


|  |   |   |   |
|--|---|---|---|
| <br><b>FLORIDA ATLANTIC UNIVERSITY</b>  | <b>COURSE CHANGE REQUEST</b><br><b>Graduate Programs</b>                                      |   | UGPC Approval _____<br>UFS Approval _____<br>SCNS Submittal _____<br>Confirmed _____<br>Banner _____<br>Catalog _____ |
|  | <b>Department</b> Social Work<br><br><b>College</b> College of Social Work & Criminal Justice |   |   |
| <b>Current Course Prefix and Number</b> SOW 7498   |   | <b>Current Course Title</b><br>Advanced Clinical Social Work: Research Proposal   |   |
| Syllabus must be attached for <b>ANY</b> changes to current course details. See <a href="#">Template</a> . Please consult and list departments that may be affected by the changes; attach documentation.  |   |   |   |
| <b>Change title to:</b><br>Advanced Clinical Social Work Capstone: Proposal Writing<br><br><b>Change prefix</b><br>From: _____ To: _____<br><br><b>Change course number</b><br>From: _____ To: _____<br><br><b>Change credits*</b><br>From: _____ To: _____<br><br><b>Change grading</b><br>From: _____ To: _____<br><br><b>Academic Service Learning (ASL) **</b><br>Add <input type="checkbox"/> Remove <input type="checkbox"/> |   | <b>Change description to:</b><br>In this seminar, students will learn how to write, orally present, and critique proposals. Students will learn the different types and settings for various practice and research proposals, apply writing tips to their own proposal, and critique samples of proposals from both the field and academia.<br><br><b>Change prerequisites/minimum grades to:</b><br><br><br><b>Change corequisites to:</b><br><br><br><b>Change registration controls to:</b><br><br><br>Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade. |   |
| <b>Effective Term/Year for Changes:</b> Spring 2024  |   | <b>Terminate course? Effective Term/Year for Termination:</b>   |   |
| <b>Faculty Contact/Email/Phone</b> Dani Groton; dgroton@fau.edu, 561-297-3881  |   |   |   |
| <b>Approved by</b><br>Department Chair <u>Heather Johnson, PhD, ncsu</u><br>College Curriculum Chair <u>Danielle Linton</u><br>College Dean <u>Naila Khan</u><br>UGPC Chair <u>R. R. Brown</u><br>UGC Chair <u>R. R. Brown</u><br>Graduate College Dean <u>Robert W. Johnson</u><br>UFS President _____<br>Provost _____   |   | <b>Date</b><br>9/25/2023<br>9/26/23<br>9/26/23<br>Oct 12, 2023<br>Oct 12, 2023<br>Oct 13, 2023<br>_____<br>_____  |   |

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.

**Phyllis and Harvey Sandler School of Social Work  
Doctor of Social Work Program  
Florida Atlantic University  
Boca Raton Campus**

**Advanced Clinical Social Work Capstone: Proposal Writing**

**SOW 7498 Section: Call Number: [ 4 Credit Hours]**

|                 |   |
|-----------------|---|
| Semester:       | Classroom: Distance-learning                                  |
| Start/End Date: | Class Times:  |
| Instructor:     | Office Hours:   |
| Phone:          | Office Location:  |
| Email:          | Web: <a href="http://sw-cj.fau.edu/ssw">sw-cj.fau.edu/ssw</a> |

**Doctor of Social Work (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, 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 outcome-based 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.

**Course Description and its Relevance to Doctoral Education:**

In this seminar, students will learn how to write, orally present, and critique proposals. Students will learn the different types and settings for various practice and research proposals, apply writing tips to their own proposal, and critique samples of proposals from both the field and academia. As the main project for the course, students will develop a proposal for their capstone project. First, students will conduct a literature review on their desired topic, then use that literature review to develop their capstone proposal. In this course students will become familiar with the purpose and mission of the Florida Atlantic University Division of Research which oversees the Institutional Review Board. Here is a link to the University's Division of Research: <http://www.fau.edu/research/mission.php>

Capstone courses are the classes that complete a student’s curriculum. Capstone classes provide students with an opportunity “to demonstrate comprehensive learning in their major through some type of product or performance” (Palomba & Banta, 1999, p. 124). In other words, capstones are classes in which doctoral level students are required to pull together what they have learned in their previous classes and use this integrating experiences to demonstrate that they are capable of doing what they should be able to do when they graduate from the program (e.g., think critically, perform clinical research, write a proposal in APA style, and assess submitted proposals). This process serves a dual purpose. First, it provides students with an opportunity to practice and demonstrate the skills they will need to succeed after graduation. Second, it provides the School of Social Work with an opportunity to assess whether it has been successful in its mission to produce doctoral level clinical social workers. Students may select one of three capstone options:

Table 1. *Capstone Options*

| Research-Focused   | Practice-Focused   | Education-Focused   |
|--|--|---|
| <ul style="list-style-type: none"> <li>• Develop and validate a new measure, or adapt and validate an existing measure for a population not previously validated</li> <li>• Analyze primary* or secondary data related to a social work issue (e.g., youth mental health, barriers to care, etc.)</li> <li>• Complete a systematic review or meta-analysis on empirical literature related to a social work issue or efficacy of a specific intervention to improve clinical outcomes in populations.</li> </ul> | <ul style="list-style-type: none"> <li>• Translate an existing intervention to a new format (e.g., piloting an in-person evidence-based practice as a fully telehealth intervention)</li> <li>• Design and implement an evaluation of an existing program’s outcomes</li> <li>• Conduct a systematic policy analysis resulting in a comprehensive policy products</li> <li>• Complete a comprehensive community needs assessment* (e.g., survey of needs, community focus groups, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>• Design and implement an evaluation of a higher education program designed to support underserved social work students (e.g., programs supporting former foster youth, mentoring programs, student success initiatives, etc.)</li> <li>• Develop a social work curriculum proposal (e.g., certificate program including proposed courses; framework for enhancing social work education) based on empirical literature and/or stakeholder feedback</li> </ul> |

\*Students should be mindful that primary data collection projects can take additional time and should be designed for feasible completion within the Capstone II semester. Please see ‘Capstone Protocols’ in student handbook for more information.

### **Instructional Method:**

This class is designated as a “fully online class” with no on-campus requirements.

## Course Objectives:

Upon successful completion of this course, students will be able to demonstrate the following competencies:

- Develop a comprehensive **project research** proposal using rigorous scientific methods, including recruitment of participants, data collection, and data analysis and interpretation of results from data analysis for examining **or addressing** a clearly defined social and/or clinical problem.
- Demonstrate the importance of clinical research to social workers and the body of scholarly knowledge that informs social work—including the significance of clinical and/or social/behavioral science theory.
- **Demonstrate proficiency in scholarly writing and giving a professional and persuasive presentation.**

## Graded Components

### Human Subjects Research (IRB) Training Requirement

CITI (Collaborative Inter-Institutional Training Initiative) has been the standard human subjects' protections training module at Florida Atlantic University since October 2006. All FAU researchers conducting research that involves human subjects must complete the CITI online training. **As all capstone projects will include research activities, students will be required to complete CITI training, even if they are pursuing a practice- or education-focused capstone.** Students will also be expected to familiarize themselves with the IRB submission portal, Novelution, in preparation for submitting their capstone for IRB review following a successful proposal defense. Further information on this mandated training requirement may be found at the University's Division of Research website:

<https://www.fau.edu/research/research-integrity/citi-training.php>

**Capstone Project Proposal:** As a final assignment for the course, you will develop a comprehensive proposal for a capstone project. The proposal will be organized around the following categories: Introduction and Background of the Study [Problem Statement and Justification], Literature Review, Theoretical/Conceptual Framework, Project Methodology, and Deliverables (output from capstone). See below for an overview of sample proposal topics, organized by capstone option:

| Research-Focused   | Practice-Focused   | Education-Focused   |
|--|--|---|
| <ul style="list-style-type: none"><li>• Literature review and rationale for a proposed study</li><li>• Proposed research methodology</li></ul> | <ul style="list-style-type: none"><li>• Literature review and needs assessment for practice-update or policy change</li><li>• Proposed methods for conducting capstone</li></ul> | <ul style="list-style-type: none"><li>• Literature review and rationale for curriculum change(s)</li><li>• Proposed methods for conducting capstone</li></ul> |

|  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>Proposed questions and/or hypotheses</li> </ul> | <ul style="list-style-type: none"> <li>Proposed output from capstone (e.g., translating an existing intervention to a new format; program evaluation; policy analysis, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>Proposed output from capstone (Pilot a program to support students; develop proposal for enhancing social work education; create evidence-supported training for social work educators)</li> </ul> |
|--|---|---|

You will receive detailed instructions on writing your research proposal study throughout the semester. In addition, please know that you will be writing and submitting portions of the proposal throughout the semester. You will develop your proposal on an incremental basis with feedback and direction from the class instructor and peers.

### Oral Defense

Over the final two sessions of the course, students will complete an oral defense of their proposal to their instructor, peers, and DSW committee. During these sessions students will orally defend their proposals at one of two scheduled sessions. Representatives from the DSW Committee will participate in these defense sessions and provide feedback and recommendations on capstone proposals. The DSW committee will then confer with the Capstone Proposal Instructor to provide recommendations for each proposal and the Instructor will assign the capstone defense grade with consideration of DSW committee feedback. Upon review and determination of successful proposal defense, students will advance to candidacy.

~~Please be aware that this course is independent of the work that you will undertake with your capstone project committee. While overlap in the writing of your proposal for this course and your capstone project committee can be expected—do know that the two processes are independent of each other. You will receive a grade for this course based on your successful completion of all course objectives and assignments. Separate (and independent) from this course, your Capstone Committee Chairperson will determine when you are ready to defend your capstone project research proposal and submit it for approval by the Institutional Review Board (IRB) of the University's Office of Research. Because this course and the work that you will undertake with your capstone committee are independent of each other—the required final product for each entity (class and capstone committee) may differ in content, writing and style expectation.~~

### Grading

While the grading scale for this course is Satisfactory/Unsatisfactory--kindly note that the grade of Satisfactory or Unsatisfactory will be predicated on the following grade scale:

|           |           |           |
|-----------|-----------|-----------|
| 94-100= A | 80-83= B- | 67-69= D+ |
| 90-93= A- | 77-79= C+ | 64-66= D  |
| 87-89= B+ | 74-76= C  | 60-63= D- |
| 84-86= B  | 70-73= C- | 0-59= F   |

B is the minimum grade that a doctoral can obtained in a course for credit to be granted. A final course grade of Satisfactory will be granted for course work that has met the grading criteria of a grade of B or higher.

The total 100 points of the course will be distributed in the following manner:

|                              |                  |
|------------------------------|------------------|
| CITI submission              | 5 points         |
| Proposal draft updates       | 15 points        |
| Full Proposal                | 50 points        |
| • <i>Problem Statement:</i>  | <i>10 points</i> |
| • <i>Literature Review</i>   | <i>10 points</i> |
| • <i>Framework</i>           | <i>10 points</i> |
| • <i>Project Methodology</i> | <i>10 points</i> |
| • <i>Deliverables</i>        | <i>10 points</i> |
| Oral Defense                 | 30 points        |

#### Policy on Makeup Tests, Late Work, and Incompletes

Late and missed assignments are not accepted. 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.

#### **DSW Student Policies**

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

#### **Required Textbooks:**

American Psychological Association. (2020). *Publication manual of American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: Author.

Heppner, P.P. and Heppner, M.J. (2004). *Writing and Publishing your Thesis, Dissertation, and Research: A Guide for Students in the Helping Professions*. Pacific Grove, CA: Cengage

#### **Suggested Textbooks:**

Grinnell, R. M. (2010). *Social work research and evaluation: Foundations of evidence-based practice* (9th ed.). New York: Oxford University Press.

## Course Outline

| Date     | Topics & Tasks  |
|----------|---|
| Week 1   | Importance of Proposal Development in Clinical Social Work  |
| Week 2   | Ethical considerations in social work proposals   |
| Week 3   | Overview of Problem Statements <ul style="list-style-type: none"> <li>• CITI certificate due</li> </ul>                                 |
| Week 4   | Literature Review Development <ul style="list-style-type: none"> <li>• Problem statement draft due</li> </ul>                           |
| Week 5   | Identifying and applying a theoretical framework  |
| Week 6   | Methods I: Identifying appropriate methodology  |
| Week 7   | Methods II: Mitigating barriers and limitations <ul style="list-style-type: none"> <li>• Literature review draft due</li> </ul>         |
| Week 8   | Identifying realistic project deliverables and timelines  |
| Week 9   | Proposal Workshop - Class time will be used to work on drafts and consulting with Instructor and peers                                  |
| Weeks 10 | Peer Review Session <ul style="list-style-type: none"> <li>• Methods section drafts due</li> </ul>                                      |
| Week 11  | Proposal Presentations: Strategies for Success <ul style="list-style-type: none"> <li>• Peer Reviews: Mock Proposal Defenses</li> </ul> |
| Week 12  | No class- Independent work on proposal  |
| Week 13  | Submit final Capstone Proposal  |
| Week 14  | Proposal Defenses P.1   |
| Week 15  | Proposal Defenses P.2   |

## Course Bibliography

American Psychological Association (2020). *Publication manual of the American Psychological Association*, (7<sup>th</sup> ed.). Ch.1 Writing for the Behavioral and Social Sciences and Ch.3 Writing Clearly and Concisely

- Avram-Peled, M. (2015). The role of relational-oriented supervision and personal and work-related factors in the development of vicarious traumatization. *Clinical Social Work Journal*, 45(1), 22-32.
- De Jesus, A. (2003). *The paradox of promise at a Latino community high school*. ProQuest Dissertations and Theses (UMI No. 3100139).
- Freedberg, S. (1984). *Bertha Capen Reynolds: A woman struggling in her times*. ProQuest Dissertations and Theses (UMI No. 8427391).
- Furman, D.L., Zahl, M.A., Benson, P.W. & Canda, E.R. (2007). An international analysis of the role of religion and spirituality in social work practice. *Families in Society*, 88(2), 241-254.
- Garcia-Reid, P. (2003). *Pathways to school engagement among Latino youth in an urban middle school context: The influence of social support, sense of ethnic pride, and perception of discrimination*. ProQuest Dissertations and Theses (UMI No. 3082858).
- González, M.J. (2021). Evidence-based practice with ethnically-diverse clients. In E.P. Congress and M.J. González (Eds.), *Multicultural perspectives working with families: A handbook for the helping professions* (pp. 69-80). 4<sup>th</sup> Edition. New York: Springer.
- Gould, K. (2022). Meeting the Psychosocial Needs of Online Learners in Social Work Programs and Four-Year Universities: What is Being Addressed and the Many Areas for Improvement. *DSW Capstone Projects*, 5. Retrieved from: [https://uknowledge.uky.edu/csw\\_grad\\_reports/5](https://uknowledge.uky.edu/csw_grad_reports/5)
- Grant, C. M. (2007). *Cultural competence: The role of cultural values in child welfare practice with African American families*. ProQuest Dissertations and Theses (UMI No. 3309583).
- Graybow, S. (2015). *Understanding failure: Social workers reflect on their licensing examination experience*. ProQuest Dissertations and Theses (UMI No. 3724587).
- Heppner, P.P. and Heppner, M.J. (2004). *Writing and Publishing your Thesis, Dissertation, and Research: A Guide for Students in the Helping Professions*. Ch. 1, Setting Yourself Up for Success, Ch. 2. Identifying Your Topic and Making Researchable, Ch. 3 Setting the Stage for the Thesis or Dissertation, Ch. 10 Working with Your Advisor and Committee and Ch. 11 Demonstrating Integrity and Professionalism in Your Research
- Hodge, D., Zidan, T. & Husain, A. (2016). Depression among Muslims in the United States: Examining the role of discrimination and spirituality as risk and protective factors. *Social Work*, 61(1), 45-52.
- Kelly, M.S., Frey, A., Thompson, A., Klemp, H., Alvarez, M., & Berzin Cosner, S. (2016). Assessing the National School of Social Work Practice Model: Findings from the Second National School Social Work Survey. *Social Work*, 61(1), 17-27.



Laureano, P. (2006). *The relationship between children's perception of barriers to mental healthcare and service utilization across five service systems*. ProQuest Dissertations and Theses (UMI No. 3207547).

Meyers, A. (2011). *Sibling abuse: Understanding developmental consequences through object relations, family systems, and resiliency theories*. ProQuest Dissertations and Theses (UMI No. 3444328).

Ross, J. (2013). *Looking back: Young adult women reflect on perceptions of their mothers' experience with domestic violence*. ProQuest Dissertations and Theses (UMI No.3553208).

Rubin, A. & Babbie, E.R. (2017). *Research Methods for Social Work*, 9<sup>th</sup> Ed. Cengage

Santana, B.I. (2016). *Mental health practitioners' understanding of informed consent with adolescents*. ProQuest Dissertations and Theses (UMI No. 10110935).

Sealy, Y. (1999). *The relationship between parenting behaviors and alcohol consumption of Hispanic and African American males during adolescence and young adulthood*. ProQuest Dissertations and Theses (UMI No. 9947099).

Sinanan, A. N. (2008). *The impact of child, family and child protective services' factors on reports of child sexual abuse recurrence*. ProQuest Dissertations and Theses (UMI No.3309586).

Tseng, W. (2015). *Chinese American young adult children's perception of parental psychological and behavioral control and its impact on their emotional and social well-being*. ProQuest Dissertations and Theses (UMI No. 3729016).

Ribner, D.S. & Knei-Paz, C. (2002). Client's view of a successful helping relationship. *Social Work*, 47(4), 379-387.

Shwartz-Nuttman, O. (2007). Men's perceptions of family during the retirement transition. *Families in Society*, 88(2), 192-202.

Yoshishama, M. (2002). Breaking the web of abuse and silence: Voices of battered women in Japan. *Social Work*, 47(4), 389-400.

### **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.

### **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.

### **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER**

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/>

### **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 in the Administration Building-Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/public/nondiscrim.html>.

### **RELIGIOUS HOLIDAYS**

Please advise the instructor at the beginning of the term if you need accommodations for 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](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/academic/registrar/univcatalog/welcome.htm>

#### **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 3 without any reduction in the student's final course grade as a direct result of such absence.

### **Plagiarism**

[Plagiarism](#) is unacceptable in the University community. Academic work must be an original work of your own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they must acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source.

### **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.

### **Videoconferencing Etiquette**

- Ensure that you have a private location to participate in videoconference classes. Classes are intended to be private, so family members or others should not be present. If finding a private location is problematic, please contact your instructor as soon as possible to work out a solution. We understand that it may be challenging working from home and trying to make appropriate arrangements for childcare, pet care and privacy.
- Dress appropriately for videoconference classes, modeling behavior as if you were attending meetings for your place of employment (e.g., no pajamas and no lying or reclining on your bed while class is taking place). Avoid eating while class is taking place.
- Check how you will look to others through your video, ensuring that you have proper lighting (in front of you or from both sides, but not from behind) and an appropriate background (e.g., no images in the background that show disrespect to others).

- Log onto each scheduled videoconference at least 5 minutes prior to the start of the class to ensure that the class can start on time with everyone present and without interruptions.
- Keep your video camera on throughout the class so that people can see one another and attend to one another's body language. You may turn the camera off at breaks. Kindly keep pets away from the video camera.
- Become familiar with how to mute/unmute your microphone, how to share your screen, and how to use different views to see the instructor and class members.

## **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.

## **Incomplete Grade Policy**

A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (Incomplete). The grade of "I" is not used in computing a student's grade point average. The grade

of “I” should be used to avoid a failing grade. It should only be used in cases when the student is passing the course, but for some extraordinary circumstance beyond the student’s control—s/he cannot finish the course requirements on time. The “I” merely indicates a temporary deferral of the final grade and it must be changed to a grade other than “I” within a specified time frame. The time frame may not exceed one calendar year from the end of the semester during which the course was taken.

**Weather-Related Emergencies:**

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.

**Please keep in mind that the course instructor reserves the right to adjust the syllabus as necessary**