

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Phyllis and Harvey Sandler School of Social Work College Design and Social Inquiry <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix SOW Number 6611	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course Lecture	Course Title Clinical Social Work with Families
Credits <i>(Review Provost Memorandum)</i> 3	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; see Guidelines)</i> This course will enable the student to understand, analyze, and apply social work knowledge, values, and skills to generalist and clinical practice with families, from the family systems, developmental, and clinical perspectives.	
Effective Date <i>(TERM & YEAR)</i> Fall 2019		Prerequisites SOW 6305	Corequisites none
			Registration Controls <i>(Major, College, Level)</i> 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 Goldenberg, I., Stanton, M., & Goldenberg, H. (2017). Family therapy: An overview (Ninth edition), Cengage, Boston, MA. McGoldrick, M., & Gerson, R. (2008). Genograms: Assessment and intervention, W.W. Norton and Co., New York, NY.	
Faculty Contact/Email/Phone Joy McClellan jmccl2@fau.edu 561-297-2864		List/Attach comments from departments affected by new course attached	

Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date 9/25/18 10/4/18 10/4/18 11-14-18 11/14/18 11/15/18
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

GRADUATE COLLEGE

OCT 09 2018

Received

**PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
FLORIDA ATLANTIC UNIVERSITY
SOW ____ Section ____ CRN ____ (3 Credit Hours)
Clinical Social Work with Families**

Semester: TBA
Start/End Date: TBA
Instructor: TBA
Phone: TBA
Email: TBA
Canvas: <http://canvas.fau.edu>

Classroom: TBA
Class Times: TBA
Office Hours: TBA
Office Location: TBA
Web: www.fau.edu/ssw

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 enable the student to understand, analyze, and apply social work knowledge, values, and skills to generalist and clinical practice with families, from the family systems, developmental, and clinical perspectives.

In addition, students will explore contemporary social work values and ethics as they relate to generalist and specialized social work practice with families and the larger community. Students will gain knowledge of multiple family theories, which they will be able to apply in an eclectic manner to clinical work with families and family members.

RELEVANCE TO MSW PROGRAM

This course is a part of the specialist curriculum and one of the required courses in the clinical concentration. It will build on the generalist curriculum. Students in this course will use the content from the HBSE sequence to view families from a bio-psycho-social perspective and to recognize the importance of micro, mezzo, and macro assessment and intervention. The policy sequence will enable the student to understand how social policies affect the lives of families. The research sequence will provide the student with the knowledge and skills they need to critically analyze current family practice theory and research as well as infuse all their professional work with greater amounts of objectivity and accountability. The practice sequence, of which this course is a part, provides the student with the comprehensive body of knowledge, values, and skills necessary for contemporary social work family practice. This course prepares the student for generalist and specialized work with families in their field practicum and in post graduate practice.

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COMPETENCIES AND EDUCATIONAL OBJECTIVES

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 of practice when working with families.
- **Specialist:** Seek supervision and consultation when confronted with ethical dilemmas in family practice.

Competency 2: Engage Diversity and Difference in Practice.

- **Generalist:** Apply understanding of the importance of diversity and difference in shaping life experiences and family structure in practice with families.
- **Specialist:** apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse families.

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

- **Generalist:** Apply understanding of social, economic, and environmental justice to advocate for human rights with families when needed.
- **Specialist:** Engage in family practice that advances family social and economic justice.

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 families
- **Specialist:** Apply the principles of evidence-based practice to determine appropriate theories and clinical models of family intervention to guide practice.

Competency 5: Engage in Policy Practice.

- **Generalist:** Address policy issues when assessing and intervening with families.
- **Specialist:** Critique agency policies in relation to ethical issues that may arise in clinical work with families.

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

- **Generalist:** Develop rapport and trust with family members while maintain boundaries conducive to family work.
- **Specialist:** Demonstrate ability to engage reluctant family members and mediate family conflict.

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

- **Generalist:** Demonstrate ability to assess family structure, roles, and communication by using genograms as an assessment tool.
- **Specialist:** Demonstrate ability to monitor therapeutic alliance with family using tools like the ORS and SRS by Miller & Duncan (2002).

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

- **Generalist:** Apply generalist case management skills with families in need.
- **Specialist:** Analyze and apply specialized interventions with families like family sculpting and role reversal.

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

- **Generalist:** Critically analyze, monitor, and evaluate interventions with families.
- **Specialist:** Use clinical evaluation tools to measure progress and effectiveness of families in treatment.

Teaching Methodologies

The course objectives will help students develop the competencies to practice with families through the instructor's provision of a stimulating schedule of reading, lecture, role plays, and audiovisual media experiences.

Course Assignments and Grading

Assignments

Family Role Play and Integration Experiential Assignments:

Students will be asked to form into groups which will contain simulated family members and a social worker at the beginning of the term. They will then develop names, backgrounds, and a history for the family and each member. They will devise a problem for the family which might typically bring them to family therapy. They will use this family to complete three of the four assignments during the semester (see below).

1. Genogram of Simulated Family:

15 points

Each "Family" will construct a three generation genogram according to current standards (McGoldrick, 2008), and present that genogram to the class during the family therapy presentation. The genogram may be completed electronically at external sites or via Microsoft PowerPoint.

2. Family Biography Handout:

15 Points

Each group will construct a family biography handout which will be distributed to class members the week before the group presents their family. This handout will present the case material for the family that will aid the class in understanding the family therapy role play.

3. Family Therapy Presentation and Role Play:

35 points

Each group will present a particular family therapy modality to the class. They will use the textbook and journal articles to complete the presentation. They will then present the family

as a case using the biographical information they have devised. They will then provide a role play of a family therapy session, with a student simulating the social worker for the family presented. There will be three specific dates for the presentations during the semester (see schedule). An outline of this assignment and specific assignment parameters will be available via Canvas.

4. Thinking like a Clinical Social Worker:

25 points

The textbook contains exercise in each chapter named “thinking like a clinician”. These exercises are meant to help the student integrate the material of the chapter and apply it to self, clients or case material provided. Each student is responsible for choosing any five of these exercises and completing them according to the instructions in the exercise. The answers should be typed, double spaced, and if there are citations needed to complete the exercise, they should be cited and referenced as per APA standards; cover sheet is expected. The topics of these exercises can be viewed on page xvii to xix under the heading “thinking like a clinician”. The student should think carefully which exercises to choose. The exercises will provide a way to confront biases, and raise sensitivity, as well as increase knowledge and skills. The exercises will be due at various dates throughout the semester (see schedule).

Attendance/participation:

10 Points

Students will be expected to come to class, be on time and participate in meaningful ways which demonstrate their current knowledge and skill level. The classroom experience is enhanced by participation of all parties and a cross-fertilization of ideas which is a cornerstone of a liberal arts education.

The grading scale for this course is as follows:

94-100= A	80-83= B-	67-69= D+
90-93= A-	77-79= C+	64-66= D
87-89= B+	74-76= C	60-63= D-
84-86= B	70-73= C-	0-59= F

Professional Expectations of Student Behavior

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.
Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.

2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.

3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.) Never use names of clients or disclose other identifying information in the classroom.

4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.
Come to class with books, handouts, syllabus, and pens
Seek out appropriate support when having difficulties to ensure success in completing course requirements.
Take responsibility for the quality of completed tests and assignment.
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
Academic: Commit yourself to learning the rules of citing other's work properly.
Do your own work and take credit only for your own work.
Acknowledge areas where improvement is needed.
Accept and benefit from constructive feedback.

Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.
Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
Exhibit a willingness to serve diverse groups of persons.
Demonstrate an understanding of how values and culture interact.

7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

Demonstrate assertive communication with peers and instructors.

Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.

Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

The School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the [FAU Catalog](#). This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

Policy on makeup tests, late work, and incompletes (if applicable).

If you do not accept late work or apply penalties to late work, state so. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical, and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. If your college has elaborated on this policy, state so here.

Class Attendance and Participation

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is required*. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class*. If a student misses more than 2 classes – whether or not there is a documented, excused absence – the student may receive a substantial decrease in the final grade. As per FAU policy, attendance at the first class is mandatory. If a student misses the first class, that student may be asked to withdraw from the course and re-register in a future term.

Policy on Use of Technology and Recording Devices in the Classroom

The School of Social Work prohibits the use of computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Student Accessibility Services. When the instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion.

Textbooks and Course Readings

The two textbooks required for this course are:

- Goldenberg, I., Stanton, M., & Goldenberg, H. (2017). *Family therapy: An overview* (Ninth edition), Cengage, Boston, MA.
- McGoldrick, M., & Gerson, R. (2008). *Genograms: Assessment and intervention*, W.W. Norton and Co., New York, NY.

Both books are available at the campus bookstore or an Amazon.com.

Other course readings may be distributed in class or via CANVAS (see <http://canvas.fau.edu>). Please set notifications on CANVAS, including whether you want email notifications to go to

your FAU email or another address (using FAU email is generally preferred). If you are experiencing problems logging onto MyFAU or CANVAS, please contact the helpdesk at 561.297.3999.

Course Outline and Reading Assignments

The following outline and readings may change as the course progresses, given student interests and needs. Please read the required readings prior to the class when we will be discussing them.

<i>Class</i>	<i>Topics</i>	<i>Readings / Due Dates / Tests</i>
Week 1	Introduction to Class & Topic	• Syllabus
Week 2	Adopting a Relational Perspective	• Goldenberg Chapter 1 • Kirst-Ashman Chapter 9
Week 3	Family Lifespan Development	• Goldenberg Chapter 2 • TLC 1 Due
Week 4	Diversity in Family Structure & Functioning	• Goldenberg Chapter 3 • Kirst-Ashman Chapter 10
Week 5	History & Development of Family Therapy	• Goldenberg Chapter 5
Week 6	Ethical Issues in Family Therapy	• Goldenberg Chapter 6 • TLC 2 Due
Week 7	Family Therapy Presentations I	• Family Presentations Due
Week 8	Psychodynamic Models of Family Therapy	• Goldenberg Chapter 7
Week 9	Intergenerational Models of Family Therapy	• Goldenberg Chapter 8 • TLC 3 Due
Week 10	Family Therapy Presentations II	• Family Presentations Due
Week 11	The Structural Model of Family Therapy	• Goldenberg Chapter 10
Week 12	The Strategic Models of Family Therapy	• Goldenberg Chapter 11 • TLC 4 Due
Week 13	Family Therapy Presentations III	• Family Presentations Due
Week 14	Cognitive & Behavioral Family Therapy	• Goldenberg Chapter 12
Week 15	Post Modern Models of Family Therapy	• Goldenberg Chapter 14 • TLC 5 Due
Week 16	Integrative Models of Family Therapy	• Goldenberg Chapter 17

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

BIBLIOGRAPHY

Peer Reviewed Articles:

Aggett, P., Swainson, M., & Tapsell, D. (2015). 'Seeking permission': An interviewing stance for finding connection with hard to reach families. *Journal of Family Therapy*, 37(2), 190-209.

Bauman, M. L., & Belous, C. K. (2016). Using symbolic-experiential family therapy to treat adjustment disorder: A case study. *The American Journal of Family Therapy*, 44(5), 285-300.

- Boston, P., & Cottrell, D. (2016). Trials and tribulations - An RCT comparing manualized family therapy with treatment as usual and reflections on key issues that arose in the implementation. *Journal of Family Therapy*, 38(2), 172-188.
- Brockman, M., Hussain, K., Sanchez, B., & Turns, B. (2016). Managing child behavior problems in children with autism spectrum disorders: Utilizing structural and solution focused therapy with primary caregivers. *The American Journal of Family Therapy*, 44(1), 1-10.
- D'Aniello, C., & Perkins, S. N. (2016). Common factors come alive: Practical strategies for implementing common factors in MFT training. *Contemporary Family Therapy*, 38(2), 233-244.
- Ewing, E. S., Levy, S. A., Boamah-Wiafe, L., Kobak, R., & Diamond, G. (2015). Attachment-based family therapy with a 13-year-old girl presenting with high risk for suicide. *Journal of Marital and Family Therapy*, 42(1), 91-105.
- Faddis, T. J., & Cobb, K. F. (2016). Family therapy techniques in residential settings: Family sculptures and reflecting teams. *Contemporary Family Therapy*, 38(1), 43-51.
- Fox, S., Bibi, F., Millar, H., & Holland, A. (2016). The role of cultural factors in engagement and change in multisystemic therapy (MST). *Journal of Family Therapy*, 39(2), 243-263.
- Gabb, J., & Singh, R. (2014). Reflections on the challenges of understanding racial, cultural and sexual differences in couple relationship research. *Journal of Family Therapy*, 37(2), 210-227.
- Hartnett, D., Carr, A., Hamilton, E., & Sexton, T. L. (2016). Therapist implementation and parent experiences of the three phases of Functional Family Therapy. *Journal of Family Therapy*, 39(1), 80-102.
- Lorås, L. (2017). Systemic family therapy competences in child and adolescent mental health care. *Contemporary Family Therapy*, 40(1), 1-9.
- Negash, S., & Morgan, M. L. (2015). A family affair: Examining the Impact of parental infidelity on children using a structural family therapy framework. *Contemporary Family Therapy*, 38(2), 198-209.
- Neipp, M., Beyebach, M., Nuñez, R. M., & Martínez-González, M. (2015). The effect of solution-focused versus problem-focused questions: A replication. *Journal of Marital and Family Therapy*, 42(3), 525-535.
- Parker, E. O., Chang, J., & Thomas, V. (2016). A content analysis of quantitative research in *Journal of Marital and Family Therapy*: A 10-year review. *Journal of Marital and Family Therapy*, 42(1), 3-18.

- Ross, A. S., Hinshaw, A. B., & Murdock, N. L. (2016). Integrating the relational matrix: Attachment style, differentiation of self, triangulation, and experiential avoidance. *Contemporary Family Therapy, 38*(4), 400-411.
- Sim, T., Fang, X. Y., Chan, S., Loy, J. T., Sng, S., Lo, R., . . . Singh, R. (2017). Co-constructing family therapy in the Asian Chinese family diasporas of mainland China, Malaysia, Macau, Singapore and Taiwan. *Journal of Family Therapy, 39*(2), 131-150.
- Webb-Peploe, H., & Fredman, G. (2015). Systemic empathy with adults affected by intellectual disabilities and their families. *Journal of Family Therapy, 37*(2), 228-245.
- Yusof, Y., & Carpenter, J. (2015). Family therapists' adult attachment styles and the therapeutic alliance. *Journal of Family Therapy, 38*(1), 59-81.

Family Social Work and Therapy: Classic Books

- Atwood, J., & Gallo, C. (2009). *Handbook of family therapy and chronic illness*. New York: Routledge.
- Becvar, D. S., & Becvar, R. J. (2009). *Family therapy: A systemic integration (7th Ed.)*. Boston: Allyn & Bacon.
- Bowen, M. (1978) *Family Therapy in Clinical Practice*. New York: Jason Aaronson.
- Boyd-Franklin, N. (2003). *Black families in therapy: Understanding the African American experience*. New York: Guilford. Jupiter RC451.5.N4 B69 2003
- Brown, J. H., & Brown, C. S. (2002). *Marital therapy: Concepts and skills for effective practice*. Belmont, CA: Brooks/Cole.
- Bryant, A. S., & Demian, (no initial) (1994). Relationship characteristics of American gay and lesbian couples: Findings of a national survey. In L. A. Kurdek (Ed.). *Social services for gay and lesbian couples*. Binghamton, NY: Haworth. (<http://www.routledge.com>)
- Carter, B., & McGoldrick, M. (Eds.) (2005). *The expanded family life cycle: Individual, family, and social perspectives (3rd Ed.)*. Boston: Allyn & Bacon.
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- Corcoran, J. (2000). *Evidence-based social work practice with families*. New York: Springer.
- Demo, H. D., Allen, K., & Fine, M. (2000). *Handbook of family diversity*. New York: Oxford University Press.
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- McGoldrick, M., Giordano, J. & Pearce, J.K. (1996). *Ethnicity and family therapy* (2nd ed.). New York: Guilford. (www.guilford.com)
- Minuchin, S. (1992). *Families and family therapy*. Cambridge, MA: Harvard University Press. ISBN 0674-292-367 (<http://www.hup.harvard.edu/>)
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- Prata, G. A *Systemic Harpoon into Family Games*. 1990. Brunner Mazel Publishers. New York, NY.
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- Rothery, M., & Enns, G. (2001). *Clinical practice with families*. Binghamton, NY: Haworth.
- Satir, V., & Baldwin, M. (1983). *Satir step by step: A guide to creating change in families*. Palo Alto, CA: Science and Behavior Books (<http://sbbks.com/conjoint.html>).
- Satir, V. (1987). *Conjoint family therapy* (3rd Ed.). Palo Alto, CA: Science and Behavior Books. (Satir's videotapes are available through Avanta at (206) 241-7566)
- Szapocznik, J., & Williams, R.A. (2000). Brief strategic family therapy: Twenty-five years of interplay among theory, research and practice in adolescent behavior problem and drug use. *Clinical Child and Family Psychology Review*, 3(2), 117-134.
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- Whitaker, C., & Bumberry, W. (1988). *Dancing with the family*. New York: Brunner Mazel (Routledge).

Social Media Policy

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

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

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

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

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

SAFEWALK – Night Owls

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700

Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

STUDENT ACCESSIBILITY SERVICES

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

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/Res%205.010%206-2015.pdf>

RELIGIOUS HOLIDAYS

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

ATTENDANCE

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

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

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

CODE OF ACADEMIC INTEGRITY

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

COUNSELING & PSYCHOLOGICAL SERVICES (CAPS) CENTER

additional information on student rights and responsibilities, please see the FAU Catalog at Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish

to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

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

Thursday, September 27, 2018 at 9:16:51 AM Eastern Daylight Time

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

Thursday, September 27, 2018 at 9:16:42 AM Eastern Daylight Time

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
777 Glades Rd.
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