FLORIDA ATLANTIC UNIVERSITY
PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
SOW4322 Sec___CRN___ (3 Credits)
SOCIAL WORK PRACTICE WITH GROUPS

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

BSW Program Mission

The mission of our BSW program is to educate competent and compassionate social workers for entry-level practice and as a foundation for further professional development and growth. Our graduates possess critical thinking skills and engage in evidence-based practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

Course Description

This course will explore the Generalist Intervention Model (GIM) as it relates to generalist social work with small groups. This exploration will be set upon the foundation of contemporary social work values as well as the historic mission of social work as a profession.

Particular attention will be given to the strengths perspective, populations at risk, and social justice. Students will gain a beginning level of group work knowledge and skills from the generalist perspective that they will be able to apply at the micro, mezzo, and macro levels. Students will critically examine current evidenced-based theoretical foundations in both group intervention in an effort to gain understanding of the field of practice from variety of social work theories and perspectives.

Relevance to Educational Program

This course utilizes content from SOW *3232- Social Welfare Policy and Provision* to deepen awareness of how social policy affects practice reality with group work. Content from the *HBSE sequence* is used to ground the generalist intervention model in the biopsychosocial-spiritual perspective. This course compliments *SOW 4403- Research Methods in Social Work* by underscoring the need for accountability in practice and critically examining theory and research. This course builds on the knowledge and skills gained in *SOW 4300- Social Work Practice with Individuals*, as students will use microskills and the generalist process from this course, but in the context of work with groups. This course also prepares students for the broader perspective of *SOW 4343- Social Work Practice with Organizations and Communities.* The *practice sequence*

courses prepare students for the rigorous and growth-enhancing experience of the *Field Placement Seminar* that is the culminating experience of the BSW program. The BSW degree prepares students to pursue graduate degrees or to enter employment as beginning-level generalist practitioners.

Learning Objectives and 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
- Incorporate ethical standards relating to client self-determination, informed consent, competence, cultural awareness, conflict of interest, and confidentiality when working with groups.

Competency 2: Engage Diversity and Difference in Practice
- Identify and respond to group dynamics that are related to language, norms, rituals, beliefs, and other aspects of cultural diversity.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Facilitate task groups with purposes related to advancing human rights and social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice
- Use practice experience to inform scientific inquiry, including the use of single-system design to evaluate work with groups.

Competency 5: Engage in Policy Practice
- Address policy issues when developing a proposal for a social work group.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Develop rapport and trust with and among group members by demonstrating empathy, genuineness, and unconditional positive regard.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Conduct a needs assessment to inform development of a group proposal.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Apply a generalist problem-solving process when working with task, support, and counseling groups.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- Critically analyze, monitor, and evaluate interventions with groups.

Teaching Methodology

Students will master the practice competencies through readings, lecture, educational videos, practice simulations, and class discussion. The flow and benefit of the class experience will depend on how well each student maintains the assignments as outlined below. Emphasis will be on the student's ability to integrate information from a variety of sources and to demonstrate social work practice skills expected of the BSW entry-level practitioner. Video recording, group proposal presentations, and group counseling sessions will be used as teaching tools to provide feedback to students. The instructor may use video recording as part of a peer teaching and evaluation process.

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

Course Assignments and Grading

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Group Proposal and Presentation	20
Group Proposal Task /Process Group journal (3)	10
Groups Quizzes (2)	30
Group Facilitation and Process Recording	15
Attendance at all BSW support sessions, participation	10
Analysis of community support or task group	15
Total	**100%**

(Note: absence from any BSW support group will result in 2.5 pts deduction)

Grading

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

Group Proposal

Students in groups of three will write a group proposal, following the outline on Canvas. Each group will choose its group topic and diverse membership from a list distributed in class. The list will reflect examples of populations and client issues representative of South Florida.

Students will then place information on a Power Point to present to the class as if they are presenting to supervisors, funders, agency managers, etc. .

Students will be ready to show their <u>Title and Purpose Statement to instructor and class by (see course schedule for due date:</u> **This is to include the Title of your proposed Group, and a purpose statement. The statement is one paragraph that gives evidence-based knowledge and relevance of the importance and need for this group.**

Students will be ready to show their <u>Annotated Bibliography (see course schedule for due date)</u> utilizing scholarly resources. Each student will choose two resources and write a paragraph on the relevance of each of their chosen sources to the group's purpose.

For example, depending on your group membership and purpose, sources might deal with developmental stage of population (children, adolescents, elderly), cultural, ethnic diversity, problems experienced by proposed group members (addiction, chronic disease, homelessness, challenges around release from prison, **c**aregiving to Alzheimer's patient, challenges around reunification of children with parents*,* new immigrants, early stage dementia, domestic violence, substance abuse, discrimination, learning disabilities, coming out in regard to sexual orientation or gender identity, grieving, etc.. Sources may also include history of oppresion, statistics, data, evidence based research on topic information, theory and/ or intervention model selected. See Template on Canvas for more detailed instruction on what is included in each section.

Title Page Include your name and positions (the position can be fictional ones), your email address, potential host agency and, or potential funding sources), date submitted, and name of the group being proposed)

The PowerPoint will include the following information:
1. Introduction: Purposes and Rationale of the Proposed Group
2. Group Composition and Diversity
    Demographics and Specifics of the Group
    Identified issue/problem of group members deal
3. Group Time Frame and Location
4. Group Structure /Type
5. Group Leadership
6. Model of Intervention
7. Potential Obstacles and Ethical Issues
8. Evaluation of Group Outcomes
9. Budget
10. Annotated Bibliography: One slide per citation and annotation.

2. BSW Group Facilitation and Participation

Students will be divided into two to three groups that will serve as BSW support groups during the semester. In the first session, students will decide on the purpose of their group, as well as <u>six specific topics</u> THAT GROUP MEMBERS DECIDE ARE RELEVANT TO THE PURPOSE OF THE GROUP. (support) These topics will be the focus of each of the six group sessions. Examples of topics appropriate to the support

group will be provided in class. Each student will take a turn co-facilitating a group session with another student. The sessions will follow the stages of group work introduced in text and class. The facilitators will prepare for their group by researching the topic, bringing discussion questions, handouts, and/or exercises as they deem appropriate, and resources on the topic for group members to have.   Group members will provide structured feedback for each group session. The facilitators will write a process recording for the session they lead. Facilitators should include group feedback into their process recordings. Forms for feedback, evaluation, and process recordings are posted on Canvas. **FACILITATOR PROCESS RECORDING IS DUE on Canvas no later than 11:59 PM the day following the group facilitation.**

EVALUATION of the **process recording** will be based on: Comprehensiveness of the analysis; Ability to identify key issues; Level of Critical Analysis (including strengths and learning needs); Ability to integrate learning from readings and class into the group role-play and its analysis.

In order to receive a passing grade as a **facilitator**, each facilitator must prepare and facilitate using theory and skills introduced in course readings and lecture. Facilitator must bring in evidence-based material on the selected topic, including hand-outs for their group members, and a list of resources to empower group members to follow up on the topic (websites, community resources, articles, etc)

In order to receive a passing grade as a **participant**, each student must participate actively and respectfully in each session.

3. **Task Group or Open 12 Step Meeting and Reflection**

Option A: Professional Association or Agency Experience and Analysis

Select a social work/social welfare professional association that interests you, attend a meeting of that organization, and write a (3-4) page paper analyzing your experience utilizing the outline below.

Respond to each heading item beneath the heading. Include questions and responses.

Assignment Outline
Viewing the association meeting through the lens of a group worker, please respond to the following items:

Part One
1. Name of association
2. Date, time and length of meeting
3. Place of meeting
4. Participants – number, professions, demographics (age, race/ethnicity, gender, socioeconomic class, disabilities), assigned roles

5. Type of group and purpose(s) of the meeting (Use Toseland and Rivas's Typologies of Groups available on Canvas)
6. Brief summary of the content and structure of the meeting
7. Assessment of the properties of the group (atmosphere, cohesion, leadership, participation patterns, communication patterns, decision-making processes, sociometric patterns, etc.)
8. The therapeutic/helping factors evidenced in the meeting (Use Yalom's therapeutic factors). Identify how these factors were demonstrated in the meeting.
9. Clarity and effectiveness of purpose and the use of time.
Assessment of the stage of the group's development. (Use CCC text as resource).

Part Two
Reflect upon the potential value and influence of this group/association on you and your personal/professional aspirations. Consider and respond to the following:

A. How did you feel as an attendee at the meeting?
What aspects of the meeting did you like? What suggestions for improvement would you make?
B. How did your experience relate to course readings and discussions?
C. Concluding comments

Option B: Twelve-Step Group Experience and Analysis

Twelve-Step Programs are important options for many individuals. Alcoholics Anonymous, Overeaters Anonymous, Narcotics Anonymous, Gamblers Anonymous, and Alateen are just a few of the programs based on the twelve-step model. This model is also based on the importance of group interaction and support.

Select one twelve-step program and attend an "open" meeting of this group. In this case, "open" refers to a meeting which can be attended by someone who does not suffer from this condition. Submit a brief (3 -4) page paper analyzing your experience utilizing the outline below.

Respond to each heading item beneath the heading. Include questions and responses.

Assignment Outline
Viewing the meeting through the lens of a group worker, please respond to the following items.

Part One
1, Name of group/meeting
2.Date, time and length of meeting
3.Place of meeting

4.Participants – number, demographics (age, race/ethnicity, gender, social class/economic class, disabilities), assigned roles
5.Type of group and purpose(s) of the meeting (Use Toseland and Rivas's Typologies of Groups)
6.Brief summary of the content and structure of the meeting
7.Assessment of the properties of the group (atmosphere, cohesion, leadership, participation patterns, communication patterns, decision-making processes, sociometric patterns, etc.)
8.The therapeutic/helping factors evidenced in the meeting (Use Yalom's therapeutic factors). Identify how these factors were demonstrated in the meeting.
Clarity and effectiveness of purpose and the use of time.
9.Assessment of the stage of the group's development. (Use CCC text as reference)

Part Two
Reflect upon the potential value and influence of this group/association on you and your personal/professional aspirations. Consider and respond to the following:

A. How did you feel as an attendee at the meeting?
What aspects of the meeting did you like? What suggestions for improvement would you make?
B. How did your experience relate to <u>course readings and discussions</u>?
Comment on the potential value of such groups for your personal/professional aspirations and the field of social work as a whole.
Concluding comments.

4. Journals
Students will record observations and reactions to groups in which they are involved. Instructor will provide directions in class for each journal. See schedule.
5. Two open book, open note quizzes over reading will be posted on Canvas one week prior to due date. (see course schedule)

Textbook/Required Reading
Corey, M.S., Corey, G., & Corey, C. (2018). *Groups: Process and practice* (10th ed.). Belmont, CA: Brooks/Cole (www.cengage.com). [you may order the 9th edition, which may be less expensive and easier to obtain online] You must have a copy of this book.

The book is available at the campus bookstore (or www.amazon.com).

Recommended Reading

Jacobs, E., Schimmel. C., Masson, R., Harvill, R.[er1] (2016). *Group Counseling: Strategies and Skills* (8th ed.) Boston:Centage. ISBN-13: 978-1305087309

Garvin, C. D., Gutiérrez, L.M. & Galinsky, M.J. (Eds.). (2017) *Handbook of social work with groups*. New York: Guilford Press

Other course readings will be distributed in class or posted to Canvas.. Also, please visit the **Canvas Web site** for this course http://canvas.fau.edu for additional information. IMPORTANT: Canvas 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. We will use Canvas to post notices, to create email lists and discussion boards, to post additional readings, to provide access to other useful websites, and to post assignments quizzes. Canvas 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 FAU email or Canvas, please contact the helpdesk at 561.297.3999.

Week-By-Week Outline and Reading Assignments

CCC– Refers to readings in the Corey, Corey and Corey 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 and in class discussions 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	• Review course requirements and schedule in the syllabus. • Course introduction: History and Overview of Group Work • An Integrative Approach to Group Practice • Thinking, Feeling and Behaving Model • A Multicultural Perspective on Groupwork • Makss Survey • Types of Groups • Selection of Group Topics and Facilitators	CC Chapter 1: Introduction: Basic Issues in Groupwork Drumm,K. (2006). The essential power of groupwork. *Social Work with Groups.29*(2/3)17-31. Toseland , R. W., & Rivas, R. F. (2017). *An Introduction to Group Work Practice* (8th ed.). Boston: Pearson. Ch. 2: Historical and Theoretical Developments.
Week 2	• Group Dynamics • Group Leadership • Process Recording • Ethical Issues in Groupwork • Legal Safeguards for Group Practitioners	CC Chapter 2: The Group Counselor CC Chapter 3: Ethical and Legal Issues in Group Counseling See NASW Code of Ethics (esp. Standards 1.01, 1.02, and 1.07 – available at www.naswdc.orgBarsky,A. E., & Northen, H. (2017). Ethical challenges and opportunities in social work with groups. In C. D. Garvin, L. M. Gutiérrez, & M. J. Galinsky. (Eds.). *Handbook of social work with groups* (pp. 74-92)*.* New York: Guilford Press.

Week 3	Pre-Group Processes • Conceptualizing a group • Writing the group proposal • Screening and orientation of members • Informed Consent • Needs Assessment and Screening Interviews • Videotape – Introduction to Stages of Group Part 1 (Corey & Corey	CC Ch. 4: Forming a Group
Week 4	Initial Stage of a Group: • Role-play: Beginning Stage • Videotape – Introduction to Stages of Group Part 2 (Corey & Corey	CC Ch. 5: Initial Stage of a Group **Due by 11:59 PM quiz # 1 over CC chapters 1-4**
Week 5	• Transition Stage of Group • Dealing with Challenging Behaviors • Videotape – Introduction to Stages of Group Part 3 (Corey & Corey)	CC Ch. 6 Transition Stage of Group Session # 1 BSW Support Groups
Week 6	• Working Stage of Group • Moving from Transition to Working stage • Therapeutic Factors	CC Ch. 7 Working Stage of Group (2017). Gitterman, A. (2017). The mutual aid model. In C. D. Garvin, L. M. Gutiérrez, & M. J. Galinsky. (Eds.). *Handbook of social work with groups* (Ch. 7)). New York: Guilford Press. Session # 2 BSW Support Groups

Week 7	• Final Stage of Group • Group Evaluation methods	CC Ch. 8 Ending a Group Session # 3 BSW Support Groups
Week 8	• Special Topics in Groupwork: Task Groups	· **Written Group Proposals Due – Submit as a Group Via Canvas (Assignments)** Session # 4 BSW Support Groups
SPRING BREAK	• No Class	
Week 9	• Special topics in groupwork: Mutual Aid Groups	See readings posted on Canvas Session # 5 BSW Support Groups
Week 10	• Group Proposal Presentations	**Due by 10 PM on February 12: Quiz on Virtual/Online Groups Readings** Session # 6 BSW Support Groups
Week 11	• Group Proposal Presentations	See readings posted on Canvas Session # 7 BSW Support Groups
Week 12	• Psychodrama in Groups	See readings posted on Canvas Guest Speaker Session # 8 (Final Session)BSW Support Groups
Week 13	• Special Topics in Groupwork: Task Groups	See readings posted on Canvas Guest Speaker Session # 8 (Final Session)BSW Support Groups
Week 14	• Special Topics in Groupwork: Cultural Diveristy • Focus Group: course Evaluation • Course and Instructor Evaluation: *please bring smart phones or computers*	
Reading Days	• No class	
Week 15	• Exam week	**Quiz # 2 due by 11:59 PM**

It is your responsibility to read the syllabus, and know its content. This class is for you – no technology will be allowed. This is "Professional Social Work Practice" and you certainly will not use phones or computers when you are working with a client, so none may be utilized in class. PowerPoints provide the notes you need and you may supplement these with written notes. In other words, computers are not allowed in class for notetaking. Use of phones or computers will lower your grade.

Note: Late assignments will not be accepted

* In the event of a hurricane warning or other emergencies, see www.fau.edu or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

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 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 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:

.Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.

Academic cheating, lying, or plagiarism.
Behavior judged to be in violation of the NASW Code of Ethics.

Failure to meet generally accepted standards of professional conduct, personal integrity, or   emotional stability requisite for professional practice.

Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).

 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).

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, (two or more) or patterns of leaving early (one or more) may result in a reduction of the final grade. Further, students who miss the first class will be asked to withdraw from the course and take it in a subsequent term. 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.

Policy on Use of Recording Devices in the Classroom

The College for Social Design and Inquiry 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.

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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
FPr 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