CALIFORNIA STATE UNIVERSITY, LONG BEACH
SCHOOL OF SOCIAL WORK
SW 570 – Foundation Social Work Practice: Skills and Interventions with Groups
Spring, 2017

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CATALOG DESCRIPTION:
Prerequisite: SW500, Co-requisites: SW596A or SW 596B
Focuses on intervention techniques with intervention and task groups across the lifespan. The course will examine all aspects of working with groups including planning, facilitating, analyzing, and evaluating different groups.
Letter grade only (A-F).

COURSE DESCRIPTION:
This course is the second in the practice sequence. It focuses on work with intervention and task groups across the life span. The course will examine all aspects of working with groups including planning, facilitating, analyzing and evaluating different groups across the lifespan. Group dynamics, leadership, and stages of group work will be explored for groups of diverse members and will include how the group is affected by biological, psychological, social, racial, ethnic, spiritual, economic, gender, sexual orientation and other environmental issues that most commonly arise for members. The course also examines the group within the context of agencies, organizations and larger social systems. Students will facilitate a variety of groups of diverse members of different ages in class.

COURSE OBJECTIVES:
Upon successful completion of this course, students will be able to:

1. Examine the biological, cultural, economic, social, spiritual, and emotional factors that influence group interventions across the life span.

2. Integrate factors contributing to therapeutic change in groups across the life span.

3. Analyze ethical and value dilemmas that impact social work practice with groups.

4. Differentiate the phases of group development, and the appropriate tasks and techniques in each phase for the social worker and group members.

5. Integrate group techniques to maximize the effectiveness of task and intervention groups.

6. Integrate evidence based practices and evaluation strategies that have been shown to be effective for group work practice.

7. Value multicultural practice as it relates to groups.

REQUIRED TEXTS:

Pelech, W., Basso, R., Lee, C.D., & Gandarilla, M. (2016). *Inclusive Group Work*. NY: Oxford University Press.

Standards for Social Work Practice with Groups, (2nd ed.) (2010). Download and print from the International Association of Social Work with Groups (IASWG.ORG) website.

ADDITIONAL READINGS:
Journal articles or book chapters related to the topic for the week should be read prior to class. Dr. Lee may add additional readings/articles during the semester to enrich your knowledge. All readings are available in your text, on-line at the CSULB library, or posted on our Beach board site. If you need assistance downloading from the library, please contact the Reference Librarian who will teach you how this is done.

COURSE FORMAT:
The format of the class includes lectures, class discussions, videos, case material, small group participation, and experiential exercises. Professional and ethical behaviors according to the *NASW Code of Ethics* and the IASWG's *Standards for Social Work Practice with Groups* are of prime importance for practicing sensitive, ethical and respectful social work with groups. To protect the learning environment, cell phones or pagers should either be turned off or on the vibrate mode. Computers are only to be used for taking notes in class.

COURSE ASSIGNMENTS:
The grades for the class will be determined based on the following points:

1. Class participation/Feedback for classmates
   Your grade may be reduced by a letter grade due to excessive absences (over 2 missed classes.) This is a practice methods class. Everyone's learning including your own is enhanced by active participation.
2. Practice-based research paper "Planning a Group"   100 points maximum
3. Exam   100 points maximum
4. Outside group observation/analysis paper   100 points maximum

                 TOTAL POINTS: 300 points maximum

Assignments and examinations are designed to help the student further integrate and apply to practice, classroom content and field activities. They are structured to facilitate sequential understanding of the subject matter. The final semester grade is based on a total of 300 points. Late assignments will be reduced by one letter grade. Poorly written and organized assignments will also receive a reduced letter grade. More than two absences or being late or leaving early may reduce your letter grade. **Missing or being late for your group facilitation will significantly affect your attendance/participation grade and may reduce your grade by two letter grades.** If there is a medical emergency, documentation must be provided to the instructor to be considered for an excused absence, lateness or late assignment.

Assignments:

1. A **scholarly group planning paper** is designed to give students the opportunity to demonstrate their ability to plan a group taking into account multiple structural, organizational, and design factors. Students will integrate information from class discussions, readings and field experiences in this assignment. Students will write a ten page paper about planning a group to be held in a social service agency or a human service facility (reference pages and appendices excluded). Students will research current literature on the type of group, how others have facilitated similar groups, and include any evaluation of this approach. An outline of each session is expected. The purpose of this assignment is to help students critically think about, research, organize and write about the planning involved in order to design an effective group. A minimum of ten references with eight of them from scholarly journals (published in the last 10 years) must be cited in APA style in the paper. The paper must be submitted to the specified turn it in drop box without the reference pages and receive a score of 20% or below. You must submit the paper to turn it in prior to the date due. In addition, a hard copy must be given to the instructor at the beginning of class on the date due with attached references. This assignment is one-third of your grade with a maximum score of 100 points. (Course Objectives 1-4, 5-7).

The paper is due on February 27 for Monday classes and March 3rd for Friday classes at the beginning of class.

You will be the group worker for an in-class group using group best practice skills, creativity and research from your paper. Depending on when you facilitate during the semester (first couple groups, middle couple groups, end couple groups), the group will hold its meeting as a beginning, middle or end stage group. You will also be a member in your peers' groups. The facilitation assignments will be determined within the first two weeks of the course.

2. You will take an in class **exam during the week of March 20 (March 20 Monday classes, March 24 Friday class)**. This will be a short answer exam based on all lectures discussions, and reading assignments completed prior to the exam date. This will be one-third of your grade, a maximum of 100 points. (Course objectives 1-7). **You must bring a Scantron (Form NO. 882E) and two number 2 pencils with good erasers to class on this day.**

3. Your last assignment will consist of a **group observation and analysis paper of an outside group** that you either observe or facilitate. The maximum 5-page paper will include an attached 10 minute transcript and any references that you cite in the paper. You will include background information regarding this group i.e. the agency housing the group, number of members, its purpose, the context, the group stage, etc. The paper will include a group analysis discussing group dynamics, skills used by the group worker, theories, evidenced based practices, discussion and analysis of the group's stage, the group worker's competence, ethics and ethical conflicts, the group worker's style, strengths of the group, challenges in the group, how the group was processed, and what you learned (i.e. group work methodology you would use in your own practice and ways

you might improve the group, etc.) The paper will include 5 scholarly references, which can include the text and the IASWG Standards. More information about this assignment will be given in class. (Course objectives 1-7) This assignment is due May 8 (Monday classes) and May 12 (Friday class).

GRADING:
The maximum number of points for this class is 300. Grading will be based on the total number of points earned:

270 - 300 = A = **Outstanding work**
240 - 269 = B = **Above average work**
210 - 239 = C = **Average work (not acceptable in graduate school, see instructor for assistance)**
190 - 209 = D = **Failing Grade**
Below 190 = F = **Failing Grade**

Course Outline and Reading Assignments:

Week 1
Week of 1/23/17: Introduction to Course
Students will gain an overview of the course and acquire a beginning familiarity with group work. Definitions of group work, rational for group work, introduction to basic group work dynamics and attributes will be included.

Readings:
- Text – Chapters 1 (Fundamentals of group work, and 2 (History of group work approaches)
- *Standards for Social Work Practice with Groups*,(2nd ed.) (2010). Download from the International Association of Social Work with Groups (IASWG.ORG) website. This 18 page document gives an excellent overview of social work with groups.
- *NASW Code of Ethics* – can be downloaded from the NASW website, should be reviewed with application to group work in mind

Week 2
Week of **1/30/17: History of Group Work/ Theories of Group Work**
Students will become familiar with applying the Ecological-Systems and other social work theories applicable to group work. Students will also gain an understanding of the history of group work approaches and skills in developing a group. Group work ethics and standards continue being discussed. Diversity and inclusivity theories of group work will be introduced.

Readings:
- Text - Chapters 2 (history of group work approaches) and 3 (diversity, a strengths based approach)

- Text - Chapter 6 (Planning a Group) This will get you started early on your research paper.
- Singh, A. , Ingene, D. , Skudrzyk, B. , & Merchant, N. (2012). Association for specialists in group work: Multicultural and social justice competence principles for group workers. *The Journal for Specialists in Group Work*, 37(4), 312-325.

Week 3
Week of 2/6/17: Diversity and groups, principles of inclusive group work, and types of groups with diverse purposes.
Students will understand the strengths that diversity can bring to groups and learn the principles of inclusive group work. They will explore types of groups including open and closed groups, support groups, psycho-educational, and task groups including social action groups.

Students will gain beginning familiarity with group dynamics such as communication, interaction patterns, cohesion, stages of group development, social integration and influence, and group culture. Students will learn more about planning a group.

    Readings:
- Text - Chapter 3 (diversity, a strengths based approach), Chapter 4 (principles of inclusive group work) and 5 (a diversity of purposes)
- Kurland, R. (2006). Planning: The neglected component of group development. *Social Work with Groups*, *28*(3-4), 9-16.

Week 4
Week of 2/13/17: Group Planning, group development/analysis, group values and standards reinforced
Students will review the planning chapter and understand the components of planning a group. Students will learn how groups develop over time and how to analyze what is occurring in a group. Students will understand group leadership theories and skills and how leadership affects group dynamics including co-leadership issues. Curative factors in groups will be demonstrated. This lecture and chapter 8 covers **basic skills** to be utilized as a group worker. Students will learn how to make diverse members feel comfortable in the group so that the group begins to develop cohesion.

    Readings:
- Text Chapters **6** (planning), **7** (ethics and standards) and **8** (group development and analysis)
- NASW Code of Ethics and IASWG STANDARDS
- Engle, B. & Macgowan, M. J. (2009). A critical review of adolescent substance abuse group treatments. *Journal of Evidence-Based Social Work, 6*(3), 217-243.

Week 5

Week of 2/20/17: The Beginning Stage of Group Work

Students will understand the beginning phase of group development, including the development of trust, and contracting, and the appropriate values, skills and techniques that are needed for this phase.

Readings:
- Text - Chapter 9 (The Beginning Stage)
- Greif & Ephross – Chapter 7 (En Dos Culturas: Group work with Latino Immigrants & Refugees) posted on Beach board
- Schiller, L.Y. (2007). Not for women only: Applying the relational model of group development with vulnerable populations. *Social Work with Groups*, *30*(2), 11-26.
- Turner, H. (2011). Concepts for effective facilitation of open groups. *Social Work with Groups*, *34*(3-4), 246–256.

Week 6 PAPER DUE!!!
Monday Class 2/28/17 or Friday Class 3/3/17 PLANNING PAPER DUE at Start of Class

Students will learn the characteristics of effective group leadership. Students will demonstrate a variety of additional content and process oriented skills.

(1) In-Class Group Facilitation Exercise: Developing leadership, social skills, and support in age appropriate school based groups or other groups related to children. The group is in the beginning stage.

Readings:
- Text - Chapter 10, Leadership, the difference offered by the worker
- International Association of Social Work with Group (IASWG) Standards Review. (Review worker responsibilities in each stage of group.)
- Jones, A. & Meier, A. (2011). Growing www.parentsofsuicide: A case study of an online support community. *Social Work with Groups, 34,* 101–120.

Week 7
Week of 3/6/17: Middle Stage of Group

Students will understand the middle stage skills of group development, including the development of cohesion by encouraging mutual aid, the movement toward reaching goals, and the appropriate values, skills and techniques that are needed for this phase.

(2)In-Class Group Facilitation Exercise: Conduct a Beginning Stage Group for an Immigrant Population, Need to discuss diverse views and perspectives in this group. This can be a second or third group but the group is still in the beginning stage.

Readings:
- Text Chapter 11 – The Middle Stage of Group
- Skudrzyk, B., Zera, D., McMahon, G., Schmidt, R., Boyne, J., & Spannaus, R. (2009). Learning to Relate: Interweavinvg creative approaches in group counseling with

adolescents. *Journal of Creativity in Mental Health*, *4*(3), 249-261.

Week 8
Week of 3/13/17
Students will learn conflict resolution skills in group and experience a transition stage group in class

> **Treatment Groups – Specialized Methods: Programming in Specific Types of Groups.**
> Students will learn conflict resolution skills and other advanced group work skills such as aspects of on line groups and the use of activities in non-traditional forms of group
>
> **(3) In-Class Group Facilitation Exercise: Conduct a group related to persons with disabilities or illnesses including substance use. Group will be in the transition stage of group and some conflict should be present in the group that the worker will mediate. The group is in a transitional stage. It is recommended that this be a mandatory group.**
>
> **Readings:**
> - Text Chapter 12 (Advanced Skills and Conflict Resolution)
> - Text Chapter 16 (Women's Intercultural Relationship Online Support Group)
> - *Hancock, T., & Siu, K. (2009). A culturally sensitive intervention with domestically violent Latino immigrant men. *Journal of Family Violence, 24*(2), 123-132.

Week 9
 Week of 3/20/17 EXAM Bring Scantron and number 2 pencils with good erasers

Week 10 Spring Break 3/27/17 through 3/31/17   HAVE FUN!!!

Week 11
Week of 4/3/17
> Students will develop competence in ending and evaluating groups.
>
> **(4) In-Class Group Facilitation Exercise: Conduct a group using activities such as art, music, drama, etc. with survivors of interpersonal violence, batterers, persons with AIDS, or people in prison. The group should be in the middle stage. This can be a mandatory group.**
>
> **Readings:**
> - Text Chapter 13 (Ending a group and evaluation)
> - Kelly, B.L. & Doherty, L. (2016). Exploring non-deliberative practice through recreational, art, and music-based activities in social work with groups. *Social Work with Groups, 39 (2-3).* 221-233.
> - Toseland, R. & Larkin, H. (2011). Developing and leading telephone groups. *Social Work with Groups, 34* (1), 21-34.

Week 12
Week of 4/10/17
Students will be able to facilitate and participate effectively in task groups in the context of work, education, or community setting.

(5) In-Class Group Facilitation Exercise: Conduct a Task Group related to setting up a new program at a social service agency. It could be for example a new veterans substance use program, a group for isolated elderly in the community, etc. This is a middle stage task group.

Readings:
- Toseland & Rivas – Chapter 11 (Task Groups: Foundation Methods). Will post on Beachboard
- *Walker, L. , Doerer, S. , & Webster, M. (2014). Status, participation, and influence in task groups. *Sociological Perspectives*, *57*(3), 364-381.

Week 13
Week of 4/17/17: Group Work with the Elderly Populations
Students will gain an understanding of group work with elderly populations

(6) In-Class Group Facilitation Exercise: Conduct a Group for Caregivers, a grief support group, demonstrate conflict resolution in this group if possible, group is nearing the ending stage

Readings
- **Group work with older adults by Corey, Corey and Corey posted on Beachboard Extra Readings.**
- Marlott, K., Schaefle, S., Conwill, W., Cates, J., Daniels, J., & D'Andrea, M. (2010). Using group work strategies to continue the national discussion on race, justice, and peace. *Journal for Specialists in Group Work*, 3(35), 299-307.
- Pandya, V. (2010). An evidence base for group work with older adults living in the community. *Social Work with Groups, 33*, 323-349.
- Schneider, R. (2006). Group bereavement support for spouses who are grieving the loss of a partner to cancer. *Social Work with Groups, 29*(2/3), 259-278.

Week 14
Week of 4/24/17: Ending Stage and applications of case studies
Students will gain an understanding of the separation phase of group development, including the issues related to termination as well as the appropriate values, skills and techniques that are needed for this phase. Also included are strategies to evaluate the group and analysis of case studies of groups.

(7) In-Class Group Facilitation Exercise: Conduct an ending stage group with an LBGTQ Population or with parents of adult children with a serious mental illness

In addition, co-facilitated task groups will analyze and evaluate the case study readings below if time permits.

Readings:
- **Text Chapter 16 Edmonton's Bipolar Support Group**
- **Text Chapter 11 (Ending stage group and evaluation**
- Instructor will post book chapters related to group work and the LBGTQ population
- Text Chapter 14, Trauma and intimate partner violence
- Text Chapter 15, Groups across the lifespan
- Text Chapter 16, Supportive groups
- Text Chapter 17, An organizational group

Week 15
Week of 5/1/17
Strategies to evaluate the group and practice applications of inclusive group work.
Readings:
- *Macgowen, M. J. (2006). Evidence-based group work: A framework for advancing best practice. *Journal of Evidence-based Social Work*, *3*(1), 1-21.
- Text Chapter 14, Trauma and intimate partner violence
- Text Chapter 15, Groups across the lifespan
- Text Chapter 16, Supportive groups
- Text Chapter 17, An organizational group

Group 8 Stress and Coping Group for College Students or another population, must be middle or end stage group. **Depending on class enrollment** this group will take place in all class groups, may be a fishbowl experience, or may not occur.

In addition, co-facilitated task groups will analyze and evaluate the above readings.

Week 16
Week of May 8, 2016
Group Observation and Analysis Paper Due at the beginning of your class
Group observations will be shared. Summarization of the course. Application of inclusive group work principles to global issues.

Reading:
Text Chapter 18 Epilogue: Imagining a world of inclusive practice

SW570: Course Competencies and Practice Skills

CSWE Competencies Addressed	Practice Skills	Assignment
1.0 Demonstrate Ethical and Professional Behavior: Identify as	1.1 make ethical decisions by applying the standards of the	**In-class group facilitation, class participation, and exam. A focus**

a professional social worker and conduct oneself accordingly.	NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context. 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; 1.4 use technology ethically and appropriately to facilitate practice outcomes; and 1.5 use supervision and consultation to guide professional judgment and behavior.	**of the course will be on the NASW Code of Ethics and the IASWG Group Work Standards and their application to group work practice and professionalism.**
2.0 Engage Diversity and Difference in Practice: Apply social work ethical principles to guide ethical practice.	2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; 2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences; 2.3 apply self-awareness and self-r regulation to manage the influence of person biases and values in working with diverse clients and constituencies.	**In-Class group facilitation, practice-based research paper, exam, and analysis of a group paper.**
3.0 Advance Human Rights and Social, Economic, and Environmental Justice	3.1 apply their knowledge of social, economic, and environmental justice to advocate for human rights at the individual and system levels 3.2 engage in practices that advance social, economic, and environmental justice	**Practice-based research paper and class participation**
4.0 Engage In Practice-informed Research and Research-informed Practice	4.1 use and translate research evidence to inform and improve practice, policy, and service delivery.	**Exam, practice-based research paper, and facilitation of in-class groups.**
6.0 Engage with **individuals,**	6.1 apply knowledge of human	**Exam and practice-based research**

families, **groups, organizations, and communities.**	behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; 6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	**paper. Also, experiential exercises and in class simulated groups.**
7.0 Assess individuals, families, groups, organizations, and communities.	7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies; 7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; 7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. 7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	**Exam, practice-based research paper, and group observation and analysis paper. Also discussion of simulated in- class groups and groups in field placements.**
8.0 Intervene with individuals, families, groups, organizations, and communities.	8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; 8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; 8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; 8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and	**Exam and group observation and analysis paper. Also, simulated in class groups and discussion of groups in field placements. A paper which includes an analysis of a group in the community**

	8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.	
9.0 Evaluate practice: with individuals, families, groups, organizations, and communities.	9.1 select and use appropriate methods for evaluation of outcomes; 9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; 9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	**Exam, planning paper, and group observation and evaluation. Also, evaluation of simulated groups and discussion of evaluations of groups in field placements.**

UNIVERSITY (U) SCHOOL(S) AND INSTRUCTOR (I) POLICIES

California State University, Long Beach is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual violence, and retaliation. Students who believe they have been subjected to discrimination, harassment, sexual violence, or retaliation on the basis of a protected status such as age, disability, gender, gender identity/expression, sexual orientation, race, color, ethnicity, religion, national origin, veteran/veteran status or any other status protected by law, should contact the Office of Equity and Diversity at (562) 985-8256, University Student Union (USU) Suite 301, http://www.csulb.edu/depts/oed.

Statement of Accessibility (U)

http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/

1. Accommodation

   It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability.

   Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs.

   Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Disabled Student Services (DSS) office located at 270 Brotman Hall. The telephone number is (562)985.5401.

   Accommodation is a process in which the student, DSS, and instructor each play an important role. Students contact DSS so that their eligibility and need for accommodation can be determined. DSS identifies how much time is required for each exam. The student is responsible for discussing his/her

need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a DSS Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the DSS office.) The instructor welcomes the opportunity to implement the accommodations determined by DSS. Please ask the instructor if you have any questions.

Cheating and Plagiarism (U) (CSULB Catalog, AY 2016-2017)

1. "Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were ones own, without giving credit to the source. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions [which] rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, or close and lengthy paraphrasing of another's writing or programming."

2. "Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Common examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in wholes, from another test or examination; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions; allowing someone other than the officially enrolled student to represent the same."

3. "Faculty choices for confirmed plagiarism include:
    a. Review- no action; and/or
    b. An oral reprimand with emphasis on counseling toward prevention of further occurrences; and/or
    c. A requirement that the work be repeated; and/or
    d. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade; and/or
    e. Assignment of a failing final grade; and/or
    f. Referral to the Office of Judicial Affairs for possible probation, suspension, or expulsion."

Campus Behavior (U)

1. "Civility Statement- Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. The University espouses and practices zero tolerance for violence against any member of the University community. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents will be aggressively investigated. Allegations

that are sustained may result in disciplinary action up to and including dismissal from employment,
expulsion from the University, and/or civil and criminal prosecution."
(CSULB Catalog, AY 2016-2017).   .

2. Classroom Expectations- All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others

3. Unprofessional and Disruptive Behavior- It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

Class Attendance (U) CSULB Catalog, AY 2016-2017

Students are expected to attend classes regularly. Classroom attendance is often one of the most necessary and important means of learning and, in many classes, is essential to the educational objectives of the course.

Faculty members must include their guidelines for assigning grades in the syllabus. The syllabus must make clear whether any portion of the grade is based on attendance and/or participation. It is the students' responsibility to make themselves aware of each faculty member's guidelines by carefully reading the syllabus. (PS 04-05)

Faculty members may drop students who fail to attend class during the first week of the semester. However, students should not presume that they will be dropped by the faculty member. Students who have registered for a class, but never attended, should verify whether or not they are officially enrolled. It is the student's responsibility to withdraw officially from the class.

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

1. Illness or injury to the student
2. Death, injury, or serious illness of an immediate family member or the like
3. Religious reasons (California Education Code section 89320)
4. Jury duty or government obligation
5. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty members are not obligated to consider other absences as excused. Faculty members may require students to provide documentation for excused absences.

There are numerous classes offered on campus where attendance is crucial since student participation is essential. Absence from these courses may impact the work and participation of other students. Students who anticipate extended or multiple absences during a particular semester should consult with their advisor and the faculty member before enrolling in any class to determine whether it will be possible to complete the requirements for the course. Students who realize after enrollment that they will have extended or multiple absences should consult with the faculty member to see whether it will be possible to complete the course requirements.

The earliest possible notification is preferred. In some circumstances, it may be possible for the student to notify the faculty member of anticipated absences (e.g. for religious reasons or for scheduled athletic events) during the first week of enrollment. Advance notification (minimally one week in advance) is required for the following absences:

1. Jury duty and other government obligation
2. Religious reasons
3. University sanctioned or approved activities

The California Education Code (section 89320) requires "each state university, in administering any test or examination, to permit any student who is eligible to undergo the test or examination to do so, without penalty, at a time when that activity would not violate the student's religious creed. This requirement shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship which could not reasonably have been avoided. In any court proceeding in which the existence of an undue hardship which could not reasonably havje been avoided is an issue, the burden of proof shall be upon the institution."

It is the responsibility of the student to make advance notification, contact the faculty member to make arrangements to make up any academic work that may be missed, submit assignments on time, and to make arrangements regarding activities, tests, quizzes, or exams that may be scheduled during the absences.

If a student does not notify the faculty member one week in advance of the date of absences for these reasons (jury duty, governmental service, religious observances, or University sanctioned activities), the instructor is not required to adjust the class schedule or to allow for makeup activities, tests, or exams. Students shall not, however, be penalized for excused absences when circumstances make it impossible to provide advance notice (e.g. student is engaged in a University sanctioned event such as a performance, tournament, or playoff which cannot be anticipated).

A student who expects to be absent from the University for any valid reason, and who has found it difficult to inform the instructor, should notify the academic department office. The department office shall notify the student's instructors of the nature and duration of

the absence. It remains the responsibility of the student to arrange with instructors to make up any academic work missed.

> In circumstances where an actual assignment, some specific class work, an activity, a quiz, or an exam cannot reasonably be made up, it is the instructor's option to assign alternative work. (PS 01-01)

Accommodations for Religious Holidays & Military Service (U)

> Students needing special consideration for class schedules due to religious observance or military obligations must notify the instructor in advance of those needs (Please see *Class Attendance Policy* above for more details).

Withdrawal (U)

> It is the student's responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses, and may choose not to do so. Withdrawal from a course after the first three weeks of instruction requires the signature of the instructor and department chair, and is permissible only for serious and compelling reasons. During the final three weeks of instruction, withdrawals are not permitted except in cases such as accident or serious illness, where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an incomplete is not practical. Ordinarily, withdrawals in this category involve total withdrawal from the university. The College of Health and Human Services adheres to this policy strictly, and does NOT sign withdrawal forms in the final three weeks of class for other reasons.

Incomplete Grades (U)

> An "Incomplete" grade ("I") signifies that a portion of the required coursework (normally not more than one-third) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons, and that there is still a possibility of earning credit. In cases where more than one-third of the work is outstanding, but the instructor feels that an "I" is appropriate, a justification must be provided. It is the responsibility of the student to bring pertinent information to the instructor to reach agreement on the means by which the remaining course requirements will be satisfied. Agreement to the conditions for removal of the incomplete shall be in writing with the instructor.

School of Social Work Policy Regarding Application of the NASW Code of Ethics in all Classes (S)

The NASW Code of Ethics outlines a set of core values that form the basis of social work's purpose and perspective. The core values are:
- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

The School of Social Work also applies the Code to classroom interactions and comportment. That is, students as emerging professionals are expected to maintain confidentiality, respect for difference and are expected to take personal responsibility for timely attendance and consistent commitment to the learning experience by being active and responsible members of each class or group.

Laptops/Texting Devices/Cell phones (I)

Laptop computers may be used in the class to take notes **ONLY.** If computers are used for any other reason (i.e., checking emails, Facebook, online surfing or shopping, googling etc.) then the student is not being "present" for class and will be marked absent which can affect the student's class participation grade.

Messaging Devices (I)

Due to the disruptive nature of messaging devices (e.g., cell phones, iPods, iPads, iPhones, Blackberrys and smartphones) it is required that all such devices are turned off while in class. Use of these devices will imply the student is not being "present" for class and will be marked absent which can affect your class participation grade.

In the event of a crisis that requires the student to be accessible to employers or significant others, please inform the instructor at the beginning of class and select a silent means for being alerted. Adhering to this policy demonstrates respect for and commitment to the learning process and environment as well as colleagues.

Confidentiality and Respect (I)

Students should know that social workers are expected to honor confidentiality. This means that the nature of the discussions regarding individual student comments should remain in the classroom. Issues that social workers must discuss can be challenging and uncomfortable. Students should know that social workers are expected to be respectful of each other's concerns and always respect age, ethnicity, gender, sexual orientation, cultural diversity, and spirituality. Professional behavior is expected in the classroom.

Writing Skills and Late Assignments (I)

All assignments are due on the dates indicated in the course schedule. Late assignments will automatically receive a 10% reduction in score unless an acceptable alternative has been negotiated with the instructor. Please try to plan your work accordingly; everyone has emergencies that arise. Those students who struggle to get their work in on time perceive negotiating individually with students as unfair. On all assignments, points are also assigned to writing style: use of complete sentences, correct grammar and spelling, and checking for editorial corrections. In other words, a student cannot receive an "A" on an assignment if it is poorly written. Please keep in mind that when a paper is poorly written, it usually detracts from the content. Please contact the Social Work Librarian for guidance on APA formatting if needed.

Use of Academic Technology (I)

This course makes use of academic technology, including the Internet websites, e-reserves, and BeachBoard. Students are required to make use of this technology to fulfill the requirements of this course. To participate in the academic technology elements of this course, students must have access to, and be able to use, a computer equipped with Adobe Acrobat Reader 6.0 (or later version) and word-processing software capable of reading Microsoft Word and PowerPoint files. Whatever Internet service provider is used, it must be capable of accessing BeachBoard, and Acrobat files.

Use of Turnitin Technology (I)

Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your paper in such a way that no identifying information about you is included. Another option is that you may request, in writing from your instructor, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide

documentation to substantiate that the papers are your original work and do not include any plagiarized material.

CSULB Technology Help Desk

The CSULB Technology Help Desk is available for all students. This office can help resolve a wide range of computer issues. Contact: 562-985-4959 or visit them on the web at http://www.csulb.edu/divisions/aa/academic_technology/thd/

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