

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

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DEPARTMENT: SOCIAL WORK	COLLEGE: COLLEGE FOR DESIGN AND SOCIAL INQUIRY
COURSE PREFIX AND NUMBER: SOW6324	CURRENT COURSE TITLE: GENERALIST PRACTICE WITH FAMILIES & GROUPS
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM):	TERMINATE COURSE (LIST FINAL ACTIVE TERM):
<p>CHANGE TITLE TO:</p> <p>CHANGE PREFIX FROM: TO:</p> <p>CHANGE COURSE NO. FROM: TO:</p> <p>CHANGE CREDITS ² FROM: TO:</p> <p>CHANGE GRADING FROM: TO:</p> <p>CHANGE DESCRIPTION TO:</p> <p><small>THIS COURSE COVERS EVIDENCE SUPPORTED THEORIES AND PRACTICE TECHNIQUES WHEN WORKING WITH GROUPS AND FAMILIES. STUDENTS WILL APPLY THE GENERALIST SOCIAL WORK PRACTICE MODEL: ENGAGEMENT, ASSESSMENT, PLANNING, IMPLEMENTATION, EVALUATION, TERMINATION, AND FOLLOW-UP, AND WILL ENGAGE IN SELF-REFLECTIVE AND PRACTICE-BASED LEARNING, THROUGHOUT THE COURSE.</small></p>	<p>CHANGE PREREQUISITES/MINIMUM GRADES TO*:</p> <p>CHANGE COREQUISITES TO*:</p> <p>CHANGE REGISTRATION CONTROLS TO:</p> <p>*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.</p>
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments. ³
N/A	N/A

Faculty contact, email and complete phone number:
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<p>Approved by:</p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Graduate College Dean: _____</p> <p>UFS President: _____</p> <p>Provost: _____</p>	<p>Date:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf</p> <p>2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</p> <p>3. Consent from affected departments (attach if necessary)</p>
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY
SCHOOL OF SOCIAL WORK
SOW 6324 Sec 003 Call No. 10176
Generalist Social Work Practice with Families and Groups**

Semester: Spring, 2013	Classroom: SO 111
Start/End Date: January 10 -April 25	Class Times: Thursdays, 4:00-6:50 p.m.
Instructor: Dr. Paulina Martinez	Office Hours: Tues. 2:00-3:30 and Thurs. 1:00-3:30 p.m. or by appointment
Phone: 561.297.3234	Office Location: SO 317
Email: pmarti32@fau.edu	Web: www.fau.edu/ssw
Blackboard: http://bb.fau.edu	Credits: 3

Course Description

SOW 6324 builds on the values, knowledge, and skills that were taught in the prerequisite course, "Generalist Social Work Practice with Individuals." In this course, students will learn how to apply social work values, knowledge, and skills when working with families and groups. The first half of the course will focus on social work with groups. The second half of the course will focus on social work with families. In both halves, students will learn how to implement the stages of the generalist practice model: engagement, assessment, planning, implementation, evaluation, termination, and follow-up. In order to facilitate self-reflective and practice-based learning, students will participate in role-plays and other experiential role-plays throughout the course.

This course will focus on approaches to engagement, assessment and intervention that fit with the demands placed on social workers in current contexts of practice. The majority of current practice environments suggest preferences for:

- Brief (time-limited) interventions designed to resolve presenting problems in a cost-effective manner,
- Building on client strengths and resources,
- Contracting specific goals, objectives, and action plans with the client,
- Applying evidence-based intervention, including best-practices research and practice-based evaluation, and
- Addressing the needs of diverse populations-at-risk with the use of culturally appropriate practice methods consistent with NASW Code of Ethics (1999).

Relationship to the Educational Program

This is the second "generalist social work practice" course within the MSW Foundation curriculum. Whereas the first practice course focused on work with micro systems, this course focuses on work with mezzo systems. This course builds on the "human behavior in the social environment" sequence by helping students learn how to apply a broad range of biopsychosocial-spiritual theories and knowledge (including the person-in-

environment perspective) when working with families and groups. Case examples and role-plays will include clients from diverse backgrounds, with emphasis on clients who are affected by social injustice and economic disparities. This course builds on the "research" courses by teaching students how to measure outcomes and evaluate their work with families and groups. This course builds on the "social welfare and policy" courses by demonstrating how students can advocate for social and economic policies that will improve individual, family, group, organizational, and community functioning. A primary purpose of the generalist practice courses is to prepare students for their field education, a critical component of the Foundation curriculum that provides students with the opportunity to apply social work values, knowledge, and skills – with real families and groups – under the supervision of a qualified social worker.

Competencies

The Council on Social Work Education's Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. The following educational objectives draw from these 10 core competencies and identify specific educational objectives for this course that relate to these competencies (each course covers some, but not necessarily all of the 10 core competencies). Upon successful completion of this course, students will be able to demonstrate these practice behaviors.

1. Identify as a professional social worker and conduct oneself accordingly.

Advocate for clients (individual, family and groups) access to the services of social work (PB 1a).¹

Function within clearly defined professional roles and boundaries in the context of practice with families and groups (PB 1c)

Demonstrate professional demeanor in behavior, appearance, and communication with clients and professional colleagues (PB 1d).

Use supervision and consultation to support practice with families and groups (PB 1f).

2. Apply social work ethical principles to guide professional practice.

Recognize and manage personal values in a way that allows professional values to guide practice. (PB 2a).

¹ PB – stands for “practice behavior” and refers to one of the 42 practice behaviors listed in the core social work competencies identified by the Council on Social Work Education. In order to ensure that students are able to develop and demonstrate these competencies, each practice behavior is incorporated into course content, assignments, tests, class activities, and evaluation.

Make ethical decisions by applying the NASW Code of Ethics, and as applicable, the IFSW/IASSW Ethics in Social Work, Statement of Principles (with particular emphasis on client self-determination, confidentiality, informed consent, and professional boundaries) (PB 2b).

Tolerate ambiguity in resolving ethical conflicts related to practice with families and groups (PB 2c).

Apply strategies of ethical reasoning to arrive at principled decisions, including the application of laws, agency policies, and ethical standards related to practice with families and groups (PB 2d).

3. Apply critical thinking to inform and communicate professional judgments.

Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to inform practice decisions with families and groups (PB 3a).

Critically analyze models of assessment, prevention, intervention, and evaluation in the context of practice with families and groups (PB 3b).

Demonstrate effective oral and written communication in working with families and groups (PB 3c).

4. Engage diversity and difference in practice.

Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (PB 4a).

Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse families and groups, including Latinos, African Americans, Haitian Americans, LGBT individuals, children, and the elderly (PB 4b).

Recognize and communicate their understanding of the importance of difference in shaping life experiences (PB 4c).

5. Advance human rights and social and economic justice.

Understand the forms and mechanisms of oppression, including discrimination based on age, race, ethnicity, religion, sexual orientation, immigration status, sexual identity, and expression (PB 5a).

6. Engage in research-informed practice and practice-informed research.

Use practice experience to inform scientific inquiry, including the use of single-system design to evaluate work with families and groups (PB 6a).

Use research evidence to inform practice decisions with families and groups (PB 6b).

7. Apply knowledge of human behavior and the social environment.

Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation of practice with families and groups (PB 7a).

Critique and apply knowledge to understand person and environment, including the use of ecomaps, culturagrams, and systems theory (PB 7b).

9. Respond to contexts that shape practice.

Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services, including issues related to immigration, poverty, aging, and health disparities (PB 9a).

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Engagement: Substantively and affectively prepare for action with families and groups (PB 10a).

Engagement: Use empathy and other interpersonal skills with families and groups (PB 10b).

Engagement: Develop a mutually agreed-on focus of work and desired outcomes (PB 10c).

Assessment: Collect, organize, and interpret client data, including the use of genograms, ecomaps, culturagrams, and structured interviews (PB 10d).

Assessment: Assess client strengths and limitations, including personal strengths and support systems (PB 10e).

Assessment: Develop mutually agreed-on intervention goals and objectives for families and groups (PB 10f).

Assessment: Use evidence-based practice to select appropriate intervention strategies for practice with families and groups (PB 10g)

Intervention: Initiate actions to achieve organizational goals in relation to practice with families and groups (PB 10h).

Intervention: Implement prevention interventions that enhance client system's capacities (PB 10i)

Intervention: Help clients resolve problems, including issues related to mental health, addictions, child protection, aging, poverty, and immigration (PB 10j)

Intervention: Negotiate, mediate, and advocate for families and groups (PB 10k).

Intervention: Facilitate transitions and endings in relation to practice with families and groups (PB 10l) .

Evaluation: Critically analyze, monitor, and evaluate interventions with families and groups (PB 10m).

Teaching Methods

The course objectives will be accomplished through the instructor's provision of a stimulating schedule of readings, lectures, audiovisual presentation, online discussion, role-play, written assignments, small-group exercises, and face-to-face discourse. The course will foster the student's ability to integrate and apply information from a variety of sources, a critical task in social work practice. The flow and benefit of the class experience will depend on how well each student maintains the assignments as outlined below. At all times, the instructor will endeavor to create a safe and respectful environment in the classroom, encouraging students to explore their thoughts, values, and feelings as they develop their professional selves. The instructor will employ an organic approach to the teaching of this course, emphasizing an experiential understanding of the course content.

Course Assignments and Grading

The assignments for this course consist of presentations, group proposal, group facilitator assignment, mid-term, family psychosocial assessment, and class participation.

Assignment 1: Family Elder Presentation (10%) Due Jan 17:

This assignment is designed as an introduction to the course. Each student will interview the eldest member of their family. The purpose of this exercise is for students to begin to explore their family of origin as well as group dynamics.

Outline for Interviewing a Family Elder² Assignment

Where does this family come from?

- ◆ 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?
- ◆ Can you 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 of the things that make a person a good man, and a good woman?
- ◆ 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 advise 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 group (6-7 minutes maximum). Are there many things that you did not know about your family? What does this experience meant to you?

A requirement for this assignment is to bring food, a photograph, scent, memento, etc... that is meaningful to you in regards to this experience.

Assignment 2: Group Proposal Paper and Presentation (30%):

The overall purpose of this assignment is to prepare a detailed written plan for a psycho-educational or counseling group that you are going to (or potentially could) develop and lead (5-8 pages, APA format, 12-inch font, 1-inch margins, no abstract, include reference list). This proposal should be a realistic one that is relevant for a social work setting. The instructor will assign the group topic. Each member of the group will assist in presenting a 30-minute oral summary of the proposal to the class using a PowerPoint presentation.

² This outline is adapted from the Community-Based Participatory Evaluation Tool (CBPET) developed by Martha Bragin, PhD. as published in *Intervention: International Journal of Mental Health, Psychosocial Work and Counselling in Areas of Armed Conflict* 2005 Volume 3 Number 1

Steps:

- a) Since this assignment will be conducted as a group, make sure you use what you are learning in this course about facilitation of task groups (e.g., how to select members, designating a leader/facilitator, identifying goals, obtaining commitments of group members to complete specific tasks by specific dates, and using conflict resolution skills to manage conflict). We will allot some class time for arranging groups, but also talk to your colleagues outside of class.
- b) Review the *template* and *sample assignment* posted on Blackboard.
- c) The instructor will assign a particular topic (presenting problem) for your group (domestic violence, substance abuse, etc...). Each group will identify a specific population as the focus (e.g., Latin American women, African American teens, or lesbian and gay elders). Ideally, select a client population that you are currently working with or that fits with your current course of study.
- d) Conduct a literature review to help you gain an understanding of this client population and to learn what types of social work groups may be helpful, given the clients' background(s) and presenting problems.
- e) Identify an actual social agency, a charitable foundation, or government agency to which you could submit your proposal (e.g., if you requesting funding, space, collaboration, staff, or other resources).
- f) Work closely with the group facilitators so as to effectively coordinate the topic and share literature.
- g) Develop a proposal that includes the following topics and applies the knowledge you have gained from our class discussions, our group work textbook, and outside readings:

Title Page

Include your name(s) and positions (the positions can be fictional ones), your email addresses, who the proposal is being submitted to (name of potential host agency and, or potential funding sources), date submitted, and name of the group being proposed)

1. Purposes and Rationale of the Proposed Group

What are the purposes, goals, and objectives of your group? (remember, that goals are more general and objectives need to be specific and measurable) How is the group relevant to your agency setting and the client needs that will be met through the group? What is your rationale for this particular type of group? (or what steps will you take to determine if the need exists for this group) Why would an agency want to support this group, or why would a funding body want to support it financially?

2. Proposed Contract [with the Social Agency, Charitable Foundation, or Government Sponsor]

A contract is an exchange of mutual promises. Use this section to describe what you (the proposer) are promising to the agency/foundation/sponsor (the proposee), and what are you asking it to provide in return. Describe your plans in a manner that reassures the agency that this proposal is likely to be carried out in an effective and

ethical manner. Demonstrate that you are competent to lead this group. Discuss how you would involve colleagues and mobilize needed support. Describe any issues (such as confidentiality) that must be negotiated and worked out ahead of time with members of the staff.

3. Group Composition and Diversity

Who are the prospective group members? What is your rationale for selecting this target population? How will members be attracted, recruited, or selected? Will you conduct screening, and if so, how? Identify criteria to distinguish appropriate from inappropriate candidates for the group. How will specific diversity issues be taken into account (e.g., if you think you will have a large percentage of Haitian American clients, how will the facilitators take their culture into account)?

4. Group Timeframe and Location

When, how long, and for how many sessions will your group meet? Where will the group be held? Provide your rationale for these decisions.

5. Group Structure/Type

What is the proposed format for the group? What group norms will you try to foster? Provide your rationale for these decisions.

6. Group Leadership [or Facilitation]

Would you lead or facilitate this group alone or with someone else? Discuss what you believe your primary functions and tasks should be. What theories will guide how you facilitate the group? (e.g., behavioral, cognitive, developmental, analytic, narrative, structural, ecological, or existential theories). How does your theoretical orientation fit with the purposes of the group? If there will be a co-facilitator, analyze issues associated with this.

7. Model of Intervention

Describe your overall model of intervention, including what research and theory you are using to inform your choice of interventions. Provide a brief outline of the content and process of each session (or at least the first 4 sessions if you are proposing a group that will extend beyond 4 sessions). Consider, what pre-group processes (if any) will you use, and why? How do you plan to orient members to the purpose of the group? How do you plan to address members' anxieties (if any) about starting the group? How will group norms and your role be explained? How do you plan to begin to establish a sense of "we-ness"? Although you are free to use small group exercises that have been described and researched in the literature, also consider the use of creative exercises and original content for your group.

8. Potential Obstacles and Ethical Issues

What are possible obstacles (other than those discussed in the second section) to either convening the group or assisting the group in achieving its goals? What ethical issues need to be considered? Refer to specific sections of the NASW Code of Ethics

– available www.naswdc.org. How do you plan to *deal with* or *prevent* such obstacles and ethical issues?

9. Evaluation of Group Outcomes

Briefly identify and discuss an evaluation strategy that would help you determine and demonstrate the effectiveness of your group (link your evaluation plan to the goals and objectives you listed earlier; ensure the data gathering plans are feasible, valid, and reliable).

10. Micro-Mezzo-Macro Considerations from Generalist Intervention Model

Describe how issues from various systems levels affect and are affected by the presenting problems that are the focus of this group intervention (e.g., individual challenges and strengths, family dysfunction, lack of resources, and social justice issues). In addition, describe how interventions other than group work could be used to complement what you are trying to achieve in the proposed group.

12. Budget

Develop a budget that identifies the primary expenses for running and operating the group, as well as the source(s) of funding to cover the costs of the group. The budget should be clear, specific, and feasible.

13. References

List 5 to 10 scholarly references that you have read and used to help you write this proposal (textbooks and, or journal articles – do not rely on information from the web unless it is from a scholarly, peer-reviewed, or otherwise scientifically reliable source). Only include references that you have cited in the main text of your proposal. For APA formatting help, see the link at <http://www.fau.edu/ssw/links.html>.

EVALUATION: Dr. Martinez will evaluate your proposals based on the following criteria:

- a) Clarity and conciseness of writing and presentation;
- b) Logical presentation;
- c) Soundness of rationale for decisions;
- d) Comprehensive of key issues for proposal;
- e) Feasibility of the proposal (e.g., likelihood that an agency would support this proposal and that people would agree to participate);
- f) Accurate use of information from relevant, scholarly readings (theory and research; evidence-based interventions); and
- g) Originality and creativity

The written proposal is due ON THE DATE of your presentation. A written outline of the proposal is due a WEEK BEFORE your presentation. The papers should be submitted via the Blackboard's dropbox and brought to class in hard copy.

Assignment 2 for Group Facilitators: The instructor will select people from the class to be “Group Facilitators.” The Facilitators will facilitate a 60-minute role-play group during class following the stages of group work that we will be learning. The facilitators will work closely with their corresponding student group. In lieu of the Group Proposal Paper, the facilitators will provide a 3-6 page process recording (which they will do separately) of their group session. The process recording is due the week following the role-play. The format for the Process Recording is posted on Blackboard, so that you can download it and type in the responses to each of the headings for each of the process recordings.

Assignment 3: Support Group Visit (20%) January-February:

The mid-term will consist of questions based on required readings from either the Toseland or Worden textbook.

Participating in Lobby Days will be an alternative to this assignment.

Assignment 4: Reflection and Application of Family Theory Paper: A Psychosocial Assessment (30%) Due April 18:

The purposes of this paper are for students to reflect upon the family systems theories learned in this course and apply concepts from these theories to their own families of origin, as they define them. Social workers need to develop awareness of their own family-of-origin experiences so they can respond intentionally and appropriately when working with clients, rather than having unconscious thoughts and feelings trigger inappropriate responses. Students are not expected to disclose any information that they feel uncomfortable disclosing and may change identifying information, if they so desire.³ The papers will only be read by the professor and returned to the students after being graded. The papers should include the following information:

1. **INTRODUCTION TO FAMILY SYSTEMS THEORY:** Describe family systems theory and why you believe that it is important for social work practice. In your description, provide definitions of family systems concepts, including avenues of communication, boundaries, subsystems, triangular relationships, family roles, family rules, life cycle adjustments, environmental stresses, diversity, cohesion, acculturation, family resources and strengths, dysfunctions, and equilibrium/homeostasis. Provide references for your definitions, but describe concepts in your own words rather than simply using direct quotations from the literature. (2-3 pages)
2. **PSYCHOSOCIAL ASSESSMENT:** In this section, you will provide a psychosocial assessment of your own “family of origin” (as you define it and at a particular time of your choosing – e.g., when you were 5 years old). Write the assessment in third

³ Put a “Confidentiality Statement” on the Title Page. For example, “CONFIDENTIAL: This paper is to be read only by the instructor, Dr. Allan Barsky, and is not to be released to others without the express written consent of [your name]. This paper will be returned to [your name] after it has been marked.”

person, 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, plus genogram – see example on Blackboard)*
- c) Presenting Problem: Choose a hypothetical presenting problem – not necessarily a real issue that your family of origin dealt with, but a fictional concern that you could explore for this purposes of this paper (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). 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 each of the family systems concepts described in your introduction, for instance, linking the concepts of boundaries, subsystems, triangles, norms, life cycle challenges, acculturation, rules, and roles to your family of origin. *(2 to 4 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 to 2 pages plus 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. *(1 page)*
- RELEVANCE TO SOCIAL WORK PRACTICE: How do you think your family-of-origin experiences and issues might help or hinder you in your role as a social worker? What can you do to resolve any issues that might make it difficult for you to work with certain client problems? *(1 page)*
 - CRITIQUE: Evaluate the strengths and limitations of the family systems theories and concepts that you have described in this paper. What aspects of your family assessment do you think would be most useful for a social worker who wants to help your family? What challenges do you think a social worker would have to deal with in order to help your family? Can you think of any creative ways that a social worker could deal with the limitations or challenges that you identify? If so, describe them. *(1-2 pages)*

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 **9 to 15** pages in length (including references and any appendices, using APA format; no abstract needed). Please submit a hard copy of your paper and send it to Blackboard's digitalbox.

In order 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.

Grading for this paper will be based upon: Clarity and conciseness of your understanding of family systems and the GIM (in your own words); Selection of relevant, scholarly readings (5 to 10 total), including at least one “classic family theorist” [e.g., a journal article, textbook or book chapter on or by Murray Bowen, Salvador Minuchin, Jay Haley, Nathan Ackerman, Betty Carter, Carl Whitaker, or Virginia Satir]; 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>].

Assignment 5: Participation (10%)

Given that an MSW is a professional degree designed to prepare students for work in the field, students should practice professional behavior in class. Professional behavior includes following the NASW Code of Ethics (available at www.naswdc.org), the FAU School of Work Field Manual, and participating constructively in class. The instructor will evaluate your participation based on the following criteria:

- Attendance at classes (on time, returning promptly at break, not leaving early)
- Verbal involvement in class and group discussions
- Nonverbal attending during class (taking notes, providing appropriate eye contact)
- Willing and active participation in group role-plays and exercises
- Initiating discussion and sharing information from readings
- One-to-one dialogue with instructor, outside of class (as needed)
- Written dialogue (e-mail or paper)
- Timely submission of assignments

When considering the quantity and quality of participation, the following issues should be considered:

- An appropriate level of participation from each student is related to the number of students in the class, the format of the class (e.g., lecture versus workshop), and the desirability of conciseness;
- Respect the rights of others in the class, including privacy and safety (physical and emotional);
- Good questions can include admitting one’s ignorance about a subject (if one person is feeling self-conscious about asking a question that may be seen as “stupid”, there are probably several others in the class who want to know the same thing);
- Students do not need to agree with statements made by the instructor or other students. Students are encouraged to think for themselves, ask challenging questions (in a respectful manner), and arrive at their own understandings;

- Questions/comments which are not relevant to the class or which are stated clearly in the materials can detract from the class and consume valuable time (e.g., before asking, “Is that single-spaced or double-spaced?” and “When is the assignment due?”, please check to see if these types of questions are covered in the Course Syllabus).
- Students should abide by the NASW Code of Ethics in class, as well as during interactions with the instructor and other students outside of class. This includes respect for the dignity and self-worth of all individuals, regardless of ethnicity, culture, nationality, race, religion, sexual orientation, gender, disability, political belief, or other aspects of diversity.

If a student is away due to illness or other reason, it is that student’s responsibility to obtain notes, handout material, *etcetera* from another student. The student may also suggest ways that they can make up for time lost (e.g., if you miss a class and you want to propose an extra assignment, such as a journaling exercise, to make up for not being able to participate in the class).

If you have concerns about the class, or recommendations for it, please make these suggestions early so that they can be addressed and incorporated as early as possible.

Enthusiasm and humor can also contribute to the class.

COURSE READINGS

Required Textbooks:

Toseland, R. W., & Rivas, R. F. (2009). *An introduction to group work practice* (6th ed.). Boston: Allyn & Bacon. ISBN-13: 978-0-205-59382-8 (I will be teaching out of the 6th edition, but if you purchase a prior edition, please check your edition against mine or another classmate's in order to determine any differences, such as the ordering of the chapters)

Worden, M. (2003). *Family therapy basics* (3rd ed.). Belmont, CA: Brooks/Cole. ISBN-13: 9780534519711.

Both books are available at the campus bookstore (or www.amazon.com). We will refer to the NASW (1999) *Code of Ethics* throughout the course. If you do not have one already, you can access it through www.naswdc.org, under publications.

Recommended Texts:

Hepworth, D., Rooney, R., Rooney, G. D., & Larsen, J. (2010). *Direct social work practice* (8th ed.). Belmont, CA: Brooks/Cole.
(<http://www.cengage.com/highered>) {7th edition would also suffice}

Shulman, L., (2009). *The skills of helping individuals, families, groups, and communities*. (6th ed.). Belmont, CA: Brooks /Cole. {5th edition would also suffice}

Other course readings will be distributed in class. Also, please visit the **Blackboard Web site** for this course <http://blackboard.fau.edu> for additional information. **IMPORTANT:** Blackboard uses the email addresses assigned to you by FAU – please remember to pick up your FAU email at least twice a week or you may miss important messages. **PLEASE DO NOT FORWARD** your FAU email to your personal email accounts, as your personal email provider may block FAU email thinking that it is spam. To retrieve FAU email, log onto MyFAU (<http://myfau.fau.edu>). We will use Blackboard to post notices, to create email lists and discussion boards, to post additional readings, Web links, and assignments/exams. Blackboard can also be used by student groups for study purposes, discussions, or to work on joint papers/projects. If you are experiencing problems logging onto MyFAU or Blackboard, you can 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. Although you may not have time to read the Recommended materials, they are listed for those with special interests in these topics and they provide a starting point for you if you are going to write a paper on one of these topics. For your convenience, all required readings will be available in the two textbooks or on the FAU Blackboard Website (usually under Course Documents).

TR – Refers to readings in the Toseland & Rivas text. WO – Refers to readings in Worden text. HEP – Refers to Hepworth et al. If you are using older editions of the TR, WO, or HEP books, make sure you check current editions to match content, chapters, and page numbers. The quizzes will be based on content from the most current textbook.

* **Tentative Schedule** – The following outline and readings may change as the course progresses, given student interests, needs, and, or guest speaker presentations. Additional readings may be distributed in class. Changes will be discussed in class and posted on Blackboard. If you miss a class, be sure to ask a classmate if any changes have been made to the schedule.

Class	Topics	Readings (read in advance of each class) & Assignment Due Dates
<i>Week 1</i> January 10	<ul style="list-style-type: none"> • Review course requirements and schedule based on the syllabus. Course introduction: Generalist Practice with Families and Groups <ul style="list-style-type: none"> • Preparation for group proposals • Preparation for groups • Preparation for family presentations 	<ul style="list-style-type: none"> • TR Chs. 1 & 2 Recommended: Review HEP Chs. 2 & 3

	<ul style="list-style-type: none"> Brief demonstration of Blackboard 	
<i>Week 2</i> January 17	<ul style="list-style-type: none"> Diversity in Groups (beyond sensitivity!) Student Presentations 	<ul style="list-style-type: none"> TR Chs. 1 & 2
<i>Week 3</i> January 24	<ul style="list-style-type: none"> History and Overview of Group Work Theory of Group Practice Typology of Groups Process Recording Selecting Group Topics and Facilitators Group Dynamics Group Leadership Videotape – Introduction to Stages of Group (Corey & Corey) 	<ul style="list-style-type: none"> TR Chs. 3, 4, & 5 <p>Recommended: Review HEP Chs. 2 & 3</p>
<i>Week 4</i> January 26	<p><u>Pre-Group Processes</u></p> <ul style="list-style-type: none"> Planning and Proposals Forming Groups Recruitment Screening / Contracting Preparing the Environment Proposal Writing (preparation for assignment) Role-play: Pre-Group Screening Interviews 	<ul style="list-style-type: none"> TR Ch. 6 & Appendix E (Ch. 6 is key for Proposal Assignment) Syllabus description of the Proposal Assignment Sample and template posted on Blackboard under Course Documents. Appendix E of TR Progress Notes/SOAP (Blackboard File under Course Docs)
<i>Week 5</i> February 7	<p><u>Beginning Stages of a Treatment Group:</u></p> <ul style="list-style-type: none"> Engagement: Norming, Goals (group vs. individual), & Trust-Building Confidentiality, Informed Consent, Group Safety Assessment <p>Role-play: Beginning Stage</p>	<ul style="list-style-type: none"> TR Ch. 7 & 8 See NASW Code of Ethics (esp. Standards 1.01, 1.02, and 1.07 – available at www.naswdc.org) <p><u>Recommended:</u> See the case examples in TR Ch. 15 to see illustrations of skills and processes in group work.</p> <ul style="list-style-type: none"> Recommended: HEP Ch. 16
<i>Week 6</i> February 14	<p><u>Middle Stages of a Treatment Group</u></p> <ul style="list-style-type: none"> Transition Stage (Storming) <p>Role-Play: Transition Stage</p>	<ul style="list-style-type: none"> TR Chs. 9 & 10 <p>Recommended: HEP Ch. 16</p>

<i>Week 7</i> February 21	<u>Middle Stages of a Group</u> <ul style="list-style-type: none"> • Work Stage of a Treatment Group (foundation and specialized methods) • Role-Play: Work Stage 	<ul style="list-style-type: none"> • TR Ch. 12
<i>Week 8</i> February 28	<u>Ending Stages of a Group</u> <ul style="list-style-type: none"> • Evaluation • Termination (Adjourning) • Role-Play: Ending Stage 	<ul style="list-style-type: none"> • TR Chs. 13 & 14
<i>Week 9</i> March 7	Spring Break	
<i>Week 10</i> March 14	<ul style="list-style-type: none"> • Preparation for Psychosocial Assessment of Family <u>Beginning Stage</u> <ul style="list-style-type: none"> • Engagement (trust building, establishing boundaries, confidentiality) • Initial Assessment (presenting Problem) 	<ul style="list-style-type: none"> • WO Chs. 2 & 3 See also NASW Code re: Confidentiality and informed consent with clients
<i>Week 11</i> March 21	<u>Assessment Stage</u> <ul style="list-style-type: none"> • Understanding Families: Using the General Intervention Model (GIM) • Systems Assessment • Process of Identifying Family Patterns • Strengths & Resources 	<ul style="list-style-type: none"> • WO Chs. 4 & 5 Genogram and Sample Family Assessment Assignment posted on Blackboard
<i>Week 12</i> March 28	<u>Planning and Work Stages</u> <ul style="list-style-type: none"> • Goals and Contracting • Change and Resistance • Progress Notes • Diversity 	<ul style="list-style-type: none"> • WO Ch. 6 Recommended: HEP Ch. 10
<i>Week 13</i> April 4	<u>Skills in the Work Stage</u> <ul style="list-style-type: none"> • Change Techniques • Family therapy – strategic, structural, narrative, solution-focused... 	<ul style="list-style-type: none"> • WO Ch. 7 Recommended: HEP Ch. 15
<i>Week 14</i> April 11	Family Legislative day in Tallahassee	
<i>Week 15</i>	Ending Stage	<ul style="list-style-type: none"> • WO Ch. 8 & 9

April 18	Evaluation, Termination, and Follow-Up with Families	Recommended: HEP Ch. 19
Week 16 April 25	Psychodrama Course and Instructor Evaluation – <i>bring pencils please</i>	Family Paper Due

GRADING SYSTEM

Grading:

The grading scale for this course is as follows:

93-100=A	80-83= B-	67-69= D+
90-92= 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

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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 at <http://www.fau.edu/academic/registrar/univcatalog/welcome.htm>. 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).

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 (including the possibility of a failing grade).

Policy on Laptops and Blackberries

The use of Laptops and devices such as Blackberries are prohibited in the classroom unless it is recommended by the Office with Student Disabilities

Policy on Use of Recording Devices in the Classroom

The College of Architecture, Urban and Public Affairs prohibits audio or video recording instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This does **not** apply to students receiving services from the Office with Student Disabilities. When the instructor's consent is given, the materials are for personal use only and are not for distribution or sale in any fashion.

SAFEWALK – Night Owls
Boca 561-297-6695 Davie 954-236-1902
Ft. Lauderdale: 954-762-5611 St.Lucie: 772-873-3400 Jupiter - 561-799-8700
Campus security will escort individuals, day or night. Call ahead to make appropriate arrangements.

STUDENTS WITH DISABILITIES

If you are a student with a disability who may require academic accommodation and have not registered with the FAU Office for Student with Disabilities, please contact their office at (561) 297-3880 [Boca Raton, SU 133], (954) 236-1222 [Davie, MOD I], or (561) 799-8585 [Jupiter, SR 1170]. If you are seeking academic accommodation pursuant to the Americans with Disabilities Act (ADA), please notify your instructor no later than 14 days after the commencement of this course (preferably before the class starts).

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 there will be no classes on religious holidays, such as Christmas or the first 2 days of Passover. 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

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/academic/registrar/univcatalog/welcome.htm> and the MSW Student Manual at <http://www.fau.edu/ssw/pdf/MSWstudmanual.pdf>