

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>3/25/24</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____	
Current Course Prefix and Number		Current Course Title
<i>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.</i>		
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add _____ Remove _____ Change General Education Requirements*** Add _____ Remove _____ <small>*See Definition of a Credit Hour.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.</small>		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 (default is D-).
Effective Term/Year for Changes:		Terminate course? Effective Term/Year for Termination:
Faculty Contact/Email/Phone		
Approved by Department Chair <u>Precious Skinner-Osei, PhD</u> College Curriculum Chair <u>Precious Skinner-Osei, PhD</u> College Dean <u>Naelys Luna</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____		Date <u>3/1/24</u> <u>3/1/24</u> <u>03/06/24</u> <u>3/25/24</u> <u>3/25/24</u> _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



FLORIDA ATLANTIC UNIVERSITY

SOW 1005-002 11798
Global Pers of Social Services

3 Credits
Fall 2023 - 1 Full Term

Instructor Information

Lydia Bartram

Email: lbartram@fau.edu

Office: Online (virtual)

Office Hours: Wednesday 7:00 - 9:00 pm

Phone: 561-7625708

TA Name: Tabeel Hibbert

Office: Online (virtual) Office

Hours:

Telephone:

Email: hibbertt@fau.edu

Course Description

Prepares students to critically analyze and propose possible solutions for challenges facing social service programs in developing and industrial countries using frameworks based on human rights, social development, and sustainable development. This is a General Education course.

Instructional Method

Fully Online Class

100% of the course is delivered online.

Required Texts/Materials

Human Rights and Social Justice in a Global Perspective

ISBN: 9780190059491

Publisher: Oxford University Press

Edition: 3rd

Human Rights and Social Justice in a Global Perspective

ISBN: 9780190059491

Publisher: Oxford University Press

Edition: 3rd

Human Rights & Social Justice in a Global Perspective

ISBN: 9780190059477

Publisher: Oxford University Press

Edition: 3rd

Left to Tell

ISBN: 9781401944322

Publisher: Penguin Random House LLC

Human Rights and Social Justice in a Global Perspective

ISBN: 9780190059491

Publisher: Oxford University Press

Edition: 3rd

Left to Tell

ISBN: 9781401908973

Publisher: Hay House, Incorporated ***Order Through RH***

Human Rights and Social Justice in a Global Perspective

ISBN: 9780190059491

Publisher: Oxford University Press

Edition: 3rd

Course Objectives/Student Learning Outcomes

Upon successful completion of this course, students will:

1. Demonstrate self-awareness of their own worldview, values, beliefs, needs, norms, and traditions.
2. Be able to negotiate constructs based on human rights and social and economic development in the analysis of social problems [e.g., human trafficking, child welfare and well-being, war and conflict, refugees, genocide, and the physical environment].
3. Understand social and cultural factors that shape the definition of needs and priorities of different countries and analyze country-specific and international policies and responses.
4. Analyze social service systems from legal, social, cultural, political, ethical, and research frameworks.
5. Understand how perspectives on social issues may differ among peoples and nations.
6. Analyze international bodies, policies, and accountability structures in inter-nation responses to social problems.

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

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/.

Course Evaluation Method

Students will be evaluated on the basis of the following:

Summary of Unweighted Assignments

Syllabus Quiz	0%
Discussion Board #1: Student Introduction	0%

Summary of Weighted Assignments

Discussion Board #2: Cultural Awareness Discussion	10%
Discussion Board #3: Immigration - What in the World is Going On?	10%
Discussion Board #4: Women's Issues - What in the World is Going On?	10%
Postcards from the Edge	20%
Test #1 - Genocide: Rwanda	15%
Genocide: Rwanda Reflection Paper	15%
Test #2 – Comprehensive Course Material	20%
Total	100%

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](#).

Attendance Policy Statement

Students are expected to attend all 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 nonattendance. 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 without any reduction in the student's final course grade as a direct result of such absence.

This is a fully online course and regular weekly engagement and participation with scheduled modules is expected.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Class Attendance, Timeliness, and Participation

Social work education is designed to help you prepare for professional practice. To model ethically appropriate practice, **please treat coming to classes and participation in online assignments as you would treat working at an agency.** Given the Council on Social Work Education's requirements for professional behavior, attendance for all classes is required. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. **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.

You may be asked to present documentation from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, even with excused absences, you may be required to withdraw or retake the class. Whether or not there is a documented, excused absence, if a student misses more than 2 classes (or the equivalent of 6 hours of class time), the student will receive a substantial decrease in the final grade. As per FAU policy, **attendance at the first class is mandatory. If a student misses the first class, that student will be asked to withdraw from the course and re-register in a future term.**

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.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Expectations of Professional Behavior and Practice

The FAU Sandler School of Social Work is mandated by the [Council on Social Work Education](#) to foster and evaluate professional behavioral development for all students in the social work program. The Sandler 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 ethical standards of behavior. **Please review pages 2-4: [Social Work Ethical Standards of Behaviors](#).**

Submission of Papers or Assignments: When students register for a social work course, they agree that all required papers, projects, or assignments may be subject to submission for textual similarity review to Turnitin or SafeAssign for the detection of plagiarism. All submitted papers will be included as source documents in the SafeAssign reference database solely for the purpose of detecting plagiarism of such papers. 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.

Course Grading Scale

Letter Grade	Letter Grade
A	94 - 100%
A-	90 - 93%

B+	87 - 89%
B	84 - 86%
B-	80 - 83%
C+	77 - 79%
C	74 - 76%
Letter Grade	Letter Grade
C-	70 - 73%
D+	67 - 69%
D	64 - 66%
D-	60 - 63%
F	Below 60

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 digital 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. 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.

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

Unless otherwise designated in the syllabus, late assignments are not accepted except under extreme extenuating circumstances. Timely communication with the instructor is a necessity.

Social Media

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.) should 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 should block client access to involvement in the students' social networks. Confidential client information should not be shared in any form of electronic media, including any information that might lead to the identification of a client or information that may 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 Sandler 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, within the university, and throughout the broader community. 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. Students should also maintain appropriate professional boundaries with professors, field educators, and other professionals at their field agencies.

Policy on the Recording of Lectures

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.

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/>

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Course Topical Outline

Modules Open on Monday at 12:01 am and Close on Sunday at 11:59 pm

Module Open & Closing Dates	Topics/Readings/Activities/Quizzes	Assignments/ Tests
Module 1 8/21 - 8/27	Introduction to Course, Requirements, and Online	• Discussion Board #1 – Student

	<p>Format</p> <ul style="list-style-type: none">• Review the syllabus and pass the syllabus quiz with a 100% score.• Refer to Canvas course and Module 1 for due dates for readings, assignments and quizzes. Become familiar with Canvas layout.• Introduce yourself to your classmates using the Discussion Board• Once you have completed these tasks, you can move on to Module 2 which will open on 8/28.	<p>Introductions. Due on 8/27 no later than 11:59 pm</p> <p>• Complete Quiz for Module 1: Syllabus Quiz. Due on 8/27 no later than 11:59 pm</p>
--	--	--

Module 2 (2 weeks)
8/28 - 9/10

**International Social Work &
History of the Social Work
Profession**

- Read Chapter 1:
International Social
Development
- Review the History of
Social Work and
Professional Action
PowerPoint
- Review the Values &
Ethics for International
Professional Action
PowerPoint.
- Check out the links for
Social Work and FAU
student organizations.
and videos for some
examples of how you
can contribute to
community and
organizations.

Discussion Board #2 assignment.

Post your original thread and
respond to two classmates'
threads. Due on 9/10 no later
than 11:59 pm

Cultural Competence

- Review the Prezi on
Cultural Awareness.
(Refer to Canvas for
instructions on how to
review this lecture)
- Watch the "Silent Beats
"YouTube video.

<p>Module 3 (2 weeks) 9/11 - 9/24</p>	<p>Health Care & Aids</p> <ul style="list-style-type: none"> • Read Chapter 7: AIDS • Review the Frontline video -Sick Around the World and materials. <ul style="list-style-type: none"> • Review Parts I & II of the Age of AIDs video. • Review the global HIV statistics at www.HIV.gov. 	<p>Postcards from the Edge</p> <ul style="list-style-type: none"> • Review the Postcard country assignments list. • Review the U.S. Postcard lecture and PowerPoint slides. <ul style="list-style-type: none"> • Postcard from the Edge assignment *Due on 9/24 no later than 11:59 pm
<p>Module 4 9/25 - 10/1</p>	<p>Human Trafficking & Child Welfare</p> <ul style="list-style-type: none"> • Read Chapter 3: Human Trafficking <ul style="list-style-type: none"> • Read Chapter 4: Child Welfare & Well-Being • Watch Frontline Documentary: Human Trafficking: A Crime Hard to Track Proves Hard to Fight 	
	<ul style="list-style-type: none"> • Review supplemental materials within the module 	

<p>Module 5 (2 weeks) 10/2 - 10/15</p>	<p>Human Rights</p> <ul style="list-style-type: none"> • Read Chapter 2: Human Rights • Read Chapter 9: Social Work and the Physical Environment • Read Appendix A: Universal Declaration of Human Rights • Review supplemental materials within the module 	<p>Discussion Board #3</p> <p>Post your original thread and respond to two classmates' threads.</p> <p>Due on 10/15 no later than 11:59 pm</p>
<p>Module 6 (3 weeks) 10/16 - 11/5</p>	<p>Rwanda Genocide of 1994</p> <ul style="list-style-type: none"> • Read the book, Left to Tell by Immaculee Ilibagiza. • Review the video interview with Immaculee Ilibagiza, author of Left to Tell. • Review video of Rwanda Genocide of 1994. 	<p>Complete and submit reaction/reflection paper. Due on 10/29 no later than 11:59 pm</p> <p>Take Book Quiz/Test #1:</p> <p>Opens on 10/24, Due on 11/5 no later than 11:59 pm</p>
<p>Module 7 11/6 - 11/12</p>	<p>International Issues & Social Work</p> <ul style="list-style-type: none"> • Read Chapter 9: Sustainable Development Goals 	

	<ul style="list-style-type: none"> • Read Chapter 10: A Call to Action • Read Appendix B: Opportunities in International Social Work • Review supplemental materials provided on Canvas 	
<p>Module 8 11/13 - 11/19</p>	<p>Women & Children</p> <ul style="list-style-type: none"> • Read Chapter 8: Women and Children • Review the videos and podcast regarding unilateral and bilateral development assistance. Note the pros and cons of each. • Review the video and materials regarding social welfare and women and children. 	<p>Discussion Board #4</p> <p>Post your original thread and respond to two classmates' threads. Due on 11/19 no later than 11:59 pm</p>

<p>Module 9 11/27 - 12/3</p>	<p>International Conflict & War</p> <ul style="list-style-type: none">• Read Chapter 5: War and Conflict• Review supplemental materials provided on Canvas• Review instructions for Test #2	
<p>Module 10 12/4 - 12/13</p>	<p>Final Exam: Test #2</p>	<p>Complete Test #2 no later than 12/13 at 11:59 pm</p>