FAU

FLORIDA ATLANTIC UNIVERSITY

NEW COURSE PROPOSAL
Graduate Programs

Department Phyllis and Harvey Sandler School of Social Work

College Design and Social Inquiry

(To obtain a course number, contact erudolph@fau.edu)

UGPC Approval	_____
UFS Approval	_____
SCNS Submittal	_____
Confirmed	_____
Banner Posted	_____
Catalog	_____

Prefix SOW	*(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)* **Lab Code**	**Type of Course** Lecture	**Course Title**
Number 6616			Clinical Social Work with Groups

Credits *(Review Provost Memorandum)* 3	**Grading** (Select One Option) Regular ⊙ Sat/UnSat ○	**Course Description** *(Syllabus must be attached; see Guidelines)* This course will provide students with the knowledge, skills, self-awareness, and values to practice generalist and clinical social work with groups.
Effective Date *(TERM & YEAR)* Fall 2019		

Prerequisites SOW 6305	**Corequisites** none	**Registration Controls** *(Major, College, Level)* social work major

Prerequisites, Corequisites and Registration Controls are enforced for all sections of course

Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)	**List textbook information in syllabus or here** Toseland, R. W., & Rivas, R. F. (2017). An introduction to group work practice (8th ed.). Boston: Pearson.
Faculty Contact/Email/Phone Joy McClellan jmcclel2@fau.edu 561-297-2864	**List/Attach comments from departments affected by new course** attached

Approved by		**Date**
Department Chair	_signature_	9/25/18
College Curriculum Chair	_signature_	10/4/18
College Dean	Wesley Hawkins _signature_	10/4/18
UGPC Chair	_signature_	11.14.18
UGC Chair	Pat R. Pat_	11/14/kr
Graduate College Dean	_signature_	11/15/18
UFS President		
Provost		

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

FAUnewcourseGrad, created Summer 2017

GRADUATE COLLEGE

OCT 0 9 2018

Received

FLORIDA ATLANTIC UNIVERSITY
PHYLLIS & HARVEY SANDLER SCHOOL OF SOCIAL WORK
SOW 6xxx Sec 00x Call No. xxxxx (3 credits)
Clinical Social Work with Groups

Semester:	Classroom:
Start/End Date:	Class Times:
Instructor:	Office Hours:
Phone:	Office Location:
Email:	Web:
	CANVAS: http://canvas.fau.edu

MSW Program Mission

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

Course Description

This course will provide students with the knowledge, skills, self-awareness, and values to practice generalist and clinical social work with groups.

The first part of the course will focus on how to implement generalist practice model with task groups, support groups, and counseling groups. The second part of the course will focus on higher level skills, specialized methods of intervention, and therapeutic processes. To facilitate self-reflective and practice-based learning, students will participate in role-plays and other experiential role-plays throughout the course.

This course focuses on approaches to engagement, assessment, intervention, termination, and evaluation 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 (2018).

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Relationship to the Educational Program

This mezzo-level course builds on the first practice course which focused on practice with individuals. Students will learn how to facilitate various types of groups, including task, support, counseling, and therapeutic groups. 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 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 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. Finally, this course will help prepare students for their field education, in both the generalist and specialist curricula. Group work is an essential component of social work practice in many agencies..

Educational Objectives / Competencies

The Council on Social Work Education's Educational Policy and Accreditation Standards (2015) identify 9 core competencies for social work programs. The following educational objectives draw from these 9 core competencies and identify specific educational objectives for this course that relate to these competencies (each course covers some, but not necessarily all of the 9 core competencies). Upon successful completion of this course, students will be able to demonstrate these practice behaviors in generalist and specialist roles:

Competency 1: Demonstrate Ethical and Professional Behavior

- Generalist: Incorporate ethical standards relating to client self-determination, informed consent, competence, cultural awareness, conflict of interest, and confidentiality when working with groups.
- Specialist: Work collaboratively with group members to facilitate resolution of value conflicts and ethical dilemmas.

Competency 2: Engage Diversity and Difference in Practice

- Generalist: Identify and respond to group dynamics that are related to language, norms, rituals, beliefs, and other aspects of cultural diversity.
- Specialist: Develop group proposals that meet the needs of particular diversity populations (e.g., based on social affiliation such as ethnicity, culture, race, religion, sexual orientation, disability, and gender identity, and expression.

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

- Generalist: Facilitate task groups with purposes related to advancing human rights and social, economic, and environmental justice.

- Specialist: Critically analyze how issues pertaining human rights, social, economic, and environmental justice may be addressed through group processes.

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

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

Competency 5: Engage in Policy Practice

- Generalist: Address policy issues when developing a proposal for a social work group.
- Specialist: Critique agency policies in relation to ethical issues that may arise in clinical groups.

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

- Generalist: Develop rapport and trust with and among group members by demonstrating empathy, genuineness, and unconditional positive regard.
- Specialist: Demonstrate higher level skills to engage involuntary and reluctant clients in clinical group processes

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

- Generalist: Conduct a needs assessment to inform development of a group proposal.
- Specialist: Assess therapeutic needs of clients within a clinical group process.

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

- Generalist: Apply a generalist problem-solving process when working with task, support, and counseling groups.
- Specialist: Facilitate therapeutic groups using clinical theories and models of practice with groups (e.g., cognitive-behavioral, narrative, and experiential theories)

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

- Generalist: Critically analyze, monitor, and evaluate interventions with groups.
- Specialist: Use clinical evaluation tools to measure progress and effectiveness of group processes.

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 online quizzes, a group proposal, a group process recording, group observation assignment, and class participation.

Assignment 1: Online Quizzes (24%)

Each student will take 6 online quizzes, posted on CANVAS (topics and due dates are listed on the week-by-week outline below). Each quiz contains 10 multiple-choice questions based on required readings from either the Toseland textbook. Each quiz is worth up to 4% toward the final grade, with a total possible 24% for all 6 quizzes. Students have 20 minutes to complete each quiz. As per the FAU honor code, students may not discuss online quizzes with one another or make use of help from anyone else. Students may use their own textbook and notes, as these quizzes are open-book tests that basically ensure everyone is reading and understanding the materials. Students will have an opportunity to do ONE make-up quiz (as listed on the week-by-week outline) in order to make up for any one of the prior quizzes (e.g., if the student missed a due date, was sick, had computer problems, or otherwise scored low on a prior quiz). The professor will release the answers to each quiz after all students have completed the quiz. The "Practice Quiz" is optional. It is designed to help you prepare for the quizzes that count.

Assignment 2: Clinical Group Proposal (25%)

This proposal assignment should be completed by groups of 3 to 4 members. You may want to use Google Docs or another online document-sharing program to work on your assignment. Once your assignment is complete, please have one group member submit it on Canvas under Assignments. The overall purpose of this assignment is to prepare a detailed written plan for a clinical social work group that you are going to (or potentially could) develop and lead (6-10 pages, APA format, 12-inch font, 1-inch margins, no abstract, include reference list). Your group proposal should be a realistic one that is relevant for your setting (esp., if you are working as a social worker or in a field placement; otherwise, identify a setting where you intend to practice in the future).

Steps:
a) Identify members of the class that you would like to work with for this assignment. Please 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 CANVAS.

c) Identify a specific population with a specific presenting problem as the focus for your group (e.g., Latin American women who are HIV-positive, African American teens who are experiencing discrimination at their schools, or elders with disabilities who are socially isolated). 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 clinical 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 are requesting funding, space, collaboration, staff, or other resources).

f) 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, goals are general, and objectives should 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, so the proposed sponsor is more likely to agree to your proposal. 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 the structure and type of group? What group norms will you try to foster? Provide your rationale for these decisions.

6. Group Leadership [or Facilitation]
Do you plan to lead or facilitate this group alone or with someone else? Discuss what you believe your primary functions, tasks, and roles 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. Clinical Model of Intervention
Describe your overall clinical 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 (or Challenges) 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, relating your measures to you how have defined success earlier in your proposal).

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. Remember to cite the NASW Code of Ethics.

EVALUATION: The professor will evaluate your proposals based on the following criteria:
a) Clarity and conciseness of writing and format;
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 and time listed on the week-by-week schedule below. The papers should be submitted via **CANVAS** (under Assignments) and I will post your feedback on CANVAS using track changes.

Oral presentation: Each member of the group will assist in presenting an oral summary of the group to the class on this date (4 to 6 minutes). You may use point-form notes, but YOU MAY NOT READ YOUR PRESENTATION. You will act as if you are proposing the group to the class, and the class will ask questions to help it decide whether or not to approve, fund, or support your proposal. You will not receive a separate grade for this presentation. All members of the class are expected to present and you may enhance your grade for the proposal assignment by helping the instructor understand your proposal.

Assignment 3: Group Process Recording (16%)

During the first or second class, the class will choose a group topic that members of the class will take turns facilitating throughout the term. After each in-class group, the facilitators will provide 5- to 8-page process recordings (which they will develop and submit jointly). Each process recording is due 13 days following the role-play (please submit your Process Recording by

Monday evening at 10 PM). A template and sample for the Process Recording is posted on CANVAS, so you can download it and type the responses under each heading.

EVALUATION: The professor will evaluate your Process Recording based on the following criteria:
   a. Accurate coverage of the topics in the process recording;
   b. Selection of relevant, scholarly readings related to group work,
   c. Application of theory to the group that you facilitated;
   d. Critical analysis of the facilitators' use of specific group skills and strategies;
   e. Following APA format (for the references) and rules of grammar [for APA formatting help, see https://owl.english.purdue.edu/owl/resource/560/01].

Assignment 4: Group Observation Assignment (30%)

For this assignment, the professor will help students identify specific groups to observe (for instance, groups within their field placements, groups that are open to nonmembers, and other groups that may provide permission to observers for educational purposes). Following the observation of the group, students will write a four- to seven-page critical analysis of the group process including the following information:
   1. Name and purpose of the group
   2. Composition of the group (including which diversity groups are represented within the group and how the group addressed diversity issues; if the group did not appropriately address diversity issues, identify suggestions for improvement; cite at least one relevant scholarly article on diversity).
   3. Group policies pertaining to confidentiality, informed consent, and expectations for participation (and suggestions for improvement).
   4. Theories and research that inform the group process (if these are not clearly articulated by the group, agency, or facilitator, then students should identify specific theories and research that could be applied). Include specific references to research and theory that relate to this group.
   5. Analysis of issues pertaining to diversity, human rights, and social and economic justice that arose during the group process (if no issue arose during the particular session, identify issues that you believe the group could address in future sessions).
   6. Stage of group process (identify how group dynamics, cohesion, conflict, and other issues related to this stage of the group process, as well as how well these dynamics were being addressed by the facilitator and group members)
   7. Critique of the facilitator's use of clinical skills (strengths, limitations, and suggestions for improvement).
   8. Critique of the methods of clinical intervention (describe the ones used, or identify ones that could be used, citing relevant research or scholarly literature).
   9. Evaluation of the group session (how was the session evaluated? Critique the objectives, methods, tools, and process)

   Grading for this paper will be based upon: 1. Accurate coverage of the key components for this assignment; 2. Level of critical analysis; 3. Identification and integration of

relevant theory and research; 4. Literary competence (grammar, spelling, structure, use of APA format for the reference list).

Assignment 5: Participation (5%)

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 Social 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 (email or paper)
- Timely submission of assignments

When considering the quantity and quality of participation, please consider the following points:

- 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, *et cetera* from another student. 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 also contribute to the class. ☺

Required Course Readings

Toseland, R. W., & Rivas, R. F. (2017). *An introduction to group work practice* (8th ed.). Boston: Pearson.

> This book is available at the campus bookstore (or www.amazon.com). We will also refer to the NASW (2018) *Code of Ethics* throughout the course. If you do not have a copy of the Code already, you can access and print it through www.naswdc.org, under publications.

Other course readings may be distributed in class or on http://canvas.fau.edu. CANVAS uses the email addresses assigned to you by FAU – please check your email at least twice a week. You may also change your notifications in CANVAS so it will notify you of upcoming due dates and announcements. If you are experiencing problems with FAU email, contact the helpdesk at 561.297.3999. If you are experiencing problems with CANVAS, please contact 855-691-7827 or access online help.

Week-By-Week 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 CANVAS Website (usually under Modules).

TR – Refers to readings in the Toseland & Rivas text. If you are using older editions of the textbook, 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 CANVAS. 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
Week 1 January 9, 2017	• Review course requirements and schedule in the syllabus. • Course introduction: History and Overview of Group Work • Theory of Group Practice • Typology of Groups	• TR Chs. 1 & 2 • Process Recording– See CANVAS File under Course Documents • CANVAS - Practice quiz (in class)

	• Process Recording • Selecting Group Topics and Facilitators • Brief Demonstration of CANVAS and Online Quizzes	
Week 2 January 16	• Group Dynamics • Group Leadership • Diversity in Groups (beyond sensitivity!) • Preparation of Facilitators Videotape – Introduction to Stages of Group (Corey & Corey)	• TR Chs. 3, 4, & 5 **Due by 10 PM on January 15: Quiz on TR Chs. 1 & 2**
Week 3 January 23	<u>Pre-Group Processes</u> • Planning and Proposals • **Forming** Groups • Recruitment • Screening / Contracting • Preparing the Environment • Proposal Writing (preparation for assignment) Role-play: Pre-Group Needs Assesment and Screening Interviews	• TR Ch. 6 & Appendix E (Ch. 6 is key for Proposal Assignment) • Syllabus description of the Proposal Assignment • Sample and template posted on CANVAS. Appendix E of TR • Progress Notes/SOAP (CANVAS File under Modules, and TL 407) **Due by 10 PM on January 22: Quiz on TR Chs. 3, 4, & 5**
Week 4 January 30	<u>Beginning Stages of a Group:</u> • Engagement: **Norming**, Goals (group vs. individual), & Trust-Building • Confidentiality, Informed Consent, Group Safety • Assessment • Online Groups Role-play: Beginning Stage	• TR Ch.7 & 8 • See NASW Code of Ethics (esp. Standards 1.01, 1.02, and 1.07 – available at www.naswdc.org) **Due by 10 PM on January 29: Quiz on TR Ch. 6** <u>Recommended</u>: See the case examples in TR Ch. 15 to see illustrations of skills and processes in group work. <u>Recommended</u>: HEP Ch. 16
Week 5 February 6	<u>Middle Stages of a TREATMENT Group</u> • Transition Stage (**Storming**)	• TR Chs. 9 & 10

	• Work Stage (foundation and specialized methods) **Reforming** Role-Play: Transition Stage • Self-Efficacy Evaluation for CSWE/SACS	**Due by 10 PM on February 5: Quiz on TR Chs. 7 & 8**
Week 6 February 13	Middle Stages of a TASK Group • Transition Stage • Work Stage (foundation and specialized methods) Role-Play: Work Stage	• TR Chs. 11 & 12 **Due by 10 PM on February 12: Quiz on TR Chs. 9 & 10**
Week 7 February 20	Diversity issues • Culture, race, ethnicity • Disability • Religion	•
Week 8 February 27	• Presentation of Group Proposals	• **Written Group Proposals Due February 26 by 10 PM – Submit as a Group Via Canvas (Assignments)**
SPRING BREAK March 6 – No Class	No Class	Optional Fun Quiz on Group Work (Canvas)
Week 9 March 13 (BPD Week)	• Virtual/Online Groups	See readings posted on Canvas
Week 10 March 20	• Groups for LGBT clients	**Due by 10 PM on February 12: Quiz on Virtual/Online Groups Readings**
Week 11 March 27 Passover and Easter start on Friday	• Cognitive-Behavioral Groups	See readings posted on Canvas
Week 12 April 3	• Psychodrama	See readings posted on Canvas
Week 13 April 10	• Trauma and Addictions	See readings posted on Canvas

Week 14 April 17	Ending Stage • Evaluation, Termination, and Follow-Up with Groups • Course and Instructor Evaluation: *please bring smart phones or computers*	**Readings:** TR Chs. 13 & 14
Reading Days *April 24*	• No class	**Group Observation paper is due by 10 p.m. on April 26** Submit on CANVAS
Week 15 May 1 (exam week – date and time may change depending on FAU's scheduling for exam week)	• Informal Student Presentations (Case Conferfence): Summary of learning and insights from groups that students observed.	**OPTIONAL: Due by 10 PM on April 30: Quiz on TR Chs. 13 & 14**

GRADING SCALE

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

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I. General Practice

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Ivey, A. E., Pederson, P. B., & Ivey, M. B. (2018). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (9th ed.). Belmont, CA: Cengage.

Kirst-Ashman, K. K., & Hull, G. H. (2018). *Understanding generalist practice* (8th ed.). Belmont, CA: Cengage.

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Associations

- International Association for Social Work with Groups: www.iaswg.org
- Eastern Group Psychotherapy Society: www.eaps.org

Class Attendance and Participation

Social work education is designed to help you prepare for professional practice. 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. You may be asked to present documentation 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, you may be required to withdraw or retake the class.* Whether or not there is a documented, excused absence, if a student misses more than 2 classes (or 6 hours of class time), the student will 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.

Expectations of Professional Behavior and Practice

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (www.CSWE.org) 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 many 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 being honest 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 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, 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, including body language, empathy, and 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.

Policy on Use of Technology, Cell Phones, and Recording Devices in the Classroom

The School of Social Work prohibits the use of cell phones, beepers, 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 Office for 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.

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/

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

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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

Subject: RE: New Course Proposals: Social Work with Groups (BSW), Social Work with Families (BSW), Clinical Social work with Groups (MSW), Clinical Social work with Families (MSW),

Date: Tuesday, September 25, 2018 at 5:11:25 PM Eastern Daylight Time

From: Karethy Edwards

To: Heather Thompson

CC: Joy McClellan, Naelys Luna, Joy Longo, rstackma@gmail.com, Dawn Hawthorne, Paul Peluso

Attachments: image006.jpg, image007.png, image008.png, image009.png, image010.png, image011.png, image012.png, image013.png, image014.png, image015.jpg, image016.png, image017.png, image018.jpg, image019.png

Good afternoon,

There is no conflict with Nursing Courses and Programs.

Best regards,

Karethy Edwards, DrPH, APRN, FNP-BC, FAAN
Professor and Associate Dean for Academic Programs
Christine E. Lynn College of Nursing
Florida Atlantic University
777 Glades Road, NU 304
Boca Raton, Fl 33431
561-297-3318
edwardsk@health.fau.edu
FAX: 561-297-4122
www.fau.edu/nursing

From: Paul Peluso
Sent: Monday, September 24, 2018 10:49 AM
To: Heather Thompson <hthompson@fau.edu>; Joy Longo <JLONGO5@health.fau.edu>; Karethy Edwards <edwardsk@health.fau.edu>; rstackma@gmail.com; Dawn Hawthorne <dhawthorne@health.fau.edu>
Cc: Joy McClellan <JMCCLEL2@fau.edu>; Naelys Luna <ndiaz10@fau.edu>
Subject: Re: New Course Proposals: Social Work with Groups (BSW), Social Work with Families (BSW), Clinical Social work with Groups (MSW), Clinical Social work with Families (MSW),

No conflict with Counselor Education

Paul R. Peluso, Ph.D., LMHC, LMFT

Subject: Re: New Course Proposals: Social Work with Groups (BSW), Social Work with Families (BSW), Clinical Social work with Groups (MSW), Clinical Social work with Families (MSW),

Date: Monday, September 24, 2018 at 10:49:10 AM Eastern Daylight Time

From: Paul Peluso

To: Heather Thompson, Joy Longo, Karethy Edwards, rstackma@gmail.com, Dawn Hawthorne

CC: Joy McClellan, Naelys Luna

Attachments: image001.jpg, image002.png, image003.png, image004.jpg, image005.png

No conflict with Counselor Education

Paul R. Peluso, Ph.D., LMHC, LMFT
Professor and Chair

ACA Governing Council Representative, International Association of Marriage and Family Counselors (IAMFC)

Immediate Past-Editor, Measurement and Evaluation in Counseling and Development

Department of Counselor Education
Florida Atlantic University
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Bldg 47, Rm 270
Boca Raton, FL 33431-0991
(561) 297-3625 (Office)
(561) 297-3602 (Dept.)
(561) 297-2309 (Fax)

From: Heather Thompson
Sent: Monday, September 24, 2018 9:15:15 AM
To: Joy Longo; Karethy Edwards; Paul Peluso; rstackma@gmail.com; Dawn Hawthorne
Cc: Joy McClellan; Naelys Luna
Subject: New Course Proposals: Social Work with Groups (BSW), Social Work with Families (BSW), Clinical Social work with Groups (MSW), Clinical Social work with Families (MSW),

Good morning:

Please find attached the syllabus for courses at the Bachelors and Masters level in Social Work. These courses were previously offered as conjoint courses (1 at the BSW and 1 at MSW level). These courses will now be separated into two courses at the BSW level and two courses at the MSW level. I am requesting that you review and provide comments if you feel as though your department will be affected by these new courses.

Thank you very much!

Heather Thompson, PhD, LCSW
Assistant Professor