

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs		UUPC Approval <u>2-1-21</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Social Work College Social Work and Criminal Justice		
Current Course Prefix and Number SOW 4304		Current Course Title Social Work Practice with Families	
<i>Syllabus must be attached for ANY changes to current course details. See Checklist. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*Review Provost Memorandum</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***General Education criteria must be indicated in syllabus and approval attached to this form. See GE Guidelines.</small>		Change description to: Academic Service-Learning (ASL) Designation 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 (default is D-).	
Effective Term/Year for Changes: Summer 2021		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Ellen Rondina erondina@fau.edu (561)297-0385			
Approved by Department Chair <u><i>Katherine Johnson, PhD, n.csw</i></u> College Curriculum Chair <u><i>Precious Skinner-Osei, PhD, MSW</i></u> College Dean <u><i>Naelys Luna</i></u> UUPC Chair <u><i>Jerry Haky</i></u> Undergraduate Studies Dean <u><i>Edward Pratt</i></u> UFS President _____ Provost _____		Date 1/25/2021 1/7/2021 _____ 2-2-21 2-2-21 _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

**PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
FLORIDA ATLANTIC UNIVERSITY
SOW4304 Section 004 CRN 16862 (3 Credit Hours)
Social Work Practice with Families**

Semester: Spring 2021

Classroom: Online Class Live Lecture with Canvas component

Start/End Date: Jan 12 – April 13

Class Day/Time: Tuesdays, 1:00-3:50 pm

Instructor: Ellen Rondina, LMSW

Office Hours: **Tuesdays, 12-1, 6-7pm and Thursdays 1-2pm by appointment**
Office Location: Boca/Zoom

Email: erondina@fau.edu

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, SafeWalk, 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).

SUPPORT SERVICES & ONLINE RESOURCES

- [Center for Learning and Student Success](#)
- [Counseling and Psychological Services](#)
- [FAU Libraries](#)
- [Freshmen Academic Advising Services](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Office of Undergraduate Research and Inquiry](#)

BSW Program Mission

The mission of our BSW program is to educate competent and compassionate social workers for entry-level practice and as a foundation for further professional development and growth. Our graduates possess critical thinking skills and engage in evidence-based 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 explore the Generalist Intervention Model (GIM) as it relates to social work with families. This exploration will be set upon the foundation of contemporary social work values as well as the historic mission of social work as a profession.

Particular attention will be given to the strengths perspective, populations at risk, and social justice. Students will critically examine current evidenced-based theoretical foundations in family interventions in an effort to gain understanding of the field of practice from variety of social work theories and perspectives.

Relevance to Educational Program

This course builds on the knowledge and skills gained in *SOW 4302- Social Work Practice with Individuals*, as students will use microskills and the generalist process from this course, but in the context of work with families. This course also prepares students for the broader perspective of *SOW 4343- Social Work Practice with Organizations and Communities*. This course utilizes content from *SOW 3232- Social Welfare Policy and Provision* to deepen awareness of how social policy affects practice reality with families. Content from the *HBSE sequence* is used to ground the GIM in the biopsychosocial-spiritual perspective. This course compliments *SOW 4403- Research Methods in Social Work* by underscoring the need for accountability in practice and critically examining theory and research. The *practice sequence* courses prepare students for the rigorous and growth-enhancing experience of the *Field Placement Seminar* that is the culminating experience of the BSW program. The BSW degree prepares students to pursue graduate degrees or to enter employment as beginning-level generalist practitioners.

Educational Objectives

1. Demonstrate Ethical and Professional Behavior.

- Objective: Students will be able to make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as it relates to practice with families during class discussions and role plays;
- Students will use reflection and self-regulation through class discussion and assignments to manage personal values and maintain professionalism in generalist practice work with families

2. Engage Diversity and Difference in Practice.

- Students will be able to apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice with families during class discussions and diverse family presentations.
 - Students will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse families through the family elder and genogram assignments.
3. **Advance Human Rights and Social, Economic, and Environmental Justice**
 - Students will demonstrate their knowledge of concerns and practices related to social justice for families through the diverse family presentation.
 4. **Engage in Practice-informed Research and Research-informed Practice**
 - Students will be able to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings relevant to their practice work with families during class presentations and discussions.
 5. **Engage in Policy Practice**
 - Students will apply critical thinking to analyze and understand the impact of policies that relate to social work practice with families in class discussions and through online quizzes.
 6. **Engage with Individuals, Families, Groups, Organizations, and communities.**
 - Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with families through class discussions and materials review.
 - Students will demonstrate the use of empathy, reflection, and interpersonal skills to effectively engage diverse families while participating in role plays and class discussions.
 7. **Assess Individuals, Families, Groups, Organizations, and Communities**
 - Students will collect and organize data, and apply critical thinking to interpret information from a movie to apply to work with families during a sample psychosocial assessment.
 - Students will select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of families through a literature review of relevant material in class presentations and online quizzes.
 8. **Intervene with Individuals, Families, Groups, Organizations, and Communities**
 - Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with families through class discussions and presentations.
 9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.**
 - Students will critically analyze, monitor, and evaluate intervention and program processes and outcomes during class discussions, presentations and online quizzes.

Teaching Methodologies:

The course will consist of a variety of stimulating readings, role-plays, videos, quizzes, discussions, and assignments. The course assignments are designed to help you integrate theory, values, and skills through the processes of reflection, self-awareness, and professional growth. The instructor will endeavor to maintain an open and respectful environment both online and in the classroom.

This course will use a combination of live online classroom with video as well as asynchronous Canvas discussions. Quizzes will be done with a Lockdown system to maintain academic integrity. Students are expected to follow appropriate professional Netiquette at all times. Please see the attached guidelines. Students are expected to be ready to be on video for the duration of the course. Please contact your instructor if you have any concerns.

The flow and benefit of the class experience will depend on how well each student maintains the assignments as outlined below. Emphasis will be on the student's ability to integrate information from a variety of sources and to demonstrate social work practice skills expected of the BSW entry-level practitioner.

Academic Service-Learning Statement:

This course is designated as an “**academic service-learning**” course. The assistance you provide to the agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in AS-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development. Academic service-learning notation of hours will post to your transcript with submission of hours to your faculty instructor (Minimum of 10 hours). An Academic Service-Learning Student Survey is required to be taken at the end of your AS-L project. Please visit the Weppner Center for LEAD & Service-Learning website, www.fau.edu/leadandserve, for the survey link and more information on FAU's Academic Service-Learning program.

Assumption of Risk Statement for Student:

I understand that there are certain physical risks inherent in every form of service-learning. I understand the risks associated with this Academic Service-Learning assignment. I nonetheless agree to assume those risks so as to gain the benefits from participation in this valuable learning experience. I hereby release the State of Florida, the Board of Trustees, Florida Atlantic University and its agents and employees from any and all liability associated with my participation in this assignment at Florida Atlantic University.

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

Rubrics

The rubrics define in writing what is expected of the student to get a particular grade on an assignment. Please view/ read each individual rubric attached to each assignment on Canvas before, during, and after completing each assignment to be sure you are meeting all of the requirements.

Course Assignments and Grading:

Assignments	Percentage of Grade
Family Elder Presentation	10%
Genogram	10%
Two quizzes	20% (10% each)
Paper Diverse Families/10 hours service learning	25%
Biopsychosocialspiritual Assessment	25%
Class Participation	10%

Assignment 1: Family Elder Presentation (10%)

This assignment is designed as an introduction to social work with families. The purpose of this exercise is for students to begin to explore their family of origin as well as gain an understanding of family dynamics, culture, and other diversity factors. Each student will interview the eldest member of their family using the following questions below as a guide. Each student will take notes on the interview (which may be recorded with the elder’s consent), so that the student may present information from the interview in a 5 minute class presentation. The presentations will be similar to presentations of clients in a social work team meeting or group supervision.

- From where does the family come?
- What was it like “back in the day,” when you were growing up?
- What was your life like growing up?
- Who raised you: birth parents? Grandparents? Others?
- How many people were there in the family?
- What were your school and/or work experiences growing up?
- What were the best things you remember about those days?
- What were the worst?

- Please describe one of the events in your life that made you who you are?
- What are the values and lessons that are most important to you?
- What are 5 of the most important things an elder should teach the younger generations?
- What is the cultural identity that you would like/hope a person in this family would have, and how have you imparted that?
- What are 5 things that make a person a good person?
- What does it take to raise a young person today?
- How close is your life to what you value? Want? Believe in?
- What didn't I ask you that you think that I should know?
- If there were one piece of advice that you would like to give me, what would that be?

Each student will share the most important and valuable aspects of the interview with the class (5 minutes).

Are there many things that you did not know about your family? What does this experience mean to you?

On the day that you are scheduled to present, please bring something that is meaningful to you in relation to the person you interviewed or what you learned from this interview (e.g., a particular food, a photograph, a scent, a memento).

EVALUATION for this assignment will be based on: Clarity and conciseness of the presentation; comprehensive coverage of the topics for this assignment; and insights about family of origin dynamics, values, and culture.

Assignment 2: Genogram on Family of Origin (10%)

A genogram is a helpful tool in understanding family structure and dynamics. Additionally, it is beneficial for social workers to be aware of their own family structure and dynamics. Each student will complete a genogram, showing 4 generations: you, your parents, grandparents, great grandparents). If you have children or grandchildren, please be sure to include them as well. This genogram will be shared in class.

Assignment 3: Online Quizzes (20%)

Students will complete two quizzes related to material covered in the text and course lectures, as well as assigned readings. These quizzes will be taken online and completed by the deadline listed on the schedule.

Assignment 4: Paper on Diverse Families or 10 hours of service learning (25%)

Academic Service-Learning (AS-L) option:

In conference with your instructor, students will choose an agency that will be a good fit for their interests and career goals and participate in a program that allows them to work directly with families in a myriad of capacities. This experience will integrate the content from this course with a service component designed to enhance and synthesize the learning. Keep in mind that background checks and other pre-

requisite trainings may be required and COVID-19 may be requiring that this service learning work be done virtually. To get credit for this option on your transcript, you will need to complete a minimum of 10 hours. This experience will be in lieu of writing this paper, but it will also inform your final Family Biopsychosocialspiritual assessment assignment.

Paper: Choose a demographic/family-structure-type from below, or propose one:

1. BIF(family)OC
2. Religious-oriented family
3. Family with LGBTQ member
4. Single parent family
5. Separated/Divorced family

Conduct a literature review on the specific family structure and identify potential difficulties the family may experience and potential interventions. This literature review should include at least 5 credible sources (peer reviewed-articles or books). You should consider issues or interventions that consider diversity, social justice and policy issues and should cite examples and precedence for your choices. This paper should be a total of 7 pages, including a title page and bibliography. See Canvas for detailed information and requirements.

Assignment 5: Family Biopsychosocialspiritual Assessment (25%)

The purpose of this assignment is for students to complete a family-focused biopsychosocialspiritual assessment. Students have the option of using a family they are working with or have worked with in a professional capacity, a family that they worked with for their 10 hours of service learning, or if neither of those apply, this assignment can be completed by watching a movie from pop culture that highlights family dynamics. Some suggested movies are:

- What's Eating Gilbert Grape
- Mrs. Doubtfire
- Soul Food
- Death at a Funeral
- Stepmom
- The Family Stone
- Juno
- Mother and Child
- Madea's Big Happy Family
- Jumping the Broom
- Love, Simon
- Boyz in the Hood
- Instant Family

1. Please be sure to indicate the (redacted/fictitious name of the family you worked with), movie selected, including year of release, at the beginning of your assignment

2. Write the assessment as if you were a social worker writing about a family that you had just interviewed. In your assessment, apply systems theory to generate a better understanding of the family. Your assessment should include the following components:
 - a) Agency context: Identify the agency where the family is receiving services. Briefly describe its mandate and mission. *(2-3 sentences)*
 - b) Names of family members and a description of their relationships to each other. *(1 paragraph)*
 - c) Presenting Problem: Identify a presenting problem: (e.g., a child who is being bullied at school for being "a sissy," a parent who loses his/her job and can no longer support the family, a teenager who abuses cannabis, or a family that is experiencing discrimination from neighbors). Keep in mind that your family may involve several family subsystems. Please focus on one or two specific presenting problems. Describe the presenting problem as if it were a real problem: What motivated the family to come for services? How does each family member view the presenting problem, concern, or issue? What is the history of the problem (how did it emerge, how has it changed over time, how serious is it now, and what has the family tried to do to manage this problem in the past)? *(1 page)*
 - d) Family Structure and Dynamics: Apply family systems concepts, for instance, linking the concepts of boundaries, subsystems, triangles, norms, life cycle challenges, acculturation, rules, and roles to your family of origin. *(2 pages)*.
 - e) Family Stressors and Needs: Identify the family's biopsychosocial-spiritual needs and stressors, as they perceive them (e.g., medical concerns, emotional issues, anxiety, conflict within the family, sense of meaning or purpose, lack of resources). If there are differences in their perceptions, indicate how different family members have different views of their needs. *(1 page plus ecomap)*
 - f) Family Strengths: Identify the family's strengths, including individual and family characteristics and resources that it can use to address the presenting problem and underlying needs. Make sure that nurturing support systems are included in the ecomap. *(1 to 2 paragraphs)*
 - g) Diversity: Identify at least one diversity group to which this family belongs (e.g., culture, race, ethnicity, religion, sexual orientation, disability, socioeconomic status). Describe how the family's diversity background may relate to the family's needs, concerns, or strengths. Make use of at least one scholarly article related to the family's diversity. *(1 page-culturagram if appropriate)*
 - h) Overall assessment: Provide your overall assessment of the family's situation, from a systems perspective. Avoid blaming or judgmental language, and highlight the reciprocal effects that different parts of the family system have on one another. *(1 page)*
 - i) Include at least one primary goal for work and three specific objectives. The plan should also identify what specific interventions will be used and who will be responsible for which tasks (for instance, if the family needed advocacy, who would act as advocate and what approach would that person use for advocacy; or if the family needed parenting skills training, who would act as trainer and what model of training would be used?). Provide references for the models of intervention that will guide your interventions. Make sure your goals, objectives, models of intervention, and action plan build on one another in a logical manner. Your intervention plan should include family systems

approaches (e.g., strengthening specific relationships, helping the family adapt to life cycle adjustments, fostering a better fit between the family and its social environment, or referring the family for specific types of family therapy). Although your intervention plan may include individual counseling or therapy, individual work should not be the only form of intervention. (1 to 2 pages)

- j) Evaluation plan: Describe how you plan to evaluate progress towards the goals and objectives identified above: how you will gather information; what measures you will use; and how you will ensure that your measures for evaluation are feasible, valid, and reliable. (half a page).

For this assignment, you may apply information from our class readings, but you will also need to make use of other scholarly research and readings. You may find useful journal articles by using the library's online SocIndex or PsycARTICLES databases and searching for topics specifically related to your family's dynamics – e.g., its ethnic background, structure, presenting issues, risks, or resilience. Family theory and family therapy textbooks may also be useful. Further, you may consult with immediate or extended family members to gather information for the genogram, ecomap, demographic information, important events/turning points, and emotional perspectives of others in your families. The paper will be **10 pages** in length **maximum** including any references, using APA format; no abstract needed.

Grading for this paper will be based upon: Clarity and conciseness of your understanding of family systems and the GIM (in your own words); Synthesis and integration of information from various readings and class materials; Accuracy of definition and application of concepts; Comprehensiveness of the assessment; Creativity and originality in the critique; Following APA format and rules of grammar [for APA Formatting Help, see link at <http://www.fau.edu/ssw/links.html>]

When you present client information in papers or presentations in class, please do not disclose real names or other identifying information.

Textbooks and Course Readings

The textbooks required for this course are:

- Collins, D., Jordan, C., & Coleman, H. (2012). *An introduction to family social work* (4th ed.). Belmont, CA: Brooks/Cole.
- Van Hook, M.P. (2014). *Social work practice with families: A resiliency -based approach*. (2nd ed.). Chicago, IL: Lyceum Books.

Recommended texts are:

- Congress, E.P, & Gonzalez, M. (2012). *Multicultural perspectives in social work practice with families* (3rd ed.). New York City, NY: Springer Publishing.

- Yanca, S. J. & Johnson, L.C. (2008). *Generalist social work practice with families*. New York: Pearson Publishing. ISBN-13: 978-0205470105

This book is available at the campus bookstore and online sources.

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.

Attendance, makeup assignments, late work, and incompletes

Note: As per FAU SSW Policy, failure to attend the first class will result in the student's automatic withdrawal from the course.

Students need to inform the instructor in advance of absences and tardiness to class in accordance with professional expectations. Students are expected to arrive promptly and ready to work and to stay for the entire class or until excused by the instructor.

Students may make up one missed class by watching the recording of class and completing and submitting the 'missed class assignment'. This may only be used one time per semester.

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 absence, excessive tardiness, or patterns of leaving early may result in a substantial reduction of the final grade or a failing grade. Students may be asked to present a written excuse from a healthcare provider for 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, with more than one absence, the student may be required to withdraw or retake the class.

Please note that students cannot be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance.

Please complete all assignments in a timely manner as scheduled on Canvas. Assignments will receive a 2 point deduction for each day late and must be pre-approved by the instructor.

Please note that the University Provost, in order to identify and assist students at academic risk, requests that courses with freshmen have graded assignments well before midterm. If applicable, also note the minimum grade required to pass the course (if not a “D-”).

INCOMPLETE GRADE POLICY

The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor but is allowed only if the student is passing 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.

Technical skills

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Access the Internet using the Internet browsers Google Chrome and/ or Firefox.

Note: If you want to view Canvas on a device with a smaller screen, we recommend using the Canvas mobile App.

- Log in to Canvas to access the course materials, read course modules, submit assignments-quizzes, and post and respond to online discussions.
- Download/ upload files on Canvas.
- Access FAU email and/ or via Canvas Inbox to communicate with faculty and peers.
- Create files in word processing program formats as Microsoft Office Tools, applying Copy and Paste functions.
- Use presentation, graphics, media, and other software programs, as required.
- Access Owl Apps Google Drive to submit assignments, if required
- Search the FAU Library and Websites.
- Download and Install software, if applicable.
- ADA Compliance Access on Canvas: Screen Readers applications: Macintosh: VoiceOver (latest version for Safari); PC: JAWS (latest version for Internet Explorer); PC: NVDA (latest version for Firefox).

Note: There is no screen reader support for Canvas in Chrome.

TECHNICAL SUPPORT

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions](#).
3. Complete a [Help Desk ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
 - a. Select “Canvas (Student)” for the Ticket Type.
 - b. Input the Course ID.
 - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

TURNITIN SOFTWARE TUTORIAL

The Turnitin is an originality checking and plagiarism prevention service that checks your writing for citation mistakes or inappropriate copying. When you submit your paper, Turnitin compares it to text in its massive database of student work, websites, books, articles, etc. Turnitin is integrated into the Assignments tool on Canvas in all online classrooms and is managed by Classroom Support. This means that when you upload your paper to your classroom for grading, it will automatically be sent through Turnitin's repository. The Similarity Report that it generates will help identify possible instances of plagiarism. Please read [Turnitin Plagiarism Software Tutorial](#)

CLASSROOM ETIQUETTE/DISRUPTIVE BEHAVIOR POLICY STATEMENT

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.

Disruptive behavior is defined in the FAU Student Code of Conduct as "... activities which interfere with the educational mission within classroom." Students who disrupt the educational experiences of other students and/or the instructor's course objectives in a face-to-face or online course are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

For more information, please see the [FAU Office of Student Conduct](#).

COMMUNICATION POLICY

EXPECTATIONS FOR STUDENTS

Students are responsible for reading all announcements posted by the instructor in Canvas. Check the course announcements each time you log in and/or make sure the announcements are set to be sent directly to your FAU email.

Students are responsible for reading all course email and responding in a timely manner.

Course-Related Questions

Post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question. Someone may have already asked and answered the question in previous posts.

INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME & FEEDBACK

Email/Video Conferencing Policy

Except for weekends and holidays, the instructor will typically respond to email (Canvas inbox or FAU email) within 48 hours. You should ask course-related questions in the FAQ discussion board. If you have questions of a personal nature, you should email the instructor.

Assignment Feedback Policy

The instructor will provide feedback on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which the instructor will communicate to you. **Beyond looking at your grade, please make sure you review all comments and saved tracked changes so you do not miss any feedback.**

Electronic Communication Policy

In addition to the University's policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications.
- All electronic communication resources must be used for the course and in alignment with to the University mission.
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Access without consent.
- Disruption of services including introducing computer contaminants (viruses).
- Harassment of any kind.

Please see the Office of Information Technology's policies on [Cyber Security Awareness](#).

FACULTY RIGHTS & RESPONSIBILITIES

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise.

To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the *Student Code of Conduct*.

SELECTED UNIVERSITY & COLLEGE POLICIES

ACCESSIBILITY POLICY STATEMENT

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please consult [Student Accessibility Services](#).

Contact

- **Boca Raton:** (561) 297-3880
Fax: (561) 297-2184, TTY: 711

GRADE APPEAL PROCESS

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[Chapter 4 of the University Regulations](#) contains information on the grade appeals process.

RELIGIOUS ACCOMMODATION POLICY STATEMENT

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

UNIVERSITY APPROVED ABSENCE POLICY STATEMENT

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is your responsibility to notify the instructor at least one week prior to missing or submitting any course requirement/assignment.

DROPS/WITHDRAWALS

You are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the [FAU Registrar Office](#) for more information.

DISABILITY POLICY STATEMENT

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

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER 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/>

CODE OF ACADEMIC INTEGRITY POLICY STATEMENT

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

policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation.

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.

<i>Class</i>	<i>Topics</i>	<i>Readings / Due Dates / Tests</i>
Week 1 Jan 12	Introduction to Class & Topic What is a Family? -How to Define Family -Diversity of Family Structure -Review Family Elder Assignment	Syllabus Collins, Chapter 1 Collins, Chapter 2
Week 2 Jan 19	Family Systems Theory ● Family Elder Discussion in CANVAS	Collins, Chapter 3
Week 3 Jan 26	Resilience theory ● Family Elder Presentations ● Ethical Considerations with family-based practice	Collins, Ch. 5 Van Hook, Chapter 4 Elder Presentation due
Week 4 Feb 2	Interaction and Engagement with Families ● Engagement ● The Helping Relationship ● Communication ● Conducting an Interview with a family	Collins, Ch. 6& 7 Van Hook, Ch. 2
Week 5 Feb 9	Assessment of Families ● Identifying needs of the Family ● Identifying strengths and resources ● Synthesizing and analyzing information	Collins, Ch. 8 & 9 Van Hook, Ch. 3, p. 64-97 Quiz #1 DUE IN CANVAS
Week 6 Feb 16	Introduction to Genograms	Genograms
Week 7 Feb 23	Genograms and Cultural Genograms Assignment	Genogram Assignment Due
Week 8	Planning with Families Goals and Objectives	Collins, Ch. 10 Van Hook, Ch. 3, p. 98-108

March 2	Strengths and barriers for Plan	
Week 9 March 9	Psychoeducation and Family-Based Intervention ● Diverse Family Presentations	Collins, Ch. 11, p.337-351 Van Hook, Ch. 6 Van Hook, Ch. 14 Diverse Family assignment due
Week 10 March 16	Cognitive Behavioral Theory/Techniques and Social Learning ● Diverse Family Presentations	Collins, Ch. 12 Van Hook, Ch. 5
Week 11 March 23	Solution Focused Techniques ● Diverse Family Presentations	Collins, Ch. 11, p.352-367 Collins, Ch. 13 Van Hook, Ch. 8
Week 12 March 30	Spirituality and Mindfulness ● Diverse Family Presentations	Van Hook, Ch. 13 Quiz # 2 due in CANVAS
Week 13 April 6	Evaluation and Termination with Families	Collins, Ch. 14 Family Psychosocial due
Week 14 April 13	Wrap-up and reflection	

* 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.