
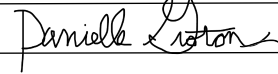
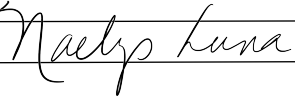
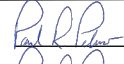
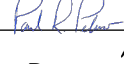
 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department Social Work College College of Social Work & Criminal Justice		
Current Course Prefix and Number SOW 7494		Current Course Title Advanced Clinical Social Work Research & Statistics	
Syllabus must be attached for ANY changes to current course details. See Template . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to: Quantitative Research in Clinical Social Work Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Academic Service Learning (ASL) ** Add <input type="checkbox"/> Remove <input type="checkbox"/>		Change description to: The course provides core concepts of rigorous research methodology, inferential statistics, statistical interpretation, and critical analysis of empirical studies to inform advanced clinical social work practice. Change prerequisites/minimum grades to: Remove "SOW 7433" as prerequisite Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes: Spring 2024		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Danielle Groton; dgroton@fau.edu; 561-297-3881			
Approved by Department Chair  College Curriculum Chair  College Dean  UGPC Chair  UGC Chair  Graduate College Dean _____ UFS President _____ Provost _____		Date 9/25/2023 9/26/23 9/26/23 Oct 12, 2023 Oct 12, 2023 Oct 13, 2023 _____ _____	

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.



**PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
FLORIDA ATLANTIC UNIVERSITY
SOW 7494 Sec. CRN. 1 (4 Credit Hours)**

**Quantitative Research in Clinical Social Work
Boca Raton Campus**

Semester:	Classroom:
Start/End Date:	Mixed
	Class:
Instructor:	Office Times:
Email:	Office Location:
Canvas:	Web: www.fau.edu/ssw

I. DSW Program Mission

The DSW program provides doctoral-level practitioners with educational experiences that will allow them to engage in advanced clinical social work practice, conduct advanced clinical research, teach evidence-based practice courses, and assume leadership roles in the social work profession. Upon completion, DSW graduates will be able to:

- Integrate social work and social and behavioral sciences with other disciplines as the basis for the highest level of evidence-based social work practice
- Demonstrate professionalism, leadership, ethical principles, and scientific integrity in advanced social work practice, education, and research
- Provide collaborative leadership in the development of social work evidence-based practice models and standards of care for diverse populations
- Generate client, systems, practice, and outcomes research
- Analyze theory, empirical research, and other evidence to guide improvements in social work practice
- Utilize information systems and technology to enhance social work education and practice

II. Course Description

The course ~~builds on SOW 7433 and~~ provides core concepts of rigorous research methodology, inferential statistics, statistical interpretation, and critical analysis of empirical studies to inform advanced clinical social work practice. This clinical research

course provides a basis for understanding descriptive and inferential statistics and interpretation of statistical methods. The course includes use and interpretation of the Statistical Package for the Social Sciences (SPSS).

IV. Relevance to Educational Program

In order to maximize services to client systems that are effective in achieving valued outcomes and to minimize ineffective and harmful services, social workers must have the knowledge and skills to formulate well-structured and answerable questions about clinical practice, and locate, critically appraise, apply, and evaluate the best evidence for making practice decisions.

V. Educational Objectives

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

- Demonstrate understanding of advanced social work research skills pertinent to improving the profession of social work through (a) analysis of research data and (b) interpretation of research results
- Apply critical thinking skills to peer-reviewed journal articles for the purpose of critiquing the appropriateness, accuracy, quality, and scientific rigor of study designs, methods, analyses, and results and conclusions
- Analyze and evaluate research as a tool to define, design, monitor, and evaluate outcomes of clinical practice issues, and explain how research can be used to guide professional practice at all levels on the micro-macro continuum
- Demonstrate understanding of correlation and apply it to evaluation of associations among continuous variables
- Demonstrate understanding of univariate versus bivariate analyses and descriptive versus inferential statistics
- Apply advanced research knowledge and skills to evaluate effective clinical practice and assess implications of research for professional practice
- Evaluate the values of the profession as they relate to research and practice assessment
- Evaluate the utilization of research with the integration of knowledge, skills, and values in the field
- Use SPSS to input and analyze data relevant to social and behavioral research
- Demonstrate application of research findings to improve practice knowledge, including practice with vulnerable populations

VI. Instructional method & Teaching Methodologies

We will have Zoom synchronous virtual meetings. Attendance and participation are required components of this course. You must log into CANVAS with your FAU ID and password to access the materials and assignments. If you do not know your FAU ID or password, click <http://www.fau.edu/oit/accounts/index.php>

Each student should participate in every class session as a co-creator of the learning

experience and environment. The course objectives will be accomplished through the instructor's provision of a stimulating schedule of assigned readings, lectures, quizzes, written assignments, and discussions by class participants. Each lecture will be based on the textbook, articles, and supplementary books. Emphasis is placed on **active student participation** during all class sessions. The course is designed to maximize self-directed learning by applying course concepts in quizzes, written assignments, and oral presentation. Students should read assigned chapters and weekly assignments **prior** to class. During class sessions, students will discuss completed assignments and assigned reading chapters. The instructor will ask students about the reading and chapters.

Virtual appointments with the instructor are available regarding concerns about performance in the course or specific learning needs or challenges that can be addressed to strengthen participation and learning in the course.

VIII. Textbooks

The textbooks required for this course:

Rubin, A. (2013). *Statistics for evidence-based practice and evaluation* (3rd ed.). Cengage Learning.

Weinbach, R. W., & Grinnell, R. M. (2015). *Statistics for social workers* (9th ed.). Pearson.

Rubin, A., & Babbie, E. R. (2017). *Research methods for social work* (9th ed.). Thomson/Brooks/Cole.

All books are available at the campus bookstore.

Special course requirements

To complete weekly homework assignments (starting in February,) it is recommended that you purchase IBM SPSS Statistics Grad Pack 27.0-Windows or Mac DOWNLOAD <https://studentdiscounts.com/>. You should purchase the program prior to February 10 (Introduction of SPSS Program).

Recommended:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

Salkind, N. J. (2017). *Statistics for people who (think they) hate statistics* (6th ed.). Sage.

IMPORTANT: Canvas uses the email addresses assigned by FAU (<http://myfau.fau.edu> or <http://mail.fau.edu>). Regarding problems logging onto MyFAU, your email account, or Canvas, contact the FAU help desk at (561) 297-3999.

IX. Information Literacy/Technological Resources

Students must have a working knowledge of all aspects of Canvas, particularly accessing assignments and learning resources, viewing presentations, and communicating with the instructor and students.

Email and Canvas are forms of official correspondence with students. The instructor will use Canvas to post handouts, reading materials, and changes to class sessions, assignment details, and so forth. Students are responsible for remaining current with content presented on Canvas.

X. Assignments & Grading Scale

The grading scale for this course is as follows:

94 – 100% = A	73 – 76% = C
90 – 93% = 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

Time requirements and efforts for learning and assignments are greater for this 4-credit course than for a typical 3-credit course.

Assignments related to real-time classroom are quizzes, a research proposal, student-led article reviews, and presentations. Online based assignments (self-study) are SPSS exercises.

	Due Date	Percentage of Grade (%)
Quizzes	2/17, 3/10, 4/7	30
Research Proposal	4/14	25
Student-Led Article Analysis	Mondays (10:00 am) of the assigned week	10
SPSS exercise	2/17, 2/24, 3/3, 3/10, 3/17, 3/24, 4/7, 4/14	20
Presentation	4/14, 4/21	5
Homework assignment	1/20, 1/27, 2/3, 2/10	5
Participation	Every Session	5
Total		100%

Quizzes (30% of final grade): There will be three quizzes in this course. Each quiz will cover lectures, assigned readings, and homework assignments (chapters and assigned articles). Each quiz will be taken **online in the CANVAS Learning Management System. Quizzes will be timed.** Each quiz will count for 10 % of the total grade. Quizzes cannot be made up at a later time.

Research Proposal (25% of final grade): Each student will develop a research proposal in his (her) research area. This assignment will help students to develop a foundation for a capstone project in a future semester. The proposal includes a literature review, research questions, theoretical framework, research methods, and data analysis plan, as suggested in Chapter 23 in the text book (Rubin & Babbie, 2017).

- A. Title page
- B. Abstract (Limit: 300 words)
- C. Problem statement and significance of the study (state the problem and describe the importance of the topic and the rationale for the study)
- D. Literature review
 - a. Identify the electronic databases (e.g., PsycINFO, Medline, PubMed) and number of articles reviewed
 - b. Synthesize the literature review
 - c. Summarize the contributions of the literature

- d. Identify gaps in the literature
- E. Theoretical framework
 - a. Choose a theoretical framework that supports the research questions or hypotheses
 - e. Describe how the theoretical framework will be applied in the study
- F. Research questions or hypotheses
 - a. Develop research questions/hypotheses that will fill a gap in the current literature or replicate previous studies to validate those study findings
 - b. Identify independent variable(s) and dependent variable(s) for each hypothesis
- G. Methodology
 - a. Describe the research design and provide a rationale for the chosen design
 - b. Describe the sample, recruitment, inclusion/exclusion criteria, and setting
 - c. Sample size calculation (Report effect size and power)
 - d. Describe measures for variables and their reliability and validity
- H. Data analysis plan
 - a. Identify the descriptive statistics that will be used
 - b. Identify inferential statistics covered in this course and the rationale for the choice of particular inferential statistical tests
 - c. State level of measure for each variable (i.e., nominal, ordinal, interval, ratio)
- I. Strengths and limitations of the proposed study and alternative strategies

The research proposal document should range from 10 to 15 pages (no more than 15 pages, excluding title and reference pages), following APA style (7th ed.) using 1-inch margins, Times New Roman 12-point type face, and double spacing. The paper will be submitted by uploading on Canvas.

Student-Led Article Analysis and Peer-Reviewer's Feedback (10% of final grade):

Each student will write and orally lead a critique of peer-reviewed articles on an assigned date. Each student will participate in a student-led article analysis twice during this semester. This is more than a summary of the content of the article. The article for each session has been selected by the instructor from articles that are relevant to each session topic. Please review the *reading* section in the course outline to see the selected peer-reviewed articles. Early in the semester, students will select the week (assigned date) in which they will lead the critique. Each student will provide a critique based on the following components: (a) research questions (hypotheses), (b) research design, (c) sampling and recruitment procedure, (d) intervention (if applicable), (e) data collection instruments and procedures, (f) data analysis (statistics), (g) study results, and (h) study limitations, strengths, and implications. Each student will focus mainly on research methods, including data analysis (statistics), rather than literature review during the class presentation. The student will type the critique and **submit** it through Canvas and **post** it on the **Discussion Board** no later than **Monday morning (10:00 am)** of the assigned week so the rest of the students can have time to read the article, develop questions, or provide comments on the student's critique. The rest of the students must read the article before they read the student's critique. The students should provide productive comments on the student's critique (at least 300 words).

During class, the student should present the critique in **no more than 10 minutes**.

Homework Assignment (5%): The instructor will provide a homework assignment at the end of Sessions 1 through 4, related to the class topic. Students will complete the homework assignment by the following week.

SPSS Exercises (20% of final grade): Students will complete a set of exercises, some using SPSS statistical software. Each student will complete an SPSS-based assignment to process and apply the statistical methods discussed in class. The assignments will include coding, creating data files, data entry, data analysis, and interpretation of the analysis. Each student will submit the work by uploading it on *Canvas*.

Presentation (5% of final grade): Each student will present a research proposal on April 14 or April 21, using PowerPoint® slides. The presentation should include a literature review, theoretical framework, significance of the study, research questions/hypotheses, rationale for choosing the questions/hypotheses, and type of univariate and bivariate analysis for each question/hypothesis. The student is expected to show mastery of the content, complete the presentation in **no more than 15 minutes**, and make appropriate responses to the instructor's or classmates' questions.

Participation (5% of final grade): Class participation is essential, since this is an interactive learning experience. Students are encouraged to actively engage in class discussion and activities. Being late for zoom or in-person class (4:01 or later is considered to be "late for the class"), will affect the participation score. For example, when a student presents a critique of an article (Student-Led Article Analysis), other students will review the article prior to the class session and provide comments or develop questions and interactively discuss the selected article. If no student offers comments, the instructor will call on a student to do so. If a student does not speak in class (either in virtual or in-person meetings), the instructor will consider that the student did not read the article prior to class and is not ready for the discussion, which will affect the participation score. The presenter will submit comments to the instructor on Monday; all others will submit their comments on the Student-Led Article before they leave class Wednesday. The homework assignments will be provided. **Students must complete each homework assignment.**

Course Expectations and Requirements

To be successful in this course, students must allocate sufficient time to attend class, complete all required readings, and plan ahead several weeks in preparing class assignments and several months for completing the research proposal paper. Students are expected to complete assigned readings prior to class and be prepared to engage actively in critical thinking and sharing ideas. **No extra credit will be allowed.**

The DSW program expects each student to exhibit mastery in written communications. It also expects each student to seek to improve his or her skills in the interest of professionalism. **Accordingly, a written assignment should be submitted with an**

absolute minimum of errors in spelling, grammar, syntax, and so forth. In each class paper, you are strongly encouraged to paraphrase. Too many direct quotes will result in a significant reduction of your paper grade, even though you cite properly.

While this is not an English course, the overall readability of a paper affects how that paper will be understood and graded. The university offers assistance in writing skills. All written work must be typed or word processed. As social work practice involves extensive use of writing skills, strictness on the instructor's part is another way to ensure that students will present their views in a professional manner.

All assignments must be submitted by uploading on Canvas at 4:00 pm on the due date. No late assignment will be accepted. An assignment will be considered late starting at 4:01 pm on the day the assignment is due.

Academic cheating, lying, or plagiarism is a significant violation of the NASW Code of Ethics and the FAU Sandler School of Social Work Student Manual. If you plagiarize from a publication, you will be terminated from the program.

Turnitin

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

COVID-19 Statement

*All students are **required to wear a mask during face-to-face class sessions and sanitize their personal workstations upon entering the classroom.** Taking these measures supports the safety and protection of the FAU community. Students who do not adhere to these rules will be asked to leave the classroom and/or be removed from the course. Students who experience flu-like symptoms (fever, cough, shortness of breath) or who have come in contact with an infected person should immediately contact FAU Student Health Services (561-297-3512).*

XI. Course Outline

Tentative Schedule: This and readings may change as the course progresses.
Additional readings may be distributed in class. Changes will be discussed in class.

Session	Topic	Readings
Session 1 1/13	Problem Formulation & Significance of the study Literature Review	Rubin & Babbie: Chapters 7 & 23
Session 2 1/20	Developing Research Question and Hypotheses	Rubin & Babbie: Chapters 8 & 23 Ma, J. L., Lai, K. Y. C., & Lo, J. W. K. (2017). Perceived social support in Chinese parents of children with attention deficit hyperactivity disorder in a Chinese context: Implications for social work practice. <i>Social Work in Mental Health</i> , 15(1), 28-46. https://doi.org/10.1080/15332985.2016.1159643 Due: Homework assignment 1
Session 3 1/27	Design <ul style="list-style-type: none"> Experimental design Student-Led Article Analysis 1	Rubin & Babbie: Chapters 11, 12, & 23 Student-Led Analysis Article: Helmes, E., & Ward, B. G. (2017). Mindfulness-based cognitive therapy for anxiety symptoms in older adults in residential care. <i>Aging & Mental Health</i> , 21, 272-278. https://doi.org/10.1080/13607863.2015.1111862 Due: Homework assignment 2
Session 4 2/3	Design <ul style="list-style-type: none"> Observational design Student-Led Article Analysis 2	Rubin & Babbie: Chapters 11, 12, & 23 Mann, C. J. (2003). Observational research methods. Research design II: Cohort, cross sectional, and case-control studies. <i>Emergency Medicine Journal</i> , 20(1), 54-60. Student-Led Analysis Article: Bu, H., & Duan, W. (2021). Strength-Based Flourishing Intervention to Promote Resilience in Individuals With Physical Disabilities in Disadvantaged Communities: A Randomized Controlled Trial. <i>Research on Social Work Practice</i> , 3(1), 53-64. https://doi.org/10.1177%2F1049731520959445 Due: Homework assignment 3

Session 5 2/10	Class: Introduction to SPSS Coding, coding response, and creating a codebook; creating data file and data entry Student-Led Article Analysis 3 Self-Study: SPSS assignment 1	Pre-requisite: Review Level of Measurement learned from SOW 7433 <ul style="list-style-type: none"> • Rubin & Babbie: Chapters 9 & 10 • Rubin: Chapter 3 (pp. 23-26) • Weinbach & Grinnell: Chapter 1 (pp. 9-13) SPSS: Rubin & Babbie: Chapter 21 (pp. 505-508) Rubin: Appendix M (SPSS Instructions and Exercise) (pp. 300-303) Student-Led Analysis Article: McKinley, C. E., Roh, S., & Lee, Y. S. (2020). American Indian Alcohol Use from a Sex-Specific Wellness Approach: Exploring Its Associated Physical, Behavioral, and Mental Risk and Protective Factors. <i>Journal of Evidence-Based Social Work</i> , 1-17. https://doi.org/10.1080/26408066.2020.1799648 Due: Homework assignment 4
Session 6 2/17	Class: Descriptive statistics <ul style="list-style-type: none"> • Measures of Central Tendency • Primary purpose of analyses Quiz 1 in class Self-Study: SPSS exercise-assignment 2	Rubin: Chapters 6 & 7 Weinbach & Grinnell: Chapters 1, 3, 4 Rubin & Babbie: Chapter 21 (pp. 509-514). Due: Online: SPSS assignment 1
Session 7 2/24	Class: SPSS <ul style="list-style-type: none"> • Defining Variables in SPSS • Modifying the Data File in SPSS: • Data Cleaning • Graphs & Charts Student-Led Article Analysis 4 Self-Study: SPSS assignment 3	Rubin: Chapter 5 SPSS: Rubin: Appendix M (SPSS Instructions and Exercise) Student-Led Analysis Article: Freund, A., Cohen, A., Blit-Cohen, E., & Dehan, N. (2017). Professional socialization and commitment to the profession in social work students: A longitudinal study exploring the effect of attitudes, perception of the profession, teaching, training, and supervision. <i>Journal of Social Work</i> , 17(6), 635-658. https://doi.org/10.1177%2F1468017316651991 Due: Online: SPSS assignment 2

Session 8 3/3	Class: Measuring the strengths of relationships between two variables <ul style="list-style-type: none"> • Pearson's r correlation • Spearman's rho • Kendall's tau Student-Led Article Analysis 5 Self-Study: SPSS assignment 4	Rubin: Chapter 13 (pp. 138- 142) Weinbach & Grinnell: Chapter 9 Rubin & Babbie: Chapter 21 (pp. 519-527) Student-Led Analysis Article: Tartakovsky, E. (2016). Personal value preferences and burnout of social workers. <i>Journal of Social Work</i> , 16, 657-673. https://doi.org/10.1177%2F1468017315589872 Due: Online: SPSS assignment 3
Session 9 3/10	Class: Inferential Statistics <ul style="list-style-type: none"> • Testing Hypotheses –Type of hypothesis • Type I and Type II Errors • Sample Distribution Quiz 2 in class Self-Study: SPSS exercise-assignment 5	Rubin: Chapter 9 (pp. 86-90) Chapters 11 & 12 Weinbach & Grinnell: Chapters 5 & 6 Rubin & Babbie: Chapter 22 Due: Online: SPSS assignment 4
Session 10 3/17	Class: Continue Inferential Statistics Selecting a significance level Effect size t test <ul style="list-style-type: none"> • The one-sample t test • The paired-samples t test • The independent-samples t test Student-Led Article Analysis 6 Self-Study: SPSS exercise-assignment 6	Rubin: Chapters 9 (pp. 90-94), 13 (pp. 142-146) Weinbach & Grinnell: Chapters 7 & 9 SPSS: Rubin: Appendix M (SPSS Instructions and Exercise) Student-Led Analysis Article: Hankel, J., Dewey, S., & Martinez, N. (2016). Women exiting street-based sex work: Correlations between ethno-racial identity, number of children, and violent experiences. <i>Journal of Evidence-Informed Social Work</i> , 13(4), 412-424. https://doi.org/10.1080/23761407.2015.1086718 Due: Online: SPSS assignment 5
Session 11 3/24	Class: Continue Inferential Statistics G* Power One-Way Analysis of Variance (simple ANOVA) Student-Led Article Analysis 7	Rubin: Chapters 15 (pp. 178-180) Weinbach & Grinnell: Chapters 7 (pp. 156-159) Student-Led Analysis Article: Joiner, V. C., & Buttell, F. P. (2018). Investigating the usefulness of trauma-focused cognitive behavioral therapy in adolescent residential care. <i>Journal of Evidence-Informed Social Work</i> , 15(4), 457-472. https://doi.org/10.1080/23761407.2018.1474155

		SPSS: Rubin: Appendix M (SPSS Instructions and Exercise) Due: SPSS exercise-assignment 6
Session 12 3/31	Class: Continue Inferential Statistics Analysis of Variance (simple ANOVA) Two-Factor Analysis of Variance Student-Led Article Analysis 8 Self-Study: SPSS assignment 7	Rubin: Chapters 15 (pp. 178-180 & 182-184) Weinbach & Grinnell: Chapters 7 (pp. 156-161) Student-Led Analysis Article: Owens, G. P., Held, P., Blackburn, L., Auerbach, J. S., Clark, A. A., Herrera, C. J., . . . Stuart, G. L. (2014). Differences in relationship conflict, attachment, and depression in treatment-seeking veterans with hazardous substance use, PTSD, or PTSD and hazardous substance use. <i>Journal of Interpersonal Violence</i> , 29, 1318-1337. https://doi.org/10.1177%2F0886260513506274
Session 13 4/7	Class: Catch up Quiz 3 in class (Chi-square) Self-Study: SPSS exercise-assignment 8	Rubin: Chapter 16 Weinbach & Grinnell: Chapter 8 SPSS: Rubin: Appendix M (SPSS Instructions and Exercise) Due: SPSS exercise-assignment 7
Session 14 4/14	Class: Catch up Class: Student Presentation	Due: SPSS exercise-assignment 8 Due: Research Proposal
Session 15 4/21	Class: Student Presentation	

XII. Standard Course Policies

Policy on Makeup Tests, Late Work, and Incompletes

There is no makeup or late submissions in this class. 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. Please 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.

DSW Student Policies

For professional expectations of student behaviors, attendance, late submission policy, academic integrity, and other DSW student policies, please see the DSW student handbook.

Online Etiquette (Netiquette)

Due to the casual communication common in online environments, students are sometimes tempted to relax their grammar, spelling, and/or professionalism when using discussion boards, email, or other online technologies; however, remember you are adult students and professionals—your communication should be appropriate whether it is online or otherwise. You are expected to use correct spelling and grammar, writing complete sentences for your online responses. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews or responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

Social Media Policy

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

Social work students who use social media (e.g., Facebook, Twitter, etc.) and other forms of electronic communication (e.g., blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, future employers, and others. Social work students are expected to make every effort to minimize material that could be considered inappropriate for a professional social worker in training. Because of this, social work students should manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students should consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in any way. Additionally, students should critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the FAU School of Social Work and the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as the FAU School of

Social Work while in the classroom, the university community, and the broader area communities.

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

SAFEWALK – Night Owls

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

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

STUDENT ACCESSIBILITY SERVICES

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

DISCRIMINATION OR HARASSMENT –

Students with concerns about on-campus discrimination or harassment (including sexual harassment) can contact the Office of Equity, Inclusion, and Compliance for assistance (<https://www.fau.edu/eic>). The Boca Raton office is located in Administration Building Room 265. FAU’s full Nondiscrimination Policy is posted at <http://www.fau.edu/regulations/chapter5/Reg%205.010%206-2015.pdf>

RELIGIOUS HOLIDAYS

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

ATTENDANCE

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

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

the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed

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

CODE OF ACADEMIC INTEGRITY

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

COUNSELING & PSYCHOLOGICAL SERVICES (CAPS) CENTER

additional information on student rights and responsibilities, please see the FAU Catalog at Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

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

The instructor reserves the right to adjust this syllabus as necessary.

Minimum Technology and Computer Requirements

Hardware

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam

Software

- [Microsoft 365 Suite](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- *Canvas* mobile app: Download instructions for or [Android device](#)
- [Adobe Reader](#)
- [Adobe Flash Player](#)

Internet Connection

- Recommended: Broadband Internet connection, speed 4 Mbps or higher
- To function properly, *Canvas* requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). Minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- [Check your Internet speed here.](#)

Basic Computer Specifications

- Operating system: Computer that can run Mac OSX or Win XP or higher
- Peripherals: A backup option to minimize loss of work—external hard drive, USB drive, cloud storage, or your folder on the FAU server.
- Software
 - Visit <http://canvas.fau.edu> to check for LMS compatibility with your computer (Google Chrome tends to work best). Make sure that your Internet browser is compatible and that you have all recommended plug-ins installed.
 - Other software may be required for specific learning units and/or modules; the links to download and install them will be provided within the applicable unit and/or module. You may also need headphones with a microphone for videoconferencing sessions.

Minimum Technical Skills Requirements

The general and course-specific technical skills that are necessary to succeed in the course include but are not limited to:

- Accessing the Internet
- Using *Canvas* (including taking tests, attaching documents)
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools
- Copying and pasting functions
- Downloading and installing software
- Using presentation, graphics, and other programs
- Posting and commenting in an online discussion
- Searching the FAU library and websites

Technical Support

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Plan appropriately. If a problem occurs, it is essential that you take immediate action to document the issue so the instructor can

verify and take appropriate action. Most issues in *Canvas* can be resolved by clicking on the “Help” tab located on the menu bar. When a problem occurs, click “Help” to report a problem, live chat with *Canvas* support, search *Canvas* guides, or take the following steps when a problem occurs:

1. Contact the eSuccess Advisor, Eduardo Santiago for assistance
Eduardo Santiago, eLearning Success Advisor, 561-297-3590
or esantia5@fau.edu
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit <http://en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux>.
3. Complete a Help Desk ticket <http://helpdesk.fau.edu/>. Complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information to assist you properly. *Canvas* has its own help system (including chat and phone options).
4. Send a message within *Canvas* to your instructor to notify him/her of the problem. Include all pertinent information of the incident.
5. If you do not have access to *Canvas*, send an email to your instructor with all pertinent information of the incident.
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

Support Services and Resources

Office of Information Technology Online Help Desk	http://helpdesk.fau.edu
FAU Libraries Website	http://www.fau.edu/library
Center for Learning and Student Success	http://www.fau.edu/class
University Center for Excellence in Writing	http://www.fau.edu/UCEW
Math Learning Center	http://www.math.fau.edu/MLC
Office of Undergraduate Research and Inquiry	http://www.fau.edu/ouri
Student Accessibility	http://www.fau.edu/sas
Office of International Programs and Study-Abroad	www.fau.edu/goabroad
Freshman Academic Advising Services	http://www.fau.edu/freshmanadvising

Online Attendance Policy

It is imperative that you meet course deadlines. If you experience major illness, absence due to university duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

XIII. Bibliography

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