



Course Syllabus: SOWK 4143 **Family Focused Social Work Practice**
College of Health Sciences and Human Services

Contact Information

Instructor: Jaisy Garcia

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Course Description

Family Focused Social Work Practice builds on the history and traditions of family intervention in the basic social services. This course examines pertinent practice issues, family therapy concepts, approaches used in contemporary social work intervention, and current research. There is an emphasis on family resilience and applying family intervention concepts with families under economic stress, families within vulnerable populations, and with diverse family structures. A strengths perspective is highlighted as an approach to treatment.

Family Focused Social Work Practice will address the stages of the family life cycle and the implementation of family therapy theories to support practice. Family Focused Social Work Practice will address varying family forms and challenges, ethnic and cultural dimensions, and developmental perspectives on family functioning. In this course there is attention to family intervention with families under economic stress, ethnic and racial minority families, women and alternative lifestyle families.

Course Goals and Objectives

Knowledge dimension:

- 1 Integrate information about the social work origin and historical development of family assessment and intervention into present day practice (EPAS 8).

Values dimensions:

- 2 Apply family intervention approaches differentially across the life cycle to families from diverse racial, ethnic, spiritual, cultural, and socio-economic groups (EPAS 8).
- 3 Distinguish what constitutes ethical social work family practice with particular attention to diverse populations and oppressed groups (EPAS 3).

Skills dimensions:

- 4 Demonstrate family assessment and intervention concepts within the framework of social work knowledge, values, and skills (EPAS 6 & 7).
- 5 Demonstrate the ability to assess family situations utilizing current research in family intervention (EPAS 4).

Cognitive and affective dimensions:

- 6 Distinguish the theoretical basis and techniques of different family therapy approaches used in contemporary social work intervention (EPAS 8).
- 7 Apply the techniques of various approaches to family intervention from a strengths perspective for assessment and intervention (EPAS 8).

Textbook & Instructional Materials

Nichols, M. P., & Davis, S.D. (2020). *The essentials of family therapy* (7th ed.). New York: Pearson.

Grading

| | | |
|--------------------|--------|-----|
| Weekly discussions | Weekly | 100 |
| Weekly quizzes | Weekly | 100 |
| Paper | | 100 |
| Presentation | | 100 |
| Exam 1 | | 100 |
| Final | | 100 |

A= 90-100

B= 89-80

C= 79-70

D= 69-60

F= 59 or below

*Please note: A course grade less than C in social work classes is considered failing and the course will have to be repeated.

Quizzes

Quizzes will be completed through D2L. Students will complete weekly quizzes by 11:59 pm on Sundays based on the required book chapters and lectures as indicated in the class schedule. Assigned reading should be completed before beginning each quiz. The quizzes are open book and notes, but there will be limited time to complete them. Eleven quizzes will be required. Twelve quizzes will be available and students completing all 12 will have their lowest quiz grade dropped. No requests for late access will be considered unless the student has submitted documentation through the Dean of Student's office proving incapacitation for the entire week that the quiz was available.

Weekly Discussions

There will be general discussions relating to each chapter and will be due by 11:59 on Sundays. For full credit, you will be required to post and respond to two of your peers posts.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble If

you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to this webpage:

<http://www.mwsu.edu/student-life/disability>.

College Policies

Campus Carry Rules/Policies: Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

| Quizzes and Discussions Due: Sundays @ 11:59pm | Chapter | Assignments Due: |
|---|---|---|
| Week 1 due Jan. 28 | 1: The Evolution of Family Therapy | <ul style="list-style-type: none"> • Quiz 1 • Discussion 1 |
| Week 2 due Feb 4 | 2: Basic Techniques of Family Therapy | <ul style="list-style-type: none"> • Quiz 2 • Discussion 2 |
| Week 3 due Feb. 10 | 3: The Fundamental Concepts of Family Therapy | <ul style="list-style-type: none"> • Quiz 3 • Discussion 3 |
| Week 4 due Feb. 17 | 4: Bowen Family Systems Therapy | <ul style="list-style-type: none"> • Quiz 4 • Discussion 4 |
| Week 5 due Feb. 24 | 5: Strategic Family Therapy | <ul style="list-style-type: none"> • Quiz 5 • Discussion 5 |
| Week 6 due March 3 | 6: Structural Family Therapy | <ul style="list-style-type: none"> • Quiz 6 • Discussion 6 • Paper |
| March 10-16 | SPRING BREAK | |
| Week 7 March 24 | 7: Experiential Family Therapy | <ul style="list-style-type: none"> • Quiz 7 • Discussion 7 |
| Week 8 March 31 | 8: Psychoanalytic Family Therapy | <ul style="list-style-type: none"> • Quiz 8 • Discussion 8 |
| Week 9 due April 7 | 9: Cognitive Behavioral Family Therapy | <ul style="list-style-type: none"> • Quiz 9 • Discussion 9 |
| Week 10 due April 14 | 10: Family Therapy in the Twenty-First Century | <ul style="list-style-type: none"> • Quiz 10 • Discussion 10 |
| Week 11 Due April 21 | 11: Solution-Focused Therapy | |
| Week 12 Due April 28 | 12: Narrative Therapy | <ul style="list-style-type: none"> • Presentation |
| Week 13 | 13: Comparative Analysis 14: Family Therapy Research | |
| Week 14/15 Due May 15 | FINAL | |

Relationships among Core Competencies, Course Objectives, Practice Behaviors, and Assignments:

| <i>Core Competencies</i> | <i>Course Objectives</i> | <i>Practice Behaviors</i> | <i>Assignments</i> |
|---------------------------------|---------------------------------|----------------------------------|---------------------------|
| Demonstrate | 3 | Demonstrate professional | All assignments |

| Core Competencies | Course Objectives | Practice Behaviors | Assignments |
|--|---------------------------|--|--|
| Ethical and Professional Behavior | | demeanor in behavior; appearance; and oral, written, and electronic communication | |
| Advance Human Rights and Social, Economic and Environmental Justice | 4 | Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; engage in practices that advance social, economic, and environmental justice | Assignments # 1 & 2 |
| Engage in Practice-informed Research and Research-informed Practice | 1 & 6 | Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; use and translate research evidence to inform and improve practice, policy, and service delivery | All assignments |
| Assess Individuals, Families, Groups, Organizations, and Communities | All the course objectives | Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies | All assignments, reading quizzes, final exam, class exercises, and class presentations |

| Core Competencies | Course Objectives | Practice Behaviors | Assignments |
|--|---------------------------|--|--|
| Intervene with Individuals, Families, Groups, Organizations, and Communities | All the course objectives | Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies | All assignments, reading quizzes, final exam, class exercises, and class presentations |

Class Participation

It is expected that students will contribute to the maintenance of a healthy learning environment, by paying attention to lectures, to fellow students' contributions in the class and by not being disruptive in class. It is expected that students actively participate in class discussions and exercises. It is also expected that everyone who shares ideas/views is respectful of others' time and ideas/views. We could agree to disagree, but we ought not to be disagreeable.

Class participation is expected not only at the time of class discussions but also during lectures by raising pertinent questions, by contributing relevant ideas and by sharing relevant examples. Students will be expected to read all the assigned materials prior to class and be prepared to engage in class discussions related to the class topics.

Laptop and Cell Phone regulation

No Photographing, recording, text messaging is allowed without the permission of the instructor. Please turn off or set cell phones on vibrate. Please do not surf the internet or listen to music while in class. Please note that using electronic devices during class time will have an adverse impact on participation grade.

Writing Assistance

Begin drafting papers as early as possible and take advantage of the [Tutoring & Academic Support Programs](#), located off the first floor of the Moffett Library. The MSU TASP Learning Center offers drop-in tutoring support for most general subject areas including but not limited to Writing, Math, Science, Business, and Foreign

Languages. Students check in to work one-on-one with a tutor typically for an hour regarding specific concepts.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Rights and Responsibilities.

Social Work Program Grade Policy

A course grade of below a C or an average of below 70% will be considered a failing grade. *Social work students must repeat social work courses in which they receive a grade of D or F.*

Homework

Questions may be assigned for selected chapters to be answered and handed in at the next class.

Quizzes

Quizzes will be completed outside of class through D2L. Students will complete weekly quizzes by 11:30 pm on Fridays based on the required book chapters and lectures as indicated in the class schedule. Assigned reading should be completed before beginning each quiz. The quizzes are open book and notes, but there will be limited time to complete them. Eleven quizzes will be required. Twelve quizzes will be available and students completing all 12 will have their lowest quiz grade dropped. No requests for late access will be considered unless the student has submitted documentation through the Dean of Student's office proving incapacitation for the entire week that the quiz was available.

Anything presented via assigned readings or in class may be included in quizzes.

Projects Required

APA style formatting is required for all written work in this course. Be sure to use appropriate APA style citations for any information you take from the textbook, handouts, lectures, reference materials, websites, or other outside sources while completing written assignments.

Written assignments are due by 11:59 on their due date. Assignments should be submitted through the appropriate drop box folder in D2L.

COURSE ASSIGNMENTS:

Assignment #1: Family Assessment and Essential Concepts

The purpose of this assignment is to help you integrate knowledge of the fundamental concepts of family therapy into social work assessment of families.

Select a family that you know well. To ensure confidentiality, give fictitious names for family members and do not share your relationship with this family. Utilizing essential concepts in family therapy (read chapter 3 from the textbook) and knowledge of family life cycle stages, complete a family assessment addressing each of the following items:

Describe Family:

Identify and describe family members. Discuss the impact of the characteristics of each of the family members (including their ethnicity and gender) on the family as a unit.

Apply Fundamental Concepts and Terms:

Apply and discuss fundamental concepts and terms (cybernetics, systems theory, general systems theory, constructivism, social constructionism, and attachment theory) to the family and its members.

Apply Working Concepts of Family Therapy:

Apply and discuss working concepts of family therapy (interpersonal context, complementarity, circular causality, triangles, process/content, and family structure).

Family Life Cycle Stages:

Identify and discuss the family's current life cycle stage. How has the family's progression through previous life cycle stages impacted their current stage? How is the family prepared or not prepared to enter the next family life cycle stage?

Requirements:

The assignment must meet the following requirements:

1. Include a title page, and a references page.
2. Abstract is NOT required.
3. Double-space throughout, leaving a one-inch margin on all sides.
4. As permitted by APA, use an easily readable font such as, Times New Roman (12-point), or Calibri (11-point), or Arial (11-point), or Lucida Sans Unicode (10point), or Georgia (11-point). Whichever font you choose, you should use the same font and font size throughout the assignment.
5. Provide relevant section headings.
6. The required writing style is that of the American Psychological Association (APA) Publications Manual (7th ed.).
7. The assignment should not exceed 5-7 pages, including the cover page and the references page(s).
8. Review scholarly articles (not less than 2) published within the last 5 years. Further details (if needed) will be provided via email to individual students or to the class who need further clarification. The total number of references should not be less than 3 (including the textbook). APA format (7th ed.) is required throughout the assignment.
9. ***Please note that assignments that do not meet the criterion in terms of the required number of sources (including peer-reviewed journals) will be given a "C" grade.**
10. Review carefully the rubric given below:

| Criteria | Unsatisfactory | Struggling | Good | Proficient |
|----------|--|--|---|--|
| Clarity | 0-3 Ideas confusing, disconnected, and purpose is unclear. | 3-6 Ideas somewhat clear, somewhat connected, and purpose is somewhat clear. | 6-10 Ideas fairly clear, fairly connected, and purpose is fairly clear. | 10-15 Ideas clear, well connected, and purpose is clear. |

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|-------------------|---|---|---|---|
| Content | 0-5 Less adequate or inadequate; citations are not connected or connected poorly | 5-10 Somewhat adequate; citations are connected somewhat well | 10-20 Adequate; citations are connected well | 20-30 Comprehensive; citations are connected very well |
| Relevance | 0-5 Sources are not relevant. Poor connection has been made between the sources and the points made by the writer(s). | 5-10 Relevance of the sources is not obvious. Fair connection has been made between the sources and the points made by the writer(s). | 10-15 Relevance of the sources is somewhat obvious; good connection has been made between the sources and the points made by the writer(s). | 15-20 Peer-reviewed journal articles are within the last 5 years; relevance of the sources is obvious; excellent connection has been made between the sources and the points made by the writer(s). |
| Logic | 0-5 The transition between ideas is extremely weak. | 5-10 There are several weak transitions between ideas. | 10-15 There are very few weak transitions between ideas. | 15-20 There are clear and effective transitions between ideas. |
| Writing Mechanics | 0-3 4 or more violations of APA format, grammar or punctuation. | 3-6 No more than 3 violations of APA format, grammar or | 6-10 No more than 2 violations of APA format, grammar or | 10-15 Appropriate use of APA formatting and appropriate use of grammar and punctuation. |

| | | | | |
|--|--|--------------|--------------|--|
| | | punctuation. | punctuation. | |
|--|--|--------------|--------------|--|

Assignment # 2: Presentation

Each student will create a PowerPoint presentation on a style of family therapy.

- *Be thorough with the information on that therapy style
- *Include history
- *How is this style utilized?
- *What is the goal?

*Create this presentation as if you are presenting at a seminar! What would you want to know?

Late Work

All assignments must be submitted on time. Students who need additional time to complete assignments must meet with the instructor at least one class session prior to the assignment due date to discuss the accommodation that need to be made. It is the student's responsibility to request this meeting.

Late work will be penalized $\frac{1}{2}$ letter grade per 24-hour time period. Failure to submit any assignment within 7 calendar days of the due date will result in a failing grade for the assignment. You should get with the instructor as soon as possible if an emergency occurs interfering with your ability to meet a due date.

Make Up Work/Tests

Make up work will only be considered in cases of university excused absences or verifiable emergencies. Students will not be allowed to take make up exams after the original exam has been given. If you cannot take the exam on the required day and time, you must make arrangements in advance to take it PRIOR to the scheduled administration of the exam.

Important Dates

Last day for term schedule changes: January 22-24

Deadline to file for graduation: February 17 for May Graduation

Last Day to drop with a grade of "W:" 4:00pm April 30

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Social Work Program Attendance Policy

Students are expected to attend all meetings of this class. If unable to attend class, please inform the instructor directly via email or office phone before the class start time. If unable to attend class due to an emergency, please inform the instructor as soon as possible. Please note that ***for each "uninformed class absence" a 0 will be assigned for the class period participation grade. Coming late to class, inattentive or disruptive behavior during class (including inappropriate cellphone use), and leaving early from class will have an adverse impact on attendance and participation grade.***

Students are allowed three excused absences as defined by MSU absence policy. For an absence to be excused the ***student must inform the instructor of the reason for the absence*** and provide documentation supporting the need for the class absence. Please note that ***for each absence beyond the 4th, 5 points will be taken off from the student's final course (average) grade. A student who has missed six classes (including the three excused absences) will receive a full lower letter grade (10 points). After six absences the student will be dropped from the class.***

Authorized absences due to required participation in university-sponsored activities must be approved by the college dean or Athletic Director and the Provost. These absences will not count against the student when the student presents a signed letter to the instructor at least two class days prior to the date of the absence. Only prior notification can guarantee lack of penalty for these absences. It is the responsibility of the student to arrange with the instructor to make up all work missed during an authorized absence. Academically-related activities (class field trips, attendance at conferences, etc.) which result in absences require the cooperation of individual faculty members. Even though such activities are educational in nature, they do not qualify as university-sponsored activities.

Instructor Class Policies

All students registered for courses in the Social Work Department are expected to

adhere to the responsibilities, and behavior as articulated in both the [Student Handbook](#) and the NASW (National Association of Social Workers) [Code of Ethics](#). An essential feature of these codes is a commitment to maintaining intellectual integrity and academic honesty. I generally have a **zero-tolerance policy for cheating or plagiarism**, and violations will result in substantial penalties including a failing grade on the assignment with no make-up opportunity and/or a referral to the Dean of Students.

Repeated **accidental or willful cheating or use of someone else's words, ideas, or evidence without attribution will be met with a failing grade in the course and a referral to the Dean of Students**, regardless of whether the first occurrence was in this course. If you have any doubts or questions about what constitutes academic misconduct, please do not hesitate to contact me.

Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not hold side conversations, use cell phones, or engage in other types of unprofessional behaviors once class has begun.

Professional Expectations of Student Behavior

Midwestern State University Department 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 Department 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 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 Department of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the Department'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 MSU of Social Work Student Manual, or the MSU 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 (turnitin.com will be used to check the originality of the text).
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 department 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 MSU [Undergraduate Catalog](#). This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, and expectations of student behavior.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester

is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. Two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. **Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses.** For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight."

which may be electronically accessed via the University police department's webpage:
["Run. Hide. Fight."](#)

Smoking/Tobacco Policy

Midwestern State University seeks to provide a safe, healthy, pleasant environment for its faculty, staff, and students. To this end, the use of tobacco products, including smoke and smokeless tobacco, and the advertising, sale, free distribution, and discarding of tobacco products shall be prohibited in all indoor and outdoor facilities and in all university vehicles. The policy extends to faculty, staff, students, vendors, guests, and visitors.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#).

Course Changes

Although much thought, study, and research has gone into designing the course and learning opportunities, often the most significant learning comes in unexpected moments. The instructor cannot predict these times but respond to them. Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Professional Social Work Dispositions Rubric Student Acknowledgement

| Habits of Thinking and Action toward LEARNING are Appropriate . . . | | Indicator | Score |
|---|---|-----------|-------|
| Professional Disposition toward LEARNING | Potential Indicators: Initiates acquiring content knowledge and agency expertise <ul style="list-style-type: none"> • Seeks and participates in formal and informal professional growth opportunities • Demonstrates an awareness of the need for on-going self-development • Demonstrates the ability to apply concepts at appropriate level • Demonstrates awareness of their ability to apply critical thinking skills to practice | | |
| Habits of Thinking and Action toward Clients are Appropriate . . . | | Indicator | Score |
| Professional Disposition toward Social Work | Potential Indicators: <ul style="list-style-type: none"> • Demonstrates the belief that all clients have strengths • Maintains appropriate boundaries and expectations • Creates an environment that conveys empathy and acceptance • Initiates strategies to motivate others • Is committed to working with populations at risk | | |
| Habits of Thinking and Action toward PROFESSIONAL Social work CONDUCT are Appropriate . . . | | Indicator | Score |
| Professional Disposition toward PROFESSIONAL CONDUCT NASW Code of Ethics Cultural Competence Standards | Potential Indicators: <ul style="list-style-type: none"> • Accepts responsibility for one's own actions • Demonstrates academic and professional honesty and makes ethical decisions. • Maintains a client-centered approach to decision making. • Knows/references/follows NASW Code of Ethics • Knows/references/follows NASW Cultural Competencies • Demonstrates qualities of treating all people with respect and dignity | | |
| Habits of Thinking and Action toward INTERPERSONAL RELATIONSHIPS are Appropriate . . . | | Indicator | Score |
| Professional Disposition toward INTERPERSONAL RELATIONSHIPS | Potential Indicators: <ul style="list-style-type: none"> • Shows respect in interactions with all others including instructors & supervisors • Demonstrates sensitivity to diversity and cultural differences • Interacts appropriately with a wide variety of individuals • Works well in collaboration with others • Demonstrates awareness of one's impact on others and accepts feedback • Demonstrates the ability to maintain appropriate social boundaries | | |
| Habits of Thinking and Action toward COMMUNICATION are Appropriate . . . | | Indicator | Score |
| Professional Disposition toward COMMUNICATION | Potential Indicators: <ul style="list-style-type: none"> • Seeks opportunities for contact and interactions with clients • Committed to using oral language (listening and speaking) appropriate to purpose and audience • Uses written language appropriate to purpose and audience • Uses written language appropriate to agency and professional guidelines • Employs the language of the profession | | |
| Habits of Thinking and Action toward SELF REFLECTION are Appropriate . . . | | Indicator | Score |
| Professional Disposition toward SELF AWARENESS | Potential Indicators: <ul style="list-style-type: none"> • Maintains high standards and expectations for self and consistently demonstrates pride in work • Demonstrates awareness of own values and how they may impact on others • Is willing and able to recognize own difficulties and generate potential solutions • Seeks and uses feedback to make changes | | |

Rubric Key: 1. Does not meet expectations 2. Meets expectations 3. Exceeds expectations

Indicator Key: O Observed NO Not observed NI Needs Improvement

I have been given a copy of the Professional Dispositions Rubric (above), as well as access to the [MSU Student Handbook, Social Work Student Handbook and Field Manual, NASW Code of Ethics and NASW Cultural Competence Standards](#). I understand that these are all standards I must adhere to as a student in Social Work. I understand that disposition scores on the above rubric will

be provided in core Social Work courses to guide my professional development. I understand that both my Field Instructor and my Field Course Professor will provide scores on the above rubric during both SOWK 4236 and SOWK 4246, that I am expected to receive scores of 2 or 3 in all areas as rated by both the Field Instructor and my Field Course Professor, and that a rubric score of 1 in any area or areas will prevent successful completion of the Field course.

Printed Student Name
Course

Signature

Date

Professional Social Work Dispositions Rubric

| Habits of Thinking and Action toward LEARNING are Appropriate . . . | | Indicator | Score |
|---|---|-----------|-------|
| Professional Disposition toward LEARNING | Potential Indicators: Initiates acquiring content knowledge and agency expertise <ul style="list-style-type: none"> • Seeks and participates in formal and informal professional growth opportunities • Demonstrates an awareness of the need for on-going self-development • Demonstrates the ability to apply concepts at appropriate level • Demonstrates awareness of their ability to apply critical thinking skills to practice | | |
| Habits of Thinking and Action toward Clients are Appropriate . . . | | Indicator | Score |
| Professional Disposition toward Social Work | Potential Indicators: <ul style="list-style-type: none"> • Demonstrates the belief that all clients have strengths • Maintains appropriate boundaries and expectations • Creates an environment that conveys empathy and acceptance • Initiates strategies to motivate others • Is committed to working with populations at risk | | |
| Habits of Thinking and Action toward PROFESSIONAL Social work CONDUCT are Appropriate . . . | | Indicator | Score |
| Professional Disposition toward PROFESSIONAL CONDUCT NASW Code of Ethics Cultural Competence Standards | Potential Indicators: <ul style="list-style-type: none"> • Accepts responsibility for one's own actions • Demonstrates academic and professional honesty and makes ethical decisions. • Maintains a client-centered approach to decision making. • Knows/references/follows NASW Code of Ethics • Knows/references/follows NASW Cultural Competencies • Demonstrates qualities of treating all people with respect and dignity | | |
| Habits of Thinking and Action toward INTERPERSONAL RELATIONSHIPS are Appropriate . . . | | Indicator | Score |
| Professional Disposition toward INTERPERSONAL RELATIONSHIPS | Potential Indicators: <ul style="list-style-type: none"> • Shows respect in interactions with all others including instructors & supervisors • Demonstrates sensitivity to diversity and cultural differences • Interacts appropriately with a wide variety of individuals • Works well in collaboration with others • Demonstrates awareness of one's impact on others and accepts feedback • Demonstrates the ability to maintain appropriate social boundaries | | |
| Habits of Thinking and Action toward COMMUNICATION are Appropriate . . . | | Indicator | Score |
| Professional Disposition toward COMMUNICATION | Potential Indicators: <ul style="list-style-type: none"> • Seeks opportunities for contact and interactions with clients • Committed to using oral language (listening and speaking) appropriate to purpose and audience • Uses written language appropriate to purpose and audience • Uses written language appropriate to agency and professional guidelines • Employs the language of the profession | | |
| Habits of Thinking and Action toward SELF REFLECTION are Appropriate . . . | | Indicator | Score |
| Professional Disposition toward SELF AWARENESS | Potential Indicators: <ul style="list-style-type: none"> • Maintains high standards and expectations for self and consistently demonstrates pride in work • Demonstrates awareness of own values and how they may impact on others • Is willing and able to recognize own difficulties and generate potential solutions • Seeks and uses feedback to make changes | | |

Rubric Key: 1. Does not meet expectations 2. Meets expectations 3. Exceeds expectations

Indicator Key: O Observed NO Not observed NI Needs Improvement

Instructor feedback and recommendations for growth or improvement:

Printed Instructor Name
Course

Signature

Date

Rationale for a Professional Social Work Dispositions Rubric

The therapeutic personality of helping professionals is seen as a key factor in client outcomes. Carl Rogers believed that unconditional positive regard for the client was more important than any specific technique or intervention. The MSU Social Work Department recognizes the need to support student development of a therapeutic personality along with both in and out of the classroom and therefore has developed the following dispositions for use in all social work courses.

Excerpts from the 2022 CSWE EPAS that pertain to our development of student dispositions:

Educational Policy 2.0

“The program recognizes the important role of the learning environment in the education of program participants”

Educational Policy 3.0

“Using a competency-based education framework, the explicit curriculum prepares students for professional social work practice at the baccalaureate and master’s levels. Baccalaureate programs provide students with strong generalist practice knowledge, values, skills, and cognitive and affective processes that prepare them for professional practice with individuals, families, groups, organizations, and communities.”

Educational Policy 4.0: Implicit Curriculum

“The implicit curriculum consists of the student learning experience and the program context or environment.”

“The culture of human interchange, the spirit of inquiry, the support for difference and diversity, and the values and priorities in the educational environment, including the field setting, inform the student’s learning and development.”

Educational Policy 4.1: Student Development

“Programs recognize the need to support student development both in and out of the classroom. Both aspects of the learning environment manifest holistic characteristics that communicate the values, commitments, priorities, and culture of the program and the institution.”

Educational Policy 5.0: Assessment

“Programs assess students’ demonstration of the nine social work competencies through the use of multiple and effective assessment methods. Effective assessment incorporates internal and external input relevant to the knowledge, values, skills, and cognitive and affective processes that students have developed and demonstrated and uses recognized methods of evaluating explicit and implicit criteria.”

Excerpts from OP 10.01 MSU Student Handbook that pertain to our development of student dispositions:

PART I: Code of Student Conduct

Philosophy

“The Midwestern State University community is committed to fostering a campus environment that is conducive to academic inquiry, a productive campus life and thoughtful study.”

Section 2: Jurisdiction over Student Conduct

“The Code of Student Conduct may be applied to conduct that takes place from the time a person is admitted as a student to Midwestern State University and continues until the student withdraws or graduates, including periods during semester breaks and between semesters.

The Code of Student Conduct applies to guests of community members whose host(s) may

be held accountable for the misconduct of their guests.”

Section 4: Special Provisions

A. Attempted Violations

In most instances, Midwestern State University will treat attempts to commit any of the violations listed in the Code of Student Conduct as if those attempts had been completed.

B. Misconduct Online

Students are cautioned that behavior conducted online, such as harassment or bullying via email or social media, can subject them to university conduct action. Students must also be aware that entries on sites such as Google+, Facebook, LinkedIn, YouTube, Instagram, Snapchat, Twitter, Tik Tok and other similar online postings are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence of policy violations is posted online. The university does not regularly search for this information but may take action if and when such information is brought to the attention of university officials.

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