




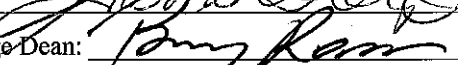
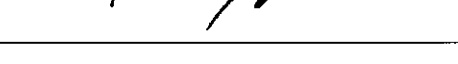
FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: SOCIAL WORK	COLLEGE: CDSI
COURSE PREFIX AND NUMBER: SOW 6348	CURRENT COURSE TITLE: ADVANCED THEORY AND PRACTICE WITH ADULTS AND FAMILIES
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): FALL 2013	TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: ADVANCED THEORY AND SOCIAL WORK PRACTICE WITH ADULTS AND FAMILIES CHANGE PREFIX FROM: _____ TO: _____ CHANGE COURSE NO. FROM: _____ TO: _____ CHANGE CREDITS FROM: _____ TO: _____ CHANGE GRADING FROM: _____ TO: _____ CHANGE DESCRIPTION TO: _____	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. N/A	Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each. N/A

Faculty contact, email and complete phone number: Elwood R. Hamlin, ehamlin@fau.edu 7-2864

Approved by: Department Chair:  College Curriculum Chair:  College Dean:  UGPC Chair:  Graduate College Dean:  UFS President: _____ Provost: _____	Date: 8-5-13 8-5-13 8/5/13 9-10-13 9-12-13	ATTACHMENT CHECKLIST ♦Syllabus (see guidelines for requirements: http://www.fau.edu/provost/files/course_syllabus.2011.pdf) ♦Written consent from all departments affected by changes
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

Florida Atlantic University
School of Social Work

Syllabus

SOW 6348 002 Call # 93067 (3 credits)

Advanced Theory and Social Work Practice with Adults and Families

Semester: Fall 2013

Room: SO 318

Day: Mondays

Times: 1:00 to 3:50

Instructor: Naelys Luna, Ph.D., MSW

**Office/Hours: Mondays at 12pm upon
appointment**

Phone: 1-561-297-3234

Email: ndiaz10@fau.edu

I. Course Description:

This course will enable the student to understand, analyze and apply advanced-level generalist theory as embodied in current knowledge, values, and skills to social work practice with adult individuals and their families, from a developmental/clinical perspective. It will build on the foundation-level generalist practice and HBSE curricula.

This course will explore the foundation of contemporary social work values and ethics as they relate to advanced social work practice with individuals within families and the larger community. Students will gain advanced level knowledge of social work theory and other social work competencies, which they will be able to apply in an eclectic manner to clinical work with individuals from age 18 through late adulthood.

Course content will include advanced-level information on multiple theories that inform social work practice including systems theory, cognitive theory, attachment theory, psychosocial theory, behavioral theory, and narrative theory. These theories will be discussed using an empowerment approach, the strength's perspective while utilizing a bio-psycho-social assessment and recommending multi-level interventions. Successful completion of the course will necessitate the student's understanding of advanced level theory and practice, and application of advanced level skills.

II. Relevance to Social Work Educational Program:

This course is a part of the advanced curriculum and one of the required courses in the children/adult and families concentration. It will build on the foundation curriculum. Students in this course will use the content from the HBSE sequence to view adults and families from a bio-psycho-socio-political 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 individuals, couples, and families. The research sequence will provide the student with the knowledge and skills they need to critically analyze current

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 practice. This course prepares the student for advanced level generalist work with individuals in their field practicum and within their respective concentrations.

Competencies and Practice Behaviors

The Council on Social Work Education's Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. Upon successful completion of this course, students will be able to demonstrate these advanced clinical practice behaviors.

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

Demonstrate professional use of self with client(s). (CP 1a).¹

Assignments: written assignments; oral presentation; class discussion

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

Assignments: written assignments; exams

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

Critically evaluate theory and evidence-based knowledge when applying it to unique client systems. (CP 3a).

Assignments: written assignments; oral presentation; class discussion; exams

4. Engage diversity and difference in practice.

Identify and use practitioner/client differences from a strengths perspective. (CP 4a).

Assignments: written assignments; oral presentation; class discussion; exams

5. Advance human rights and social and economic justice.

Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention. (CP 5a).

Assignments: written assignments; oral presentation

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

Use research methodology to evaluate clinical practice effectiveness and/or outcomes. (CP 6a).

Assignments: written assignments; oral presentation; exams

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

Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice. (CP 7a).

¹ CP – stands for "concentration practice behavior" and refers to one of the 43 practice behaviors listed in the advanced social work practice competencies identified by the Council on Social Work Education. In order to ensure that students are able to develop and demonstrate these competencies, each practice behavior is incorporated into course content, assignments, tests, class activities, and evaluation.

Assignments: written assignments; oral presentation; class discussion; exams

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Evaluate the impact, intended or unintended, of agency and public policies, on client systems and clinical practice. (CP 8a).

Assignments:

9. Respond to contexts that shape practice.

Anticipate and respond to the contextual variables that affect practice, including cultural, technological, geographic, political, legal, economic, and environmental contexts. (CP 9a).

Assignments: written assignments; oral presentation; class discussion

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

Engagement: Develop a culturally responsive therapeutic relationship. (CP 10a).

Assignments:

Engagement: Attend to the interpersonal dynamics and contextual variables that both strengthen and potentially threaten the therapeutic alliance. (CP 10b).

Assignments: written assignments; oral presentation; class discussion; exams

Engagement: Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes. (CP 10c)

Assignments: written assignments; oral presentation; class discussion; exams

Assessment: Use multidimensional bio-psycho-social-spiritual assessment tools. (CP 10d).

Assignments: written assignments; oral presentation; class discussion; exams

Assessment: Assess clients' readiness for change. (CP 10e).

Assignments: written assignments; oral presentation; class discussion; exams

Assessment: Assess client's coping strategies to reinforce and improve adaptation to life situation, circumstances, and events. (CP 10f).

Assignments: written assignments; oral presentation; class discussion; exams

Assessment: Select and modify appropriate intervention strategies based on continuous clinical assessment. (CP 10g).

Assignments: written assignments; oral presentation; class discussion; exams

Assessment: Use differential and multiaxial diagnosis. (CP 10h)

Assignments: written assignments; oral presentation; class discussion; exams

Intervention: Critically evaluate, select, and apply best practices and evidence-based interventions. (CP 10i).

Assignments: written assignments; oral presentation; class discussion; exams

Intervention: Collaborate with other professionals to coordinate treatment interventions. (CP 10k)

Assignments:

Evaluation: Use clinical evaluation strategies to assess the effectiveness of their interventions. (CP 10l).

Assignments: written assignments; oral presentation; class discussion; exams

IV. Teaching methodology:

The content of SOW6348 is delivered through a variety of teaching strategies:

1. Lecture and class discussions with supplemental hand-outs.
2. Case examination and role playing to demonstrate the multiple roles of the theories in social work practice and research, and the steps of the generalist intervention model.
3. Audio/visual materials
4. the use of professional literature found in the text, electronic journals and other sources, and handouts.

Grading System:

The possible grades at FAU are A, A-, B+, B, B-, C+, C, C-, D+, D, D- or F. Each student is responsible for his or her own grade. If at any time, the student feels a need for help or advice on how to make his or her grade better, he or she should set up an appointment with the instructor. The delivery of below average or failing grades is a job that no teacher enjoys; however, the instructor feels that to reward below average efforts is only enabling a lack of professionalism. 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

Course Assignments and Grading

Assignments Weighting

<i>School Program Evaluation Exam</i>	<i>Not graded</i>
<i>Theoretical and Clinical Intervention Papers</i>	<i>40% (20% each)</i>
<i>Midterm and Final Exams</i>	<i>40% (20% each)</i>
<i>Group Presentation</i>	<i>15%</i>
<i>APA Online Assignments</i>	<i>5%</i>

School Program Evaluation Exam

The School of Social Work conducts program evaluations every year to ensure that faculty members can identify areas of concern and aspects that need to be improved in the MSW program. As part of this evaluation, you will be asked to take a multiple choice clinical test during your Advanced Theory and Social Work Practice with Adults and Family course and your Context of Practice course. You will have 90 minutes to complete this test. It is important that you try your best because the program evaluation reflects on the school and the students as a whole. You will not be graded on this test and your performance will not affect your standing in the program. This test will be administered the first day of class.

Midterm and Final Exams

Both exams will be given **in class**. Exams are given on specific dates. Questions may be in multiple choice, true/false, and/or short answers based on case scenarios. They may be drawn from the assigned readings, chapters, articles and class discussions. **Midterm and Final are given on specific dates. There are no make-up exams.** The final exam is cumulative. FAILURE TO TAKE AN EXAM IS SUFFICIENT FOR COURSE FAILURE. Exams fulfill course competencies PB2a, 3a, 6a, 7a, 10a-1.

Course Requirements:

It is expected that all assignments will be turned in on time as outlined in the class schedule below. Late assignments will not be accepted except in very extenuating circumstances (*e.g.* a note from a hospitalization, intensive care unit). Oral presentations are also scheduled on specific dates as outlined below. There are no make up dates for assignments and oral presentations. Oral presentations will not be rescheduled.

ONLINE CLASS – There will be one online class towards the beginning of the semester. This task partially fulfills course competencies 6a, 10i, 10l.

This online session will cover information on APA style. You will be asked to complete two APA tutorials. First, please go to this website (<http://support.library.ewu.edu/reference/tutorial/flash/citation.html>) and complete the APA tutorial. When you do this tutorial, make sure you select APA method rather than MLA method.

For the second APA tutorial, you need to complete an APA online learning module. The web link for the module is www.writingskills.fau.edu/modules.asp. Make sure you select the APA format module (NOT THE BASIC WRITING SKILLS). To take the exam, you need to register and create your own password.

Email print out with the exercises you completed to the instructor as well as the certificate of completion you will get in the second APA tutorial. Points for this part of the assignment will be giving only upon emailing these copies to the instructor.

Group Written Assignments – Students will form groups of 4-5 members (no more than 5 students per group).

Case Scenario and Theoretical Section

This task partially fulfills course competencies 2a, 3a, 4a, 5a, 6a, 7a, 9a, 10b-10g.

Each group will be responsible for developing a case detailed scenario in which they will demonstrate extensive knowledge of one of the clinical practice theories discussed in class. The specific case scenario may be drawn from a group member's prior social work/graduate fieldwork experience or a composite of group members social work experiences (or they can simply be very creative and make something up). The paper will: 1) provide a written case scenario and a clear and thorough explanation of the client's problems and components involved in a biopsychosocial assessment (i.e. precipitant factors related to the problem(s), social history, family history, mental health history, legal history, medical history, etc. (50% of paper); and 2) submit a written section responding to all of the below requirements for the theoretical section (50%).

All practice theories include major concepts (abstract ideas) which guide the actions of the practitioner. For this assignment, first choose concepts from one of the 4 listed below theoretical and practice approach (e.g. cognitive behavioral approaches, post-modern approaches, etc.) that interests you. Your choice may include:

- Cognitive theory – Automatic thoughts, cognitive distortions, core beliefs, emotion, problem solving, schema, self-talk.
- Behavior theory – Conditioning (operant or classical), modeling, punishment, rehearsal, reinforcement.
- Narrative theory – story line, deconstruction stage, reconstruction stage
- Attachment theory – attachment style, primary caregiver

Once you have selected a theory:

In the theoretical section:

1. Define and describe the main concepts of the theory
2. Summarize the case and the presenting problems and their priority for the clinical work with the client. Which problems will you address in a short term basis and your rationale for this?
3. Describe how the concepts postulated by the theory may be utilized in both the assessment and intervention phases of work with the client (3 – 5 pages).

- a. Provide a theory-driven problem statement and assessment of the client system (individual, family, or group). This should include a rationale for how the problem occurred, based on the theory's concepts and nature of problems that the theory suggests.
4. Discuss limitations of the theory in providing a basis for understanding clients' problem situations (1 page)

Research – Clinical Intervention and Application Section

This task partially fulfills course competencies 1a, 2a, 3a, 4a, 5a, 6a, 7a, 9a, 10-10l.

This section involves an application section. Group members will use the case scenario and the theoretical concepts discussed to inform the use, implementation and application of one specific method of intervention to address the client's primary concerns/problems. Student will demonstrate an in depth understanding of a chosen intervention by explaining the nature of the intervention, its application in clinical practice (e.g. procedures to put the intervention into practice, clear summary of intervention activities), the outcomes expected once the intervention is complete, and a clear and thorough explanation of the existing empirical research documenting its effectiveness in practice. Empirical research studies will be used to discuss findings supporting the use of the intervention for a particular population, implication for clinical practice, and limitations of the intervention. Students are strongly encouraged to find meta-analysis studies that would provide strong support for the use of the chosen intervention. All studies cited need to be published in peer-reviewed journals. At least 7 empirical studies need to be discussed and cited in the paper.

The grade will also be based on the thoroughness of the paper, the quality of the paper's citations, organization, and the APA format.

Remember that all theories include assumptions about human nature, the nature of problems, and the nature of change. Be sure to address the impact of diversity (age, race, ethnicity, gender, sexual orientation, socioeconomic status), on your work with the client system.

A Further Word about Written Assignments:

It is expected that each student exhibit a college level mastery as concerns written communications. It is also expected that each student constantly seek to improve his or her skills in the interest of professionalism. It therefore follows suit that all written assignments should be turned in without errors in spelling, grammar, syntax, etc. While this is not an English class, it is still true that the overall readability of a paper affects how that paper will be received and graded.

All written work should be APA format (where applicable) and typed or word processed to maximize readability. Use a dictionary or "spell check" to ensure against

error. Have another person proofread your work if at all possible. As social work practice involves the extensive use of writing skills, this strictness on the instructor's part is another way in which he will prepare each student to be a professional.

Oral Presentation

This task partially fulfills course competencies 1a, 2a, 3a, 4a, 5a, 6a, 7a, 9a, 10a-10l

Group members will make a class presentation during which time they will clearly demonstrate knowledge about the chosen theory to explain the etiology of client's problems, discuss in detail the chosen intervention, justify the rationale for the chosen intervention, and explain the empirical evidence to support its use in clinical practice. Students will also discuss how the intervention will be applied (i.e. activities, clinical protocol, etc.) to address the client's identified problems via role play of these activities. Presentations should not be longer than 30 minutes allowing 5 minutes for questions and answers.

Class Attendance and Punctuality:

Social Work education is designed to help prepare the student 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*. Students may not miss the first class for any reason. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a substantial reduction of the final grade. Students need to inform the Professor in advance of absences and lateness to class as per professional expectations. Students are expected to arrive promptly and ready to work and to stay for the entire class or until excused by the instructor. Students should inform the instructor prior to the absence except in the case of illness in which case a written letter from a health care provider documenting the date of the illness and the reason for absence may be required. 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. Final grades will be reduced as following for absences and lateness: 3 points will be deducted for each absence and 2 points will be deducted for every time the student is late*

Use of Electronic Equipment in Classroom

The college of Architecture, Urban and Public Affairs prohibits audio or video recording instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This does not apply to students receiving

services from the Office with Student Disabilities. When the instructor's consent is given, the materials are for personal use only and are not for distribution or sale in any fashion.

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 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.

Academic Policies and Regulations:

These regulations may change from year to year, therefore, students are asked to read the Graduate Catalog section of Academic Policies and Regulations to obtain most current policies.

Incomplete Grades:

A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, receive a grade of Incomplete. Please refer to the Graduate Catalogue for complete information on this matter.

Responsibility and Discipline:

The state universities of Florida are dedicated to the intellectual, social, and moral development of students in order to provide responsible leaders who can work effectively in a democratic society. Students are urged to read the explanation of Florida Atlantic University's expectations of students' behavior given in the Graduate Catalogue. The School of Social Work also reserves the right to create and implement expectations of student professional and personal behavior in addition to any policies put forth by Florida Atlantic University.

Professional Expectations:

The School of Social Work at Florida Atlantic University is mandated by The Council on Social Work Education (CSWE) to foster and evaluate professional level ethical 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 the above context, all students in the social work program will be expected to exhibit the following professional 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.
 - *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.*
 - *Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.*
6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.
- *Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.*
 - *Exhibit a willingness to serve diverse groups of persons.*
 - *Demonstrate an understanding of how values and culture interact.*
7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.
- *Demonstrate assertive communication with peers and instructors.*
 - *Practice positive, constructive, respectful and professional communications skills with peers and instructor (body language, empathy, listening).*
8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.
- *Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.*
 - *Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

Consequences of Unacceptable Behavior

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

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.

4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the FAU Catalog at <http://www.fau.edu/academic/registrar/univcatalog/welcome.htm>. This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

Policy on Use of Computers and Recording Devices in the Classroom

The School of Social Work prohibits the use of computers, audio recording, and 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 Students with Disabilities. 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.

COMMUNICATING PROFESSIONALLY VIA EMAIL: Students are expected to behave and act in a professionally at all times. Therefore, it is expected that students write in a professional manner as well. All emails **are required** to have the following components if they are to be read by the instructor: 1) a clear and specific subject identifying yourself and the reason for the email; 2) within the text of the email address the instructor as "Dear Dr.____" or "Dear Professor ____"; 3) write a clear message using a professional vocabulary, clearly identifying and explaining the purpose of the email; 4) finish the email in a professional way using "Sincerely" or similar wording; and 5) always write your name and last name below the expression used in # 4.

Academic Irregularities:

The following shall constitute Academic Irregularities:

1. The use of materials and devices such as notes, books, calculators, etc., while taking an examination, unless specifically authorized by the instructor; or assistance from or to other persons while taking an

examination unless specifically authorized by the instructor- acts defined as "cheating".

2. The presentation of words or ideas from any other source as one's own- an act defined as plagiarism.
3. The unauthorized obtaining, distributing, or receiving of materials which is, or is purported to be an examination, or part of an examination, without the expressed consent of the instructor.
4. Taking an examination for another person or having another person take an examination, and presenting, or having same presented as one's own exam.
5. Other activities which interfere with the academic mission of the classroom.
6. Submission of the same, 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.

Students are referred to the Undergraduate Catalog, pages 171-172, *Academic Irregularities and Student's Academic Grievances*, for further information.

Communication Devices:

In order to enhance and maintain a productive atmosphere for education, personal communication devices such as pagers, beepers, and cellular telephones are to be disabled prior to class sessions as per FAU policy.

Required Texts:

The textbook that is **required** for this course is as follows:

Turner, F. J. (2011). *Interlocking theoretical approaches: Social work treatment*. 5th ed. The Free Press, New York, NY.

American Psychological Association (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author

Any other readings (SR) assigned in this course will be made available to the student through the FAU blackboard (on line). The attachment readings that will be posted are from this book: J. H. Obegi and E. Berant (Eds), *Attachment theory and research in clinical work with adults*. New York: Guilford Press.

Bibliography:**I. Social Work Practice:**

Compton, B. and Galoway, B. Social Work Processes. 1994, Brooks/Cole Pub. Co., Pacific Grove, CA.

Corey, M. and Corey, G. Becoming a Helper. 1998, Brooks/Cole Pub. Co., Pacific Grove, CA.

Guitierrez, L, Parsons, R., and Cox, E. Empowerment in Social Work Practice. 1998, Brooks/Cole Pub. Co., Pacific Grove, CA.

Hepworth, D., Rooney, R., and Larsen, J. Direct Social Work Practice. 1997, Brooks/Cole Pub. Co., Pacific Grove, CA.

Kirst-Ashman, K., and Hull, G. Understanding Generalist Practice. 1999, Nelson Hall, Inc., Chicago.

Moralez, A. and Sheafor, B. Social Work: A Profession of Many Faces. 1998, Allyn & Bacon, Inc., Newton, MA.

Sheafor, B., Horejsi, C., and Horejsi, G. Techniques and Guidelines for Social Work Practice. 2002, Allyn & Bacon, Inc., Newton, MA.

Shulman, L. The Skills of Helping Individuals, Families, and Groups. 1992. F.E. Peacock Publishers, Inc., Itasca, IL.

Strom-Gottfried, K. 1999. Social Work Practice. Pine Forge Press, Thousand Oaks, CA.

Zastrow, C. The Practice of Social Work. 1999, Brooks /Cole Pub. Co., Pacific Grove, CA.

III. Family Therapy:

Carter, B. and McGoldrick, M. (Eds.). The Changing Family Life Cycle. 1988. Gardner Press. New York, NY.

Ginsberg, B. Relationship Enhancement Family Therapy. 1997. John Wiley & Sons. New York, NY.

Gurman, A. and Kniskern, D. (Eds.) Handbook of Family Therapy (vols. 1&2). 1981. Brunner Mazel Publishers, New York, NY.

Jacob, T. (Ed.). Family Interaction and Psychopathology. 1987. Plenum Press. New York, NY.

Kaslow, F. Projective Genogramming. 1995. Professional Resource Press. Sarasota, FL.

McGoldrick, M and Gerson, R. Genograms in Family Assessment. 1985. W.W. Norton & Co., New York, NY.

Minuchin, S. Families and Family Therapy. 1974. Harvard University Press. Cambridge, MA.

Minuchin, S. and Fishman, H. C. Family Therapy Techniques. 1981. Harvard University Press. Cambridge, MA.

Napier, A. Y. and Whitaker, C. The Family Crucible. 1978. Harper and Row Publishers. New York, NY.

Prata, G. A Systemic Harpoon Into Family Games. 1990. Brunner Mazel Publishers. New York, NY.

Satir, V. Satir: Step by Step. 1983. Science and Behavior Books, Inc., Palo Alto, CA.

Visher, E. and Visher, J. Therapy With Stepfamilies. 1996. Brunner Mazel Publishers. New York, NY.

Whitaker, C. and Bumberry, W. Dancing With The Family. 1988. Brunner Mazel Publishers. New York, NY.

COURSE OUTLINE & ASSIGNED READINGS

Course Schedule

<u>Session</u>	<u>Description**</u>	<u>Text/Readings</u>
1 - Aug. 26	Review Syllabus and Class Overview Introduction to Theory and Practice School Program Evaluation	
COGNITIVE BEHAVIORAL APPROACHES TO CLINICAL PRACTICE		
2 - Sep. 2	LABOR DAY - NO CLASSES	
3 - Sept. 9	Cognitive Theory (REBT)	Chapter 5, p. 94-115
4 - Sept. 16	Cognitive Theory	Chapter 5, p. 94-115
5 - Sept. 23	Behavior Theory	Chapter 3, p. 38-68
RELATIONAL APPROACH TO CLINICAL PRACTICE		
6 - Sept. 30	Attachment Theory	Articles/Chapter Blackbd.
7 - Oct 7	Attachment Theory	Articles/Chapter Blackbd
8 - Oct. 14	MIDTERM EXAM	
POST-MODERN APPROACH TO CLINICAL PRACTICE		
9 - Oct. 21	Online Class - APA assignments due	
10 - Oct. 28	Narrative Theory Written Assignment 1 Due (Theoretical Paper)	Chapter 19, 461-479
10 - Nov 4	Narrative Theory	Chapter 19, 461-479
11 - Nov 11	NO CLASSES	
12 - Nov. 18	Group Presentations and Role Play of Interventions Written Assignment 2 Due (Application/Intervention Paper)	
13 - Nov. 25	Group Presentations and Role Play of Interventions	
14 - Dec 2	Guest Speaker	
15 - Dec 9	FINAL EXAM	

****All theories presented above will be discussed in the context of their application in clinical practice with adults and families. Specific intervention strategies and techniques will be discussed in each class.**

SAFEWALK - Night Owls

Boca 561-297-6695 Davie 954-236-1902

Ft.Laud. 954-762-5611 St.Lucie: 772-873-3400 Jupiter - 561-799-8700)

Campus security will escort individuals, day or night. Call ahead or go to campus security offices to make appropriate arrangements.

STUDENTS WITH DISABILITIES

It is a student's responsibility to request academic accommodation. If you are a student with a disability who may require academic accommodation and have not registered with the FAU Office for Student with Disabilities, please contact their office at (561) 297-3880 [Boca] or (954) 236-1146 [Davie]. If you are seeking academic accommodation, please notify your instructor no later than 14 days after the commencement of this course (and preferably before the class starts).

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), and follow all OSD procedures.

FAU Honor Code

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

DISCRIMINATION OR HARASSMENT - 561-297-4004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/public/nondiscrim.html>

RELIGIOUS HOLIDAYS

This course has been arranged so that there will be no classes or tests on religious holidays, such as Christmas or Rosh Hashanah. Please advise the instructor at the beginning of the term if you need any accommodations for other religious holidays.

