

**FLORIDA ATLANTIC UNIVERSITY  
COLLEGE OF DESIGN & SOCIAL INQUIRY  
PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK  
FLORIDA ATLANTIC UNIVERSITY**

**SOW 4654 Section XXX CRN XXXX  
Social Work Practice with Vulnerable Children and Families  
(3 Credits)**

Semester: Spring 2020

Start/End Date:

Instructor:

Phone:

Email:

Canvas: <http://canvas.fau.edu>

Classroom:

Class Times: See course schedule

Office Hours: By appointment

Office Location:

Web: [www.fau.edu/ssw](http://www.fau.edu/ssw)

**BSW PROGRAM MISSION**

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

**COURSE DESCRIPTION**

This course provides a framework of values, knowledge, and skills necessary to practice with vulnerable children and their families. The major focus is on social work in public child welfare in the State of Florida. The course utilizes an ecosystem perspective for understanding and assessing the special needs of at-risk children and families. Specific attention is on assessing families and children using the State of Florida's Child Welfare Practice Model and other family assessment instruments.

**RELEVANCE TO EDUCATIONAL PROGRAM**

This is an elective course in the field of social work. SOW4650: Child Maltreatment and Child Welfare is a pre- or co-requisite for this course. This course compliments knowledge acquired in other social work policy and practice sequence courses. It is required of all students who are majoring in social work and seeking to obtain the Child Welfare Certificate or the IV-E Child Welfare stipend.

**EDUCATIONAL OBJECTIVES**

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

1. Demonstrate knowledge, skill, and values related to ethical practice and cultural humility when working with children and families involved in the child welfare system.
2. Develop an understanding of the impact of trauma on diverse children and families, and describe the use of a trauma-informed care approach when intervening with children and families.

3. Describe the basic principles and stages of child and family development, family dynamics of abuse and neglect, and apply assessment skills to case scenarios of children and families involved in the child welfare system.
4. Evaluate risk and protective factors of children and families involved in the child welfare system in terms of how they they impact family functioning, child safety, and permanency.
5. Describe various aspects of assessing for child safety, and distinguish between “present danger” and “impending danger” child safety assessments.
6. Apply practice skills related to interviewing, engagement, planning, and intervention to case scenarios of children and families involved in the child welfare system.

### **TEACHING METHODOLOGIES**

The course objectives shall be accomplished through the instructor’s provision of a stimulating schedule of reading, online discussion board, assignments, and other methods.

### **GRADED ASSIGNMENTS**

**NOTE:** All assignments are due by the date/time indicated on the course schedule. *Late assignments will not be accepted.* Part of professional practice is ensuring documents are submitted on time. Technological difficulties are not a valid excuse for a late submission.

Additional details may be released via Canvas announcements or Assignment pages, if needed.

- **Reading Quizzes (13 quizzes at 2 points each; 26 points total):** Each week you will complete a brief open book, open note reading quiz. Quizzes will be due on Fridays by 11:59pm and consist of multiple choice, true/false, matching, or similar types of questions. Instructions for each quiz will be provided in Canvas.
- **Online Assignments (9 assignments at 2 points each; 18 points total):** Throughout the semester you will complete a number of online assignments, which will consist of an initial post and response post. Assignments will be associated with the week they are assigned. Instructions for each assignment will be provided in Canvas.
- **Family Assessment (12 points):** Utilizing the Family Functioning Assessment (FFA), students will complete an assessment for a case provided by the instructor. Students are permitted to talk with one another about the assessment; however, each student must turn in her/his own individually written assessment. Please write your assessment in APA format.
- **Safety Assessment (14 points):** Using the Child Welfare Practice Model, safety analysis criteria, students will determine the appropriateness of an in-home or out-of-home safety plan for the case they are assigned. Students will then write a safety plan for the case based on the safety analysis. Students are permitted to talk with one another about the assignment; however, each student must turn in her/his own individually written safety plan. Please write your assessment in APA format.

- **Case Planning Assignment (15 points):** Students will complete case plan modules on five different families provided by the instructor. Students will complete actual case planning processes using the case plan template using information provided from a child welfare case. Students are encouraged to talk with one another about the assignment; however each student must turn in her/his own individually written safety plan. Please write your assessment in APA format.
- **Child Interview Assignment (15 points):** You are going to interview an actual child for this assignment. Using the script that you wrote for Online Activity #8 (Child Interview Script). Students will conduct a short interview with a child (age 7 or younger) about the topic of the student's choosing (e.g., birthday traditions, holiday celebrations, favorite activities). Remember, the interview CANNOT be on child maltreatment. Students will write a reflection paper that (a) describes the interview setting, (b) a narrative description of the findings from the interview, (c) reflects upon the process of conducting the interview, and (d) critiques their interviewing skills. Please include the script (with all questions) and the actual answers given by the child (i.e., you can turn things in as separate documents, but please make sure that they are labeled clearly for grading). Please write your assessment in APA format.

<b><u>Summary of Course Assignments:</u></b>	<b>% of Grade</b>	<b>Due Date</b>
Reading Quizzes	26%	Weekly
Online Assignments	18%	Weekly/Regularly
Family Assessment	12%	Sat 7/13
Safety Assessment	14%	Sat 7/20
Case Planning Assignment	15%	Sat 7/27
Child Interview Assignment	15%	Sat 8/3

\*Assignments at the end of the semester are weighted more heavily as you will be integrating your knowledge and skills from earlier into the semester in order to complete the final assessments/assignments.

The grading scale for this course is as follows:

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

Each assignment will be graded using a rubric or similar structure. This rubric will be distributed to students before the assignment is due and indicate the criteria for grading. Students are responsible about asking questions about the rubric prior to turning their assignment in.

Grades are entered into Canvas within two weeks after you turn them in, possibly sooner. It is your responsibility to be aware of your grade in the course to prevent any surprises at the end of the semester. To prevent last-minute chaos of grade clarification, I will only accept requests to review the grade of an assignment up until one week after the grade is posted. For example, if

grades are entered on Thursday, August 21, I will accept requests until August 28. After that, I will not review any challenges to a grade. This is to prevent chaos at the end of the semester on your part, as well as mine.

### **POLICY ON E-MAIL CORRESPONDENCE**

Students are expected to behave and act in a professional manner at all times. Therefore, it is expected that students will write emails in a professional manner as well. **DO NOT send an email with nothing but an attachment.** All emails **are required** to have the following components if they are to be read by the instructor: an appropriate **salutation**, a clear **message** explaining the purpose of the email, an appropriate **closing** to the email, which includes your full name. This will ensure a timely response to you that fully addresses your question or comment. Emails are another form of communication with instructors, classmates and colleagues. All emails should adhere to professional expectations of student behavior.

**NOTE:** Emails are subject to Sunshine Laws and are considered public record. It is good professional practice to format emails in the above stated manner.

### **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.

### **PROFESSIONAL EXPECTATIONS OF STUDENT BEHAVIOR**

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

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.  
*Participate in group activities and assignments at a comparable level to peers.*  
*Complete work in a timely fashion and according to directions provided.*  
*Come to class prepared, with readings and other homework completed.*
2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.  
*Listen while others are speaking.*

*Give feedback to peers in a constructive manner.  
Approach conflict with peers or instructors in a cooperative manner.  
Use positive and nonjudgmental language.*

3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.  
*Maintain any information shared in class, dyads or smaller groups within that unit.  
Use judgment in self-disclosing information of a very personal nature in the classroom.  
(Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.) Never use names of clients or disclose other identifying information in the classroom.*
  
4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.  
*Come to class with books, handouts, syllabus, and pens  
Seek out appropriate support when having difficulties to ensure success in completing course requirements. Take responsibility for the quality of completed tests and assignment. Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*
  
5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.  
*Academic: Commit yourself to learning the rules of citing other's work properly.  
Do your own work and take credit only for your own work.  
Acknowledge areas where improvement is needed.  
Accept and benefit from constructive feedback*  
  
*Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.*
  
6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.  
*Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.  
Exhibit a willingness to serve diverse groups of persons.  
Demonstrate an understanding of how values and culture interact.*
  
7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.  
*Demonstrate assertive communication with peers and instructors.*

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

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

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

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

### **FAU'S 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/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

### **CONSEQUENCES OF UNACCEPTABLE BEHAVIOR**

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

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

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

## **POLICY ON MAKEUP TESTS, LATE WORK, AND INCOMPLETES (IF APPLICABLE).**

All assignments are due on their due dates; **no late work will be accepted**. However, the instructor does have the discretion, on a case-by-case basis to allow the class to submit missing assignments that can be graded for a maximum of half credit depending on the circumstances presented by the student.

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. However, the nature of an online class allows students flexibility in when they submit assignments, so accommodations for university and religious observance should also be appropriate for the time frame. Also, note that grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

## **ONLINE ATTENDANCE AND PARTICIPATION POLICY**

Since the course is delivered online, you are expected to access the course at **least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. The instructor does not intend to change any due dates; however, circumstances may arise in which a slight change is needed. It is imperative that you meet course deadlines and stay active in online activities/discussion boards, etc. If you are experiencing major illnesses, absences due to university duties, or other large-scale issues, contact the instructor immediately to formulate a resolution. If you do not access the course and participate in online learning activities as described above, grades may be deducted from your final grade. Ongoing participation demonstrates professionalism and accountability, which are important competencies in the profession of social work.

As per FAU policy, if you are not present for the first day of class, you will need to withdraw from the course through the Registrar's Office or you may be administratively withdrawn (<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php>). If you are unable to attend the first class of this course, you will not be allowed to add the course after the first class has taken place. ***Students will have an assignment due on day one; this assignment will count as your attendance on the first day. Failure to submit this assignment will mean you did not complete the FAU policy of first day of class attendance.***

## **POLICY ON USE OF TECHNOLOGY AND RECORDING DEVICES IN THE CLASSROOM**

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

## **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.

## **REQUIRED TEXTBOOKS:**

Klika, J. B. and Conte, J. R. (Ed.). (2018). *The APSAC handbook on child maltreatment* (4th ed.). Thousand Oaks, CA: Sage. ISBN: 9781506341705 (ebook is fine!)

Other course readings will be distributed via Canvas (see <http://canvas.fau.edu>). Please set notifications on Canvas, including whether you want email notifications to go to your FAU email or another address (using FAU email is generally preferred). If you are experiencing problems logging onto MyFAU or CANVAS, please contact the helpdesk at 561.297.3999.

Books are available at the campus bookstore.

Additional readings may be assigned throughout the term as the need arises and current events dictate.



## **COURSE OUTLINE AND READING ASSIGNMENTS**

The following outline and readings may change as the course progresses, given student interests and needs. Please read the required readings prior to the week they are due so that you can fully participate in the discussion boards. Primary Post are due Sundays 11:59pm, Secondary Comments are due by Tuesday night, 11:59pm.

### **Course Outline/Schedule**

#### **Note:**

- 1. The instructor may add or adjust readings to fit the nature or needs of the class.** The instructor will take care to ensure adjustments are reasonable and appropriate to the needs of students and the course content.
- 2. Readings should be done during the week they are assigned.** There is a reading quiz at the end of each week to give you an idea of when reading needs to be completed.

#### **Week 1**

Introduction to Vulnerable Children; Review of the Florida Child Welfare Practice Model

- **Read:**
  - Article(s) on Canvas
- **Assignment(s):**
  - Reading Quiz #1 due by Fri 5/17 at 11:59pm
  - Online Assignment #1: (a) initial post due by Fri 5/17; (b) response post due by Mon 5/20

#### **Week 2**

Cultural Competence with Child Welfare Involved Children and Families

- **Read:**
  - Article(s) on Canvas
- **Assignment(s):**
  - Reading Quiz #2 due by Fri 5/24 at 11:59pm
  - Online Assignment #2: (a) initial post due by Fri 5/24; (b) response post due by Mon 5/27

#### **Week 3**

Neglect and Maltreatment, Child Development, and Neuroscience

- **Read:**
  - Klika & Conte (2018) Ch. 4
  - Article(s) on Canvas
- **Assignment(s):**
  - Reading Quiz #3 due by Fri 5/31 at 11:59pm
  - Online Assignment #3: (a) initial post due by Fri 5/31; (b) response post due by Mon 6/3

#### **Week 4**

Trauma Informed Care with Children and Families in the Child Welfare System

- **Read:**

- Klika & Conte (2018) Ch. 17
- Article(s) on Canvas
- **Assignment(s):**
  - Reading Quiz #4 due by Fri 6/7 at 11:59pm
  - Online Assignment #4: (a) initial post due by Fri 6/7; (b) response post due by Mon 6/10

### **Week 5**

#### Risk and Protective Factors of Children and Families

- **Read:**
  - Article(s) on Canvas
- **Assignment(s):**
  - Reading Quiz #5 due by Fri 6/14 at 11:59pm
  - Online Assignment #5: (a) initial post due by Fri 6/14; (b) response post due by Mon 6/17

### **Week 6**

#### Family Dynamics of Substance Abuse, Mental Health, and Domestic Violence

- **Read:**
  - Article(s) on Canvas
- **Assignment(s):**
  - Reading Quiz #6 due by Fri 6/21 at 11:59pm
  - Online Assignment #6: (a) initial post due by Fri 6/21; (b) response post due by Mon 6/24

### **Week 7**

#### Engaging Child Welfare-Involved Children and Families

- **Read:**
  - Article(s) on Canvas
- **Assignment(s):**
  - Reading Quiz #7 due by Fri 6/28 at 11:59pm
  - Online Assignment #7: (a) initial post due by Fri 6/28; (b) response post due by Mon 7/1

### **Week 8**

#### Interviewing Children and Families

- **Read:**
  - Klika & Conte (2018) Ch. 19
  - Article(s) on Canvas
- **Assignment(s):**
  - Reading Quiz #8 due by Fri 7/5 at 11:59pm
  - Online Assignment #8 (Child Interview Script): (a) initial post due by Fri 7/5; (b) response post due by Mon 7/8

### **Week 9**

#### Assessment with Children and Families

- **Read:**
  - Klika & Conte (2018) Ch. 11 and 18
  - Article(s) on Canvas
- **Assignment(s):**
  - Reading Quiz #9 due by Fri 7/12
  - Family Assessment due by Sat 7/13

### **Week 10**

Safety Planning; Present and Impending Danger

- **Read:**
  - Article(s) on Canvas
- **Assignment(s):**
  - Reading Quiz #10 due by Fri 7/19
  - Safety Plan Assignment due by Sat 7/20 at 11:59pm

### **Week 11**

Case Planning

- **Read:**
  - Klika & Conte (2018) Ch. 23
  - Article(s) on Canvas
- **Assignment(s):**
  - Reading Quiz #11 due by Fri 7/26 at 11:59pm
  - Case Plan Assignment due by Sat 7/27 at 11:59pm

### **Week 12**

Court: Planning, Preparing, and Testifying in Court; Court Documentation

- **Read:**
  - Article(s) on Canvas
- **Assignment(s):**
  - Reading Quiz #12 due by Fri 8/2
  - Online Assignment #9: (a) initial post due by Fri 8/2; (b) response post due by Mon 8/5
  - Child Interview Assignment due by Sat 8/3 at 11:59pm

### **Week 13**

Therapeutic Services for Child Welfare Involved Families

- **Read:**
  - Klika & Conte (2018) Ch. 13 and 20
  - Article(s) on Canvas
- **Assignment(s):**
  - Reading Quiz #13 due by Wed 8/5 at 11:59pm

\* 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.

### **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/](http://www.fau.edu/sas/)

### **DISCRIMINATION OR HARASSMENT – 561-297-3004**

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 BSW policies at <http://cdsi.fau.edu/ssw/current-students/msw>

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

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### **Course Delivery Mode**

This is a fully online course accessible only through FAU's learning management system—CANVAS. You must log into CANVAS with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password click the following link for help. <http://www.fau.edu/oit/accounts/index.php>

The course is organized into weekly units with dates provided for each unit. The course begins with a START HERE unit that will familiarize you with the organization and navigation of the course. Each week you will open a new unit to access the reading materials, PowerPoints, and other materials relevant to the week's topic, your assignments for each week will be listed within the unit.

### **Computer Requirements**

1. Operating System
  1. A computer that can run Mac OSX or Win XP or higher
2. Peripherals
  1. A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.
3. Software

1. Please visit <http://canvas.fau.edu> to check for LMS compatibility with your computer (Google Chrome tends to work best). Make sure your Internet browser is compatible and that you have all the recommended plug-ins installed.
2. Other software may be required for specific learning units and/or modules, but the links to download and install it will be provided within the applicable unit and/or module. You may also need headphones with a microphone for videoconferencing sessions.

### **Communication Policy**

1. Announcements
  1. You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you login to be sure you have read all of them since your last login session.
2. Course-related Questions
  1. Post course-related questions to the FAQ discussion board. Asking course-related questions in this way 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. Except Saturdays, Sundays, and holidays, questions will, generally, be answered by instructors within 48 hours.
3. Email Policy
  1. Except for Saturdays, Sundays, and holidays, instructor typically, will respond to messages within 48 hours. Such messages should only be used to communicate personal or confidential matters; otherwise, please use the FAQ discussion board within the course.

### **Technical Problem Resolution Procedure**

In the online environment, there is always a possibility of technical issues (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. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please 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](mailto: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/>. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. Canvas also 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 (2b-d above).

5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
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, make sure you 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:	<a href="http://helpdesk.fau.edu">http://helpdesk.fau.edu</a>
FAU Libraries Website:	<a href="http://www.fau.edu/library">http://www.fau.edu/library</a>
Center for Learning and Student Success Website:	<a href="http://www.fau.edu/class">http://www.fau.edu/class</a>
University Center for Excellence in Writing:	<a href="http://www.fau.edu/UCEW">http://www.fau.edu/UCEW</a>
Math Learning Center:	<a href="http://www.math.fau.edu/MLC">http://www.math.fau.edu/MLC</a>
Office of Undergraduate Research and Inquiry:	<a href="http://www.fau.edu/ouri">http://www.fau.edu/ouri</a>
Student Accessibility Website:	<a href="http://www.fau.edu/sas">http://www.fau.edu/sas</a>
Office of International Programs and Study-abroad:	<a href="http://www.fau.edu/goabroad">www.fau.edu/goabroad</a>
Freshman Academic Advising Services:	<a href="http://www.fau.edu/freshmanadvising">http://www.fau.edu/freshmanadvising</a>