COURSE CHANGE REQUEST
Graduate Programs

FLORIDA ATLANTIC UNIVERSITY

Department

College

UGPC Approval _____
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner _____
Catalog _____

Current Course Prefix and Number	*Current* Course Title

*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:

Change prefix

From: To:

Change course number

From: To:

Change credits*

From: To:

Change grading

From: To:

Academic Service Learning (ASL) *

Add   **Remove**

* See Definition of a Credit Hour.
** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.

Change description to:

Change prerequisites/minimum grades to:

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:

Terminate course? Effective Term/Year for Termination:

Faculty Contact/Email/Phone

Approved by		*Date*
Department Chair	*Heather Thompson, PhD, LCSW*	10/6/22
College Curriculum Chair	*Danielle Groton*	10/6/22
College Dean		
UGPC Chair		
UGC Chair		
Graduate College Dean		
UFS President		
Provost		

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

ChangeCourseGR, revised Summer 2022

PHYLLIS AND HARVEY SANDLER
SCHOOL OF SOCIAL WORK
FLORIDA ATLANTIC UNIVERSITY
SOW 6532 Sec CRN (3 Credit Hours)
Field Instruction and Integrative Seminar 1

Semester:	Classroom: Class meetings dates: Class meeting times:
Semester Dates: Field Dates:	Office Hours: Tuesdays
Instructor:	Office Locations:
Office Phone:	Web: http://sw-cj.fau.edu/ssw

Standard Course Syllabus Policies
The material below provides information specific to this course. For policies that apply to students in all social work courses, please see https://www.fau.edu/sw-cj/documents/standard-course-syllabus-policies.pdf. This document provides important information related to grading, class attendance, academic integrity, expectations of professional behavior, online etiquette, social media, SafeWalk, Student Accessibility Services, discrimination or harassment, attendance, religious holidays, academic integrity, counseling, and additional student rights, responsibilities, and resources. This document is also available from the Canvas course website (under the Syllabus heading).

MSW Program Mission:
The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

Time Commitment per Credit Hour:
The Generalist Curriculum Field Instruction & Integrative Seminar is a 3-credit course that includes a minimum of 200 hours, of actual supervised field education practice. The student will be responsible for completing his or her practicum in a community social service agency and participating in an online concurrent integrative seminar that serves to support the student in their integration of theory and practice.

COURSE DESCRIPTION

The purpose of the Field Instruction and Integrative Seminar course is to facilitate the integration of the skills and knowledge learned throughout the Social Work program and provide the student with the opportunity to demonstrate competencies in generalist social work practice. The main objective of the integrative seminar is to help in the integration of theory and classroom content with actual generalist social work practice. In addition, it is also meant to be a sounding board for discussing problems in working as a professional social worker. In some sessions, the focus will be on a review and enhancement of topics already covered in the classroom curriculum such as generalist practice behaviors, confidentiality, social work processes and methods, special intervention techniques, documentation and understanding of at-risk vulnerable populations of South Florida. 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. Participation in FAU's Office of Interprofessional Education's (OIPEP) program is *mandatory* and includes online modules and Senior Aging Geriatrics Education (SAGE) visits are part of this course and will provide the student with opportunities for cross discipline work with the FAU College of Medicine, FAU College of Nursing, and the Palm Beach Atlantic University School of Pharmacy focusing on the aging population of South Florida.

Academic Service – Learning

This course is designated as an "academic service learning" course. The work you do for the agency/organization during your academic service-learning (AS-L) experience a service to the community and will allow you to apply knowledge from the course to local, national, and global issues. Throughout this course you will be participating in AS-L activities while demonstrating civic engagement. You will also reflect on your AS-L experience and the impact on the community as well as your professional development.

RELEVANCE TO EDUCATIONAL PROGRAM

The Council on Social Work Education (2015) describes field education as the "signature pedagogy" of social work education. This term indicates that field education is central to social work education, helping students "build a habit of mind that allows them to think and act in the same manner as experts in the field" (p. 21). Following the academic model, students will be required to apply and demonstrate the core CSWE (2015) competencies of generalist social work practice. This integration of theory and practice will be further facilitated by work done as part of this Generalist Field Instruction and Integrative Seminar. Students must successfully complete a minimum of 400 hours of field education, with 200 hours being completed in the fall (SOW 6532) and 200 hours in the spring semester (SOW 6533).

Competency 1: Demonstrate Ethical and Professional Behavior

Social Workers:
- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social Workers:
- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social Workers:
- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social Workers:
- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social Workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social Workers:
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social Workers:
- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals

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Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social Workers:
- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Course Delivery Mode
The generalist curriculum integrative seminar in community social work with children/adolescents and families, adults and families, and elders and families will include student's utilizing their weekly field education experiences as a forum to explore the integration of social work theory with field education experience. Discussions, discussion boards and case consultations will be utilized to further explore issues as they arise in the student's field experiences.

Site Visits – During the academic year, sometime near or after the midterm, the seminar instructor or a member of the field faculty will arrange a time for a virtual visit with the student and the field instructor at the internship site. Should problems arise in field, extra site visits, corrective action planning, or student success conference may be used to correct problems.

The course is organized into modules with dates provided for each module. Dates and durations for each module may vary so please pay close attention to start and due dates. The course begins with the START HERE page, which will familiarize you with the organization and navigation of the course. You will open a new learning module to access the assigned reading materials, PowerPoints, and other relevant materials for each subsequent module.

Required Text and Materials

National Association of Social Workers (2017). *NASW Code of Ethics.* Washington, DC: National Association of Social Workers.

Luna, N. and Brown, G. (2018). *Florida Atlantic University School of Social Work Field Education Manual*. Boca Raton.

Late Assignments Policy

Please note that learners will not be penalized for absences due to participation in University - approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Learners will be able to make up missed work without any reduction in the learner's final course grade. Reasonable accommodations will be made for learners participating in a religious observance.

Assignment due dates are listed in numerous places in the Canvas course, including: Syllabus / Course Summary, Modules, Discussions, Assignments. Learners should pay close attention to the instructions for each assignment, so as to avoid penalty for late assignments.

Assessments for this course is not limited to but Include…

Memo of Understanding, Facilitation Form, Competency Based Learning Contract (CBLC), Log of Field Hours, Midterm and Final Evaluations, Clinical Field Reports, Discussions Boards, Attendance.

COURSE ASSIGNMENTS AND GRADING:

A. GRADED ASSIGNMENTS:

All required documents are due to be uploaded into Canvas by 11:59 PM on the date indicated in the Course Outline. Students will need to use a proper scanner device to upload and transmit the completed assignments to Canvas. The University and public libraries have scanners that students can use. Students will need to upload the individual specific assignment under that assignment name. Assignments uploaded under a different assignment name is inocrrect will not be accepted.   No smart phone pictures of assignments will be accepted. Please give yourself sufficient time for on time submission of assignment. No e-mail submission will be accepted. **Assignments more than 5 days late will receive a 50 percent reduction in that assignment.**

Participation/Attendance (5 points each class – 30 point total)

Students are expected to actively participate in every class and add meaningful and appropriate discussion to the seminar. Seminar is a dynamic process where we all grown through our interactions together. It is therefore necessary that everyone actively participate. Please be sure to come to class prepared to discuss a case, assessment, or intervention with your peers.

Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit https://www.fau.edu/coronavirus/. In classes with face-to-face components,

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quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work. Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.

Mask are not mandated. At this time it is the class members preference to wear masks or not.

Field Reports (10 points each for a total of 20 points)
Students are to use the field report form provided on the Canvas. Students must download the form, word process the form by filling out the required information in detail and upload it into Canvas on the dates specified in the syllabus. Hand writing this assignment will not be accepted.

Organization Assessment and Presentation (20 points)
The agency assessment will demonstrate the student's competency in assessing an organization in various components including, but not limited to: clients served, decision-making, communication, supervisors' roles, formal training, teamwork, morale, client power, quality of work, and recommendations to address needs.

Part One: An oral presentation (using PowerPoint or Prezi) of your assessment of the agency and services provided. This presentation must voiceover and posted on Canvas. In addition, any agency brochures or other material will be uploaded to Canvas with the presentation. The format of the presentation will be posted on Canvas and should be 10-20 minutes in length.

Part Two: Students will respond to a minimum of two presentations. Presenter must be sure to respond to any questions by peers. Through the discussion format on Canvas.

Among other resources, you can use Screencast-o-matic, which is free and very easy to use. https://screencast-o-matic.com/screen-recorder.

Diversity and Inclusion Group Presentation (20 points)
Students will be assigned to a group of three and asked to create a presenentation 20-30 mintue presentation. More details will be provided.

OIPEP Participation (10 Points)
Students must complete all IPE module requirements as outlined in the OIPEP course on Canvas. IPED/SAGE participation is required. Specific Dates for the Fall Program are as follows:
Foundational Level Program Schedule 2021-2022
Module 1: Developing an Interprofessional Mindset & IP Collaboration October 3-9
Module 2: Values and Ethics October 10-16
Module 3: Roles and Responsibilities October 17-23
Module 4: Interprofessional Communication October 24-30

B. UNGRADED ASSIGNMENTS: The following assignments are required to continue in field and receive a grade.

Memo of Understanding
Students are to review the Memo of Understanding found on Canvas. Students must print out **only the last page**, sign that form that they have read the entire Memo of Understanding and turn in the last page only to the field seminar on the date specified in the syllabus
This will be addressed in class on 8/23/22.

Facilitation Form
This form is found on Canvas. Students are responsible for downloading the form, word processing the completed form and uploading it on the date specified in the syllabus

Log of Field Hours
Students are to use the log of field hours provided on Canvas to record their hours spent in the agency. A copy of the log should be submitted via Canvas to the seminar instructor by the due dates on Canvas.

The student will retain the original log until the end of the semester when it is submitted online via Canvas. The log needs to be signed off by the agency field educator verifying the student's attendance in the field agency.

Competency Based Learning Contract (CBLC)
The competency-based learning contract is written by the student and their field educator and consists of the competencies and practice behaviors paired with the measurements that will be used to evaluate the student's progress while at the agency. This plan may include additional agency-based assignments that will need to be completed by each student. The seminar instructor will assist the student in the completion of the contract. The student and field instructor will sign the CBLC.

The final CBLC will be submitted electronically through Canvas to the seminar instructor by the due date on Canvas. **If the CBLC is not turned in within one week of the due date, the student will not be allowed to proceed with any field hours until the signed CBLC is submitted.**

Midterm Evaluation
The agency field instructor completes a mid-term Student Evaluation by the date specified on the facilitation form and syllabus. The field instructor will be sent a link to Database by which they will complete the midterm evaluation by the date listed on Canvas. Students are responsible for reviewing and acknowledging their review via their electronic signature- and make sure it states the **current semester and level**.

Final Student Evaluation
The agency field instructor completes a final Student Evaluation by the date on Canvas. The field instructor will be sent a link to the Database in which they will complete the final

evaluation. The student must earn an overall competency rating of 3 or better on the final field evaluation to satisfactorily pass the course. The student is to review and acknowledge the final evaluation by the date listed on Canvas- and make sure it states the current semester and level.

Your final grade will be based on the following point distribution:

Diversity and Inclusion Presentation	20
Attendance	30
Clinical Field Reports (2 x 10 points each)	20
Organizational Assessment	20
OIPEP Modules Completion	10
Total	100

GRADING

The Generalist Year Integrative Seminar I is a 3-credit course that includes the seiminar, 200 hours of actual supervised field education practice, and also includes the requirements for the IPED and SAGE projects. The student will be responsible for completing their practicum in a community social service agency and participating in a three-hour concurrent integrative seminar on scheduled dates.

The student will receive a combined grade based on performance in both the supervised community field education experience, IPED, SAGE, and the field integrative seminar. All of the competencies and practice behaviors will be the primary area of evaluation. The grade for the field education and integrative seminar is given by the seminar instructor and takes into consideration timely completion and quality of course assignments, seminar attendance and participation, observed ability to integrate theory and practice as demonstrated in seminar discussions and the agency field supervisor's evaluation of student performance. IPED/SAGE participation is required. Failure to submit documents as required for the IPED and SAGE program will cause a 1 (one) point reduction in the final grade for each day late.

If a student leaves the placement without permission of the School of Social Work Field Education Program, it will be considered unethical behavior and abandonment of the internship and the student may not be replaced in another internship.

The final grade is based on field education experience, the seminar class, and IPED/SAGE work products. Students must receive a passing grade in the integrative seminar **and** an overall satisfactory rating in the field education and IPED/SAGE experience in order to satisfactorily

pass the course. Students may not proceed to the next semester of coursework in the field with a grade below a "C" or an incomplete in field education from a previous semester.

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

INCOMPLETE POLICY

A grade of incomplete will be considered by the instructor to be a privilege, not a right. Therefore, it must be earned and the following criterion met:

The student must be performing satisfactory level work on all assignments due to date at the time that the "incomplete" is requested. In addition, evidence of adult responsibility on the student's part will be considered in evaluation of the request.

Following the completion of the semester, it will be the student's responsibility to complete the agreed upon assignments in a timely manner.

The student must enter into a written contract with the instructor outlining the work that must be completed and the deadline for completing the work. If the work is not completed, the "Incomplete" will automatically become an "F" grade as outlined in the contract or by one year from the date of the beginning of the semester in which it is earned or by the end of the grading period prior to graduation, whichever is sooner. It is the student's responsibility to arrange a time to complete the written contract prior to accruing the incomplete.

COURSE OUTLINE AND ASSIGNMENTS

The following outline may change as the course progresses given student interests and needs.

Please note assignments are due by Friday at 11:59pm and all discussion posts are due on Friday by 11:59pm and responses to at least two peers by the following Monday at 11:59pm.

Class/Unit	Topics	Readings / Due Dates / Tests
Module 1 *Class:#1* *8/23/22*	**Introduction to Course, & Class Discussion** • Review course syllabus • Review assignments for the course • Discuss collaboration with other professionals • Introduce students to the following	**Assignment Due:** • Signature Page only of Memo of Understanding (due 8/23/22) **Required Reading:** • Field Manual

	aspects of the field education experience: • Expectations, objectives and focus of seminar • Review Post Interview Orientation PowerPoint	
Module 2 *Class: #2 9/20/22 on Zoom*	**Post Interview Orientation** • Discuss the Organizational Assessment Presentation. • Review (assign) Diversity-Equtity-Inclusion Group Assignment • Review importance of values in social work • Discuss setting goals and objectives for the educational learning contract	**Assignments Due:** • Facilitation Form (due 9/23/22)
Module 3 *Class:#3 10/11/22 on Zoom (mandatory)*	**Professional Relationships, Behaviors, & Supervision** • Discuss interpersonal and professional relationships • Discuss confidentiality in social work • Discuss effective communication and conflict resolution • Discuss agencies and their organization, systems, and policies • Discuss effective communication, assertiveness, and time management	**Assignments Due:** • Field Report #1 (due 10/7/22) • Signed Competency Based Learning Contract (due 10/14/22) **Required Readings** Overton, A. R., & Lowry, A. C. (2013). Conflict management: difficult conversations with difficult people Holzapfel, K. (2014) The geriatric social worker: Working as part of an interdisciplinary team
Module 4	**Safety in the Field and Social Work**	**Assignment Due:** • Midterm Evaluation (due

Class:#4 11/1/22 face to face in Class	• Discuss safety precautions while doing field placement and in the social work profession	10/28/22) • Log of Hours (due 10/28/22) • Diversity-Equity-Inclusion Group Presentation (11/1/22)
Module 5 *Class:#5 11/22/22 Zoom*	**Self-Awareness and Critical Thinking** • Discuss challenges of working in social work • Discuss how one's own personal values, history, styles,attitude and issues influence practice • Discuss organizational and environmental challenges • Discuss caretaking and rescuing • Discuss resistance and the "difficult client"	<u>**Assignments Due:**</u> • Organizational Assessment Presentations due (11/18/22) **Required Readings** Rinks, B & Paulson, J. Powerpoint: "Would you hire you?" • Diversity-Equity-Inclusion Group Presentation (continued 11/22/22)
Module 6 *Class:#6 12/13/22 face to face in class*	**Termination and Practice Evaluation** • Discuss closure and the termination process in social work • Discuss the use of evaluation and assessment in the practice arena • Discuss sources of stress, burnout, and burnout prevention/intervention • Discuss coping strategies	<u>**Assignments Due:**</u> • Field Report #2 (due 12/9/22) • Final Evaluation due 12/9/22 • Final Signed Log of Hours due 12/9/22 **<u>Be sure all modules for OIPEP have been completed according to the course outline in CANVAS – Module dates listed in the description of graded assignments above</u>**

Class Attendance Policy
It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc.
In addition, **<u>you will be expected to attend the three face to face classes and the . If you are</u>**

experiencing technical issues, major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution. Students that arrive late to class, after class has started will have 2 points deducted per infraction.

Field Placement Attendance Policy
Graduate students do not continue their placement during the interim break between fall and spring semesters. Students are not permitted in placement during this break. Graduate students continue the spring semester of field education with the same field agency and attend the concurrent seminar as indicated in the course schedule. Graduate students do not take a Spring Break from their field agency experience in the spring semester in order not to disrupt the provision of client services within their assigned agencies.

Graduate students will adhere to regular agency hours as established with the agency field instructor at the beginning of the agency experience. All students are responsible for notifying the agency field instructor any time they will be late or absent from the agency. These occasions should be rare as attendance and punctuality will be considered as part of the assessment of professional behavior in the course. All students are to prearrange any adjustments to their schedule with the agency field instructor and field seminar instructor and are only to be absent if approved by both the agency field instructor and the field seminar instructor.

Netiquette and Classroom Etiquette Policy

Netiquette

Please remember that you are adult learners and professionals—your communication should be appropriate at all times

For more in-depth information, please see the [FAU statement on Netiquette](#).

Etiquette for Discussion Boards or other Online Discussions
- Follow the NASW Code of Ethics with regard to principles such as respect for the dignity and worth of all people, social justice, professionalism, integrity, privacy, and confidentiality.
- Read all messages in a thread before replying.
- Develop posts that are on topic and within the scope of the course material.
- Be concise while also providing thorough, meaningful comments.
- Give proper credit when referencing or quoting another source.
- Don't repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." Describe why you agree or add to the previous writer's points.
- Share a responsibility in creating a civil and non-disruptive online learning environment, providing courteous and respectful responses even when you disagree with something said by others.
- Be open to learning from diverse perspectives.
- Use full sentences, good grammar, and proper spelling.

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- Review and edit your posts before submitting them.

Videoconferencing Etiquette
- As a developing professional, you are responsible for ensuring that you have access to technology that enables effective videoconferencing (ideally, a wired in headset and microphone, ethernet (wired in internet) rather than WiFi, and a camera and lighting that provide clear video. Please test your videoconferencing devices using CANVAS/WebEx prior to your first class to ensure that your devices are working properly. If you are having difficulty obtaining suitable technology due to financial or other reasons, please contact your instructor as soon as possible to help resolve these concerns. We want everyone to have a positive online experience.
- 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 child 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).
- 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 to 10 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.
- 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.

Classroom Etiquette/Disruptive Behavior Policy Statement

Disruptive behavior is defined in the FAU Student Code of Conduct as *"... activities which interfere with the educational mission within classroom."* Students who behave in the face-to-face and/or virtual classroom such that the educational experiences of other students and/or the instructor's course objectives are disrupted are subject to disciplinary action. Such behavior impedes students' ability to learn or an instructor's ability to teach. Disruptive behavior may include, but is not limited to: non-approved use of electronic devices (including cellular telephones); cursing or shouting at others in such a way as to be disruptive; or, other violations of an instructor's expectations for classroom conduct.

For more information, please see the FAU Office of Student Conduct: [Student Conduct Policy](#)

Policy on Recording of Lectures

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Communication Policies

Canvas submission requirements

Students will need to use a proper scanner device to upload and transmit the completed assignments to Canvas. The University and public library has scanners that students can use, or a mobile scanner app. Students will need to upload the individual specific assignment under that assignment name. Assignments uploaded under a different assignment name will not be accepted.   No smart phone pictures of assignments will be accepted. Please give yourself sufficient time for on time submission of assignment. No e-mail assignment submission to instructor will be accepted.

Announcements

You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you log in.

Email

You are responsible for reading all of your course email and responding in a timely manner. It is highly recommend that you check your email daily, or at least every other day. Except for Saturdays, Sundays, and holidays, the instructor typically, will respond to messages within 24-48 hours. Such messages should only be used to communicate personal or confidential matters.

Course-Related Questions

Post course-related questions to the FAQ discussion board. This allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts. **Support Services and Online Resources**

Office of Information Technology Online Help Desk	Link to FAU Help Desk
FAU Libraries	Link to FAU Library

Center for Learning and Student Success	Link to FAU Center for Learning
University Center for Excellence in Writing	Link to FAU Excellence in Writing
Student Accessibility Services	Link to FAU Student Accessibility Services

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

BIBLIOGRAPHY:

Books:

Baird, B. (2011). *The internship practicum and field placement handbook: A guide for the helping professionals*. (6th ed.). Boston, MA: Allyn & Bacon.

Updated 8/22/22 GB

Birkenmaier, J., & Berg- Weger, M. (2011). *The practicum companion: Integrating class and field work.* (3rd ed.). Boston, MA: Allyn & Bacon.

Coggins, K. & Hatchett, B. F. (2009). *Field practicum: Skill building from a multicultural perspective.* Pesota, IA. Eddie Bowers Publishing Co.

Cournoyer, B. (2014). *The social work skills workbook.* (7th ed.). Belmont, CA: Brooks/Cole.

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