

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

Semester: Fall \_\_\_\_

Start/End Date: Months/Year

Instructor: TBA

Phone: TBA

Email: TBA

Canvas: <http://canvas.fau.edu>

Classroom: TBA

Class Times: TBA

Office Hours: TBA

Office Location: TBA

Web: [www.fau.edu/ssw](http://www.fau.edu/ssw)

### **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.

## **Competencies and Educational Objectives (CSWE, 2015)**

### **Competency 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;

*Objective:* 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

### **Competency 2: Engage Diversity and Difference in Practice.**

*Objective:* 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.

*Objective:* Students will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse families.

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

*Objective:* Students will use practice experience and theory to inform scientific inquiry and research during the development of their presentation on diverse families.

*Objective:* 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.

### **Competency 5: Engage in Policy Practice.**

*Objective:* Students will apply critical thinking to analyze and understand the impact of policies that relate to social work practice with families.

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

*Objective:* 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

*Objective:* Students will demonstrate the use of empathy, reflection, and interpersonal skills to effectively engage diverse families while participating in role plays and class discussions

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

*Objective:* 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

*Objective:* 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 assignments

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

Objective: 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

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

Objective: Students will critically analyze, monitor, and evaluate intervention and program processes and outcomes during class discussions, presentations, and review of research materials

**Teaching Methodologies:**

Students will master the practice competencies through readings, lecture, educational videos, practice simulations, and class discussion. 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. Video recording, group proposal presentations, and group counseling sessions will be used as teaching tools to provide feedback to students. The instructor may use video recording as part of a peer teaching and evaluation process.

At all times, the instructor will endeavor to create a safe and respectful environment in the classroom. The instructor will employ an organic approach to the teaching of this course, emphasizing experiential understanding of the course content. Toward this end, the instructor expects full participation of students in role-plays, discussions, and other class exercises.

**Course Assignments and Grading:**

<u>Assignments</u>	<u>Percentage of Grade</u>	<u>Due Date</u>
Family Elder Presentation	10%	Week 3
Genogram	15%	Week 9
Two quizzes	20% (10% each)	Week 7 & 16
Presentation on Diverse Families	25%	Week 11
Psychosocial Assessment	30%	Week 15

**Assignment 1: Family Elder Group Presentation Due: (Week 3)**

This assignment is designed as an introduction to the 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 his/her 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 5-6 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?
  - This place or another place?
  - What was it like (here or there) "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 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 (grandfather/grandmother) should teach their children?
  - What is the cultural identity that a person in this family should have, and how should you impart that?
  - What are 5 things that make a person a good man, a good woman, or a good person?
  - What does it take to raise a young person in that way today?
  - Is that still possible in this society? If so, how? If not, why not?
  - 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 (5-6 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 (Due: Week 9)**

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, going back at least 3 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 with at least one other student on the date indicated in the schedule.

### **Assignment 3: Online Quizzes (Due: Week 7 and 16)**

At two points during the semester (mid-term and end-of-term), the student will complete two quizzes related to material covered in the text and course lectures, as well as assigned readings. These exams will be taken online and completed by the deadline listed on the schedule.

### **Assignment 4: Presentation on Diverse Families (Due: Week 11)**

At the beginning of the semester, students will be organized into diverse family groups. Potential family groups are:

1. Racial minority family
2. Religious-oriented family
3. Family with LGBTQ member
4. Single parent family
5. Separated/Divorced family

Group members will identify roles to members within the hypothetical family system. The group will 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). The group should consider issues or interventions that consider diversity, social justice and even policy issues. Groups may consider reviewing the recommended text by Congress & Gonzalez (2012) to assist with this presentation.

### **Assignment 5: Family Psychosocial Assessment (Due: Week 15)**

The purpose of this assignment is for students to complete a family-focused psychosocial assessment. This will involve you 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

1. Please be sure to indicate the 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 from the movie you watched. (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 movie 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) Intervention plan: Develop an intervention plan that would help the family deal with the hypothetical presenting problem and related concerns. The plan should include at least one primary goal for work and three specific objectives. The plan should also identify what specific interventions will be used and who will be responsible for which tasks (for instance, if the family needed advocacy, who would act as advocate and what approach would that person use for advocacy; or if the family needed parenting skills training, who would act as trainer and what model of training would be used?). Provide references for the models of intervention that will guide your interventions. Make sure your goals, objectives, models of intervention, and action plan build on one another in a logical manner. Your intervention plan should include family systems approaches (e.g., strengthening specific relationships, helping the family adapt to life cycle adjustments,

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

- 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** (no papers will be accepted if they are longer) including any references, using APA format; no abstract needed). The assignment is due on the last day of class (in hard copy and sent to Blackboard's digitalbox).

**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 psychosocial 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>]

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

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

## 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 makeup tests, late work, and incompletes (if applicable).**

If you do not accept late work or apply penalties to late work, state so. Please note that students may not 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. Also, note that grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. If your college has elaborated on this policy, state so here.

### **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 may be asked to withdraw from the course and re-register in a future term.

### **Policy on Use of Technology 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 classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Student Accessibility Services. When the instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion.

## Textbooks and Course Readings

The textbook required for this course is:

- 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.

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.

<i>Class</i>	<i>Topics</i>	<i>Readings / Due Dates / Tests</i>
Week 1	Introduction to Class & Topic	Syllabus Collins, Ch. 1
Week 2	What is a Family? <ul style="list-style-type: none"> <li>● How to Define Family</li> <li>● Diversity of Family Structure</li> </ul>	Collins, Ch. 2
Week 3	Family Systems Theory <ul style="list-style-type: none"> <li>● Family Elder Presentations</li> </ul>	<b>Elder Presentation due online</b> Collins, Ch. 3
Week 4	Resilience theory <ul style="list-style-type: none"> <li>● Family Elder Presentations</li> </ul>	Collins, Ch. 5 Van Hook, Ch. 1
Week 5	Ethical Considerations with family-based practice	Van Hook, Ch. 4
Week 6	Interaction and Engagement with Families <ul style="list-style-type: none"> <li>● Engagement</li> <li>● The Helping Relationship</li> <li>● Communication</li> <li>● Conducting an Interview with a family</li> </ul>	Collins, Ch. 6& 7 Van Hook, Ch. 2
Week 7	Assessment of Families <ul style="list-style-type: none"> <li>● Identifying needs of the Family</li> <li>● Identifying strengths and resources</li> </ul>	Collins, Ch. 8 & 9 Van Hook, Ch. 3, p. 64-97

	<ul style="list-style-type: none"> <li>● Synthesizing and analyzing information</li> </ul>	<b>Quiz #1 online</b>
Week 8	Genograms	
Week 9	Genograms and Cultural Genograms	<b>Genograms</b>
Week 10	Planning with Families Goals and Objectives Strengths and barriers for Plan	Collins, Ch. 10 Van Hook, Ch. 3, p. 98-108
Week 11	Psycheducation and Family-Based Intervention <ul style="list-style-type: none"> <li>● Diverse Family Presentations</li> </ul>	Collins, Ch. 11, p.337-351 Van Hook, Ch. 6 Van Hook, Ch. 14 <b>Family Presentations due online</b>
Week 12	Cognitive Behavioral Theory/Techniques and Social Learning <ul style="list-style-type: none"> <li>● Diverse Family Presentations</li> </ul>	Collins, Ch. 12 Van Hook, Ch. 5
Week 13	Solution Focused Techniques <ul style="list-style-type: none"> <li>● Diverse Family Presentations</li> </ul>	Collins, Ch. 11, p.352-367 Collins, Ch. 13 Van Hook, Ch. 8
Week 14	Spirituality and Mindfulness <ul style="list-style-type: none"> <li>● Diverse Family Presentations</li> </ul>	Van Hook, Ch. 13
Week 15	Evaluation and Termination with Families	Collins, Ch. 14 <b>Family Psychosocial due</b>
Week 16	<b>Quiz #2</b>	<b>Quiz #2 online</b>

\* In the event of a hurricane warning, see [www.fau.edu](http://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.

## Bibliography

- Asnaani, A., & Hofmann, S. G. (2012). Collaboration in multicultural therapy: Establishing a strong therapeutic alliance across cultural lines. *Journal of Clinical Psychology*, 68 (2), 187- 197.
- Coady, N. F. (1993). An argument for generalist social work practice with families versus family systems therapy. *Canadian Social Work Review*, 10, 27-42.
- Early, T. J. & GlenMaye, L. F. (2000). Valuing families: social work practice with families from a strengths perspective. *Social Work*, 45(2), 118 -130.
- Kim Berg, I. (1994). *Family-based services: A solution-focused approach*. New York, NY: WW Norton& Company, Inc.
- Thomlison, B. (2015). *Family assessment handbook: An introductory practice guide to family assessment* (4th ed). Pacific Grove, CA: Brooks/Cole.

White, J.M. (2015). *Family theories: An introduction* (4th ed). Los Angeles, CA: Sage Publishing.

Worden, M. (2003). *Family therapy basics* (3rd ed). Belmont, CA: Brooks/Cole.

## **Social Media Policy**

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

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

Students should consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way.

Additionally, students should critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the FAU School of Social Work and the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as the FAU School of Social Work while in the classroom, the university community, and the broader area communities.

To maintain appropriate professional boundaries, social work students should avoid “friending” clients, that is, allowing clients to connect with your personal Facebook, Twitter, or other personal social media accounts. As a student, you should also maintain professional boundaries with professors, field educators, and other professionals at your field agencies.

### **SAFEWALK – Night Owls**

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700  
Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

### **STUDENT ACCESSIBILITY SERVICES**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has

offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/)

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

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

**RELIGIOUS HOLIDAYS**

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

**ATTENDANCE**

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

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

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

**CODE OF ACADEMIC INTEGRITY**

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

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

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

**ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES**

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