# FLORIDA ATLANTIC UNIVERSITY

# SCHOOL OF SOCIAL WORK

#  SOW 4802 Call No. (3 Credit Hours)

# Social Work and Positive Well Being

|  |  |
| --- | --- |
| Semester: Fall 2014 | Classroom SO 318 |
| Start/End Date: August 9-November 30 | Class Times: Tuesday 4:00PM-6:50PM |
| Instructor: Robin Rubin, MSW | Office Hours: Tuesday 2:30-4:00PMBy appointment |
| Phone: 561-212-9054 | Office Location: SO322 |
| Email: rrubin13@fau.edu | Web: [www.fau.edu/ssw](http://www.fau.edu/ssw)  |
| Blackboard: <http://bb.fau.edu>  |  |

### BSW Program Mission

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

### Course Description:

This course will introduce you to a wide range of foundational topics on the subject of well being. The same research techniques applied to mental illness have increasingly been applied to positive emotions resulting in a substantial scientific foundation for the study of happiness and well being. Consistent with the social work focus on the strengths and well being of the individual, this new field focuses on mental wellness, positive emotions, and optimal well being. We will learn empirically tested interventions and how to use them with your clients. We will learn skills and tools to help our ourselves and then our clients tap into our signature strengths and how to use these tools to lead a self determined, meaningful life. Topics covered will also address the issue of personal self-care. Through group discussion, assignments and student presentations, the focus is consistently on individuals’ personal and professional growth as well as demonstration of competencies of social work practice as they prepare to become beginning professional social workers.

### Relevance to Educational Program: This course will focus on the strengths perspective in social work and demonstrate how to recognize our own strengths as well as our client’s strengths. We will learn how to use our strengths to help improve the lives of our clients and ourselves. We will learn interventions to improve the quality of our lives and how we can teach these interventions to our clients. Students will also learn important self care skills to deal with personal stress.

**Competencies and Educational Objectives**

The [Council on Social Work Education’s](http://www.cswe.org/) Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. Upon successful completion of this course, students will be able to demonstrate the following competencies and practice behaviors.

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

·      Advocate for individual clients access to the services of social work (PB 1a).[1]

·      Demonstrate personal reflection and self-correction in relation use of microskills, including attending, paraphrasing, reflecting feeling, constructive use of silence, and asking questions. (PB 1b).

·      Function within clearly defined professional roles and boundaries in the context of practice with individuals (PB 1c)

·      Demonstrate professional demeanor in behavior, appearance, and communication with clients and professional colleagues (PB 1d).

·      Use supervision and consultation to support practice with individuals (PB 1f).

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

·      Recognize and manage personal values in a way that allows professional values to guide practice. (PB 2a).

·      Make ethical decisions by applying the NASW Code of Ethics, and as applicable, the IFSW/IASSW Ethics in Social Work, Statement of Principles (with particular emphasis on client self-determination, confidentiality, informed consent, and professional boundaries)  (PB 2b).

·      Tolerate ambiguity in resolving ethical conflicts related to practice with individuals (PB 2c).

·      Apply strategies of ethical reasoning to arrive at principled decisions, including the application of laws, agency policies, and ethical standards related to practice with individuals (PB 2d).

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

·      Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to inform practice decisions with individuals (PB 3a).

·      Critically analyze models of assessment, prevention, intervention, and evaluation in the context of practice with individuals (PB 3b).

·      Demonstrate effective oral and written communication in working with individuals (PB 3c).

**4. Apply knowledge of human behavior and the social environment.**

·      Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation of practice with individuals (PB 7a).

·      Critique and apply knowledge to understand person and environment, including the use of ecomaps and systems theory (PB 7b).

**5. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

* Intervention: Negotiate, mediate, and advocate for individual clients (PB 10k).
* Evaluation: Critically analyze, monitor, and evaluate interventions with individuals (PB 10m).

### Teaching Methodologies:

The course objectives shall be accomplished through the instructor’s provision of a stimulating schedule of reading, lecture, class discussion, group work, assignments and presentations. There will be quizzes during the semester.

### Course Assignments and Grading:

Course Assignments and Grading: Social Work and Positive Well Being (SOW) is a 3-credit course. The grading for the course is determined as follows:

Class participation/Attendance 25% of grade 25 PTS

Assignments/Quizzes/Final project 75% of grade

REACTION PAPERS 10PTS EACH=40PTS

3 QUIZZES 5 PTS Each 15PTS

FINAL PROJECT 20PTS

**Reaction/Response paper**

In a response paper, you do assess the article you’ve chosen, but you add your personal reaction and impressions to the report.

The steps for completing a reaction or response paper are:

* Observe or read the piece for an initial understanding
* [Re-read](http://homeworktips.about.com/od/reading/a/How-To-Skim-A-Book.htm) the piece and stop to reflect often
* Record your thoughts and impressions in notes
* Construct your paper
* Final Project
* 1. 6 groups of 5-6 in a group
* 2. Come up with a creative way to summarize what you have learned in this class. Example- skit, game show (like jeopardy), play, use video cameras and shoot a movie, film an interview with people about what they think leads/doesn't lead to happiness, do a research project
* These are just examples- come up with something creative!
* 3. Approx 30 minutes in length.
* 4. Informative, creative and fun

Class participation is mandatory- this is a class where sharing is of utmost importance.

Assignments must be turned in on the due date or 1 point will be deducted for each day the assignment is late.

Attendance is mandatory. I expect to be notified if you are unable to come to class and provided with documentation.

Tardiness is not tolerated and will result in 2 points off your grade for each time you are tardy.

Assignments

You will be required to keep a journal during the semester. There is required reading that will be available on Blackboard. There will be assignments in class that must be completed. There are 4 self-reflection assignments and/or response papers due throughout the semester. There will be quizzes during the semester. There is a final project presentation.

The 4 papers may be on any of the articles listed on Blackboard.

**Due dates are on syllabi**

**Assignments are subject to change if necessary**

The grading scale for this course is as follows:

|  |  |
| --- | --- |
| 93 – 100% = A | 73 – 76% = C |
| 90 – 92% = A- | 70 – 72% = C- |
| 87 – 89% = B+ | 67 – 69% = D+ |
| 83 – 86% = B | 63 – 66% = D |
| 80 – 82% = B- | 60 – 62% = D- |
| 77 – 79% = C+ |  0 – 59% = F |

### Professional Expectations of Student Behavior

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

1. **Accountability**: Attend class, arrive on time, and return from break in a timely manner.

*Participate in group activities and assignments at a comparable level to peers.*

*Complete work in a timely fashion and according to directions provided.*

*Come to class prepared, with readings and other homework completed.*

1. **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.*

1. **Confidentiality**: Treat any personal information that you hear about a peer or an instructor as strictly confidential.

*Maintain any information shared in class, dyads or smaller groups within that unit.*

*Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they many consult with their instructor to receive a referral for counseling.)*

*Never use names of clients or disclose other identifying information in the classroom.*

1. **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.*

1. **Integrity**: Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

*Academic: Commit yourself to learning the rules of citing other’s work properly.*

*Do your own work and take credit only for your own work.*

*Acknowledge areas where improvement is needed.*

*Accept and benefit from constructive feedback*

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

1. **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.*

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

*Demonstrate assertive communication with peers and instructors.*

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

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

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

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

Consequences of Unacceptable Behavior

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

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

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

1. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
2. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
3. 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).
4. Documented evidence of criminal activity occurring during the course of study.

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

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

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

### Special course requirements (if applicable)

State if any requirements are associated with the course, such as mandatory field trips or film viewings, special fees, or purchase of course-related materials.

### Safe Assign (if applicable)

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to SafeAssign for the detection of plagiarism. All submitted papers will be included as source documents in the SafeAssign reference database solely for the purpose of detecting plagiarism of such papers.

### Class Attendance and Participation

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

### Policy on Use of Computers and Recording Devices in the Classroom

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

###  Textbooks:

The Three Promises, by David Pollay is required reading for this class.

There will be weekly articles that will be posted on Blackboard.

Some course readings may be distributed in class. Also, please visit the **Blackboard Web site** for this course at <http://blackboard.fau.edu> for additional information. IMPORTANT: Blackboard uses the email addresses assigned to you by FAU – unless you plan to pick up email from the FAU account, you need to forward your email to the email address that you generally use. Log onto MyFAU (<http://myfau.fau.edu>) and forward your email to the email address that you want all Blackboard and other FAU email directed to… and if your email address changes, remember to change the forwarding in MyFAU. If you are experiencing problems logging onto MyFAU or Blackboard, you can contact the helpdesk at 561.297.3999.

### Course Outline and Reading Assignments:

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

**Course Outline and Assignments**

### Course Outline and Reading Assignments:

**The outline may change as the semester progresses depending on student interests and needs**

|  |  |  |
| --- | --- | --- |
| *Class* | ***Topics*** | ***Readings / Due Dates / Tests*** |
| Week 1 August 19 | Syllabi discussion- expectations and requirementsMeasurement tools do in class- subjective happiness scale scale/General happiness scaleDistribute Journals |  |
| Week 2August 26 | **History of happiness****Research on Happiness**What is well being/happiness and can it be measured? How has it been measured?Benefits of happiness for life- why is it important?**Quiz 1** |  |
| Week 3-Sept 2 | **Evolution of the Brain****Brain Biases**  | **1st reaction paper due** |
| Week 4 Sept 9 | PositivityMovie- Happy |  |
| Week 5 Sept 16 | **Mindset** David Pollay – guest speaker on *Three promises* |  |
| Week 6 Sept 23 | **Resilience****Optimism and Flexibility****Quiz 2** | **2nd reaction paper due** |
| Week 7 Sept 30 | **Science of Gratitude****What is gratitude?** |  |
| Week 8 Oct 7 | **Choice & Habits** |  |
| Week 9 Oct 14 | **Hope and Change** | **KINDNESS EXERCISE** **GRATITUDE EXERCISE** |
| Week 10 October 21 | **Forgiveness & Communication** | **3rd reaction paper due** |
| Week 11 October 28 | **Visualization****Mindfulness****GOAL Setting FLOW**Marcelene Dyer – guest speaker | **Bring in PHOTO For next week** |
| Week 12 October Nov 4 | **Self Care, Sleep, Vitality Savoring, Cherishing Relationships****Finding purpose & Meaning****Quiz 3** |  |
| **Week 13** **November 11** | NO CLASS- HOLIDAY | * **4th reaction paper due**
 |
| Week 14 Nov 18 | Presentations |  |
| Week 15 Nov 25 | Presentations* Measurement tools repeat
 | Review of book dueExtra credit |
| Week 16 December 2 | Final Exam |  |
|  |  |  |

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

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

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

### Bibliography:

(using APA Format - <http://www.apastyle.org/faqs.html>)

**SAFEWALK – Night Owls**

Boca Raton 561-297-6695 Davie 954-236-1902 Jupiter 561-799-8700

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

**STUDENTS WITH DISABILITIES**

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

**DISCRIMINATION OR HARASSMENT** – 561-297-4004

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

**RELIGIOUS HOLIDAYS**

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

**CODE OF ACADEMIC INTEGRITY**

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

**ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES**

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php>, BSW policies at <http://www.fau.edu/ssw/bsw>, and MSW policies at [http://www.fau.edu/ssw/msw.](http://www.fau.edu/ssw/msw/)