administration***

The SAMHSA home page offers links to a wide variety of resources.

### **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.

### **STUDENTS WITH DISABILITIES**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), and follow all OSD procedures.

### **DISCRIMINATION OR HARASSMENT – 561-297-4004**

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/nondiscrim.html>.

### **RELIGIOUS HOLIDAYS**

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

### **HONOR CODE**

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/regulations/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

### **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 the BSW Student Manual at <http://www.fau.edu/ssw/pdf/BSWstudmanual.pdf>, or the MSW Student Manual at <http://www.fau.edu/ssw/pdf/MSWstudmanual.pdf>.