

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs		UUPC Approval _____ 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 Checklist. 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>*Review Provost Memorandum</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***General Education criteria must be indicated in syllabus and approval attached to this form. See GE 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><i>X/Heather Johnson, PhD, ncsu</i></u> College Curriculum Chair <u><i>Precious Skinner-Osei, Ph.D., MSW</i></u> College Dean <u><i>Nadys Luna</i></u> UUPC Chair <u><i>Jerry Haky</i></u> Undergraduate Studies Dean <u><i>Edward Pratt</i></u> UFS President _____ Provost _____		Date _____ 8/13/2020 _____ 8/17/2020 _____ 08/17/2020 _____ 9-15-20 _____ 9-15-20 _____ _____	

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

Florida Atlantic University
Phyllis and Harvey Sandler School of Social Work
SOW 4343 Section 003 CRN 13391 (3 Credit Hours)
Generalist Social Work Practice with Organizations and Communities

Professor Osei, PhD, MSW	January 5, 2019 – May 5, 2019
Email: pskinnerosei@fau.edu	Thursdays 4:00 – 6:50 pm
Office hours: 2-4pm Mondays	Classroom: Online
CANVAS: CANVAS.fau.edu	Web: 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:

Social or macro change seeks to influence institutions, policies and environments rather than micro change at the level of the individual. The purpose of this course is to provide students with knowledge, skills and conceptual framework of macro practice using a generalist framework. Strategies will be taught which will enable future social workers to effect social change which will improve the environments in which their clients live.

Relevance to Educational Program:

This course is the last course in the practice sequence, which fully enables the student to function as a generalist practitioner. It is devoted to the practice of macro level social work and as such it is directly related to *HBSE 1*, which provides students with an understanding of macro theory, and *HBSE 2*, which stresses bio-psychosocial development. This course links to *Social Welfare Policy* by linking individual, group and community functioning with social, economic, cultural, and political forces. It relates to *Profession of Social Work* by focusing on the social worker as agency employee and change agent in the macro environment. It prepares the student for *Social Work Research* by emphasizing macro interventions that are amenable to evaluation.

Competencies and Educational Objectives

The Council on Social Work Education's Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. The following educational objectives draw from these 10 core competencies and identify specific educational objectives for this course that relate to these competencies (each course covers some, but not necessarily all the 10 core competencies). Upon successful completion of this course, students will be able to demonstrate these practice behaviors.

1. Identify as a professional social worker and conduct oneself accordingly.

- Advocate for client access to the services of social work (PB 1a).¹
- Function within clearly defined professional roles and boundaries in the context of practice with organizations and communities (PB 1c).
- Demonstrate professional demeanor in behavior, appearance, and communication (PB 1d).

2. Apply social work ethical principles to guide professional practice.

- Recognize and manage personal values in a way that allows professional values to guide practice (PB 2a).
- Make ethical decisions by applying the NASW Code of Ethics, and as applicable, the IFSW/IASSW Ethics in Social Work, Statement of Principles in practice with organizations and communities (PB 2b).
- Tolerate ambiguity in resolving ethical conflicts related to practice with organizations and communities (PB 2c).
- Apply strategies of ethical reasoning to arrive at principled decisions, including the application of laws, agency policies, and ethical standards related to practice with organizations and communities (PB 2d).

3. Apply critical thinking to inform and communicate professional judgments.

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to inform practice decisions with organizations and communities (PB 3a).
- Critically analyze models of assessment, prevention, intervention, and evaluation in the context of practice with organizations and communities (PB 3b).
- Demonstrate effective oral and written communication in working with organizations, communities, and colleagues (PB 3c).

4. Engage diversity and difference in practice.

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (PB 4a).
- Gain enough self-awareness to eliminate the influence of personal biases and values in working with diverse populations (PB 4b).
- Recognize and communicate their understanding of the importance of difference in shaping life experiences (PB 4c).
- View themselves as learners and engage those with whom they work as informants (PB 4d).

5. Advance human rights and social and economic justice.

- Understand the forms and mechanisms of oppression and discrimination in practice with organizations and communities (PB 5a).
- Advocate for human rights and social and economic justice (PB 5b).

¹ PB – stands for “practice behavior” and refers to one of the 42 practice behaviors listed in the core social work competencies identified by the Council on Social Work Education. To ensure that students can develop and demonstrate these competencies, each practice behavior is incorporated into course content, assignments, tests, class activities, and evaluation.

- Engage in practices that advance social and economic justice (PB 5c).
- 6. Engage in research-informed practice and practice-informed research.**
- Use experience in practice with communities and organizations to inform scientific inquiry (PB 6a).
 - Use research evidence to inform practice with organizations and communities (PB 6b).
- 7. Apply knowledge of human behavior and the social environment.**
- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation in practice with organizations and communities (PB 7a).
- 8. Engage in policy practice to advance social and economic well-being and to deliver social work services.**
- Analyze, formulate, and advocate for policies that advance social well-being (for clients and communities) (PB 8a).
 - Collaborate with colleagues and clients for effective policy action (for clients and community) (PB 8b).
- 9. Respond to contexts that shape practice.**
- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (PB 9a).
 - Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services (PB 9b).
- 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
- Engagement: Substantively and effectively prepare for action with organizations and communities (PB 10a).
 - Engagement: Use empathy and other interpersonal skills in practice with organizations and communities (PB 10b).
 - Engagement: Develop a mutually agreed-on focus of work and desired outcomes in practice with organizations and communities (PB 10c).
 - Assessment: Collect, organize, and interpret client data in practice with organizations and communities (e.g., for populations at risk) (PB 10d).
 - Assessment: Assess client strengths and limitations in practice with organizations and communities (PB 10e).
 - Assessment: Develop mutually agreed-on intervention goals and objectives in practice with organizations and communities (PB 10f).
 - Assessment: Use evidence-based practice to select appropriate intervention strategies for practice with organizations and communities (PB 10g).
 - Intervention: Initiate actions to achieve organizational goals (PB 10h).
 - Intervention: Implement prevention interventions that enhance client capacities in practice with organizations and communities (PB 10i).

- Intervention: Help clients resolve problems in practice with organizations and communities (PB 10j).
- Intervention: Negotiate, mediate, and advocate for clients in practice with organizations and communities (PB 10k).
- Intervention: Facilitate transitions and endings in relation to practice with organizations and communities (PB 10l).
- Evaluation: Critically analyze, monitor, and evaluate interventions with organizations and communities (PB 10m).

Teaching Methodologies:

Teaching methods include lectures, discussions, field assignments, reading and writing assignments, videos and presentations.

Academic Service-Learning Statement:

This course is designated as an “**academic service-learning**” course. The assistance you provide to the agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in AS-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development. Academic service-learning notation of hours will post to your transcript with submission of hours to your faculty instructor (Minimum of 10 hours). An Academic Service-Learning Student Survey is required to be taken at the end of your AS-L project. Please visit the Weppner Center for LEAD & Service-Learning website, www.fau.edu/leadandserve, for the survey link and more information on FAU’s Academic Service-Learning program.

Assumption of Risk Statement for Student:

I understand that there are certain physical risks inherent in every form of service-learning. I understand the risks associated with this Academic Service-Learning assignment. I nonetheless agree to assume those risks so as to gain the benefits from participation in this valuable learning experience. I hereby release the State of Florida, the Board of Trustees, Florida Atlantic University and its agents and employees from any and all liability associated with my participation in this assignment at Florida Atlantic University.

Course Assignments and Grading:

All assignments are due at the end of the day on the dates indicated in the course outline. All papers must be submitted electronically via CANVAS All written assignments must be prepared and submitted as Word documents. The quality of writing will have an impact on the grade. See <http://www.library.fau.edu/npb/respaper.htm> for writing and research tips.

The grading scale for this course is as follows:

Final grades will not be rounded up. Also, I do not discuss grades the last two weeks of class. Assignments are usually graded within 10 days so that students are always aware of their academic standing. Grades are not negotiable!

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

+++++

Incomplete Grades: A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, receive a grade of Incomplete – this requires a signed contract with the instructor, indicating which assignments need to be completed and within what timeframe. Please refer to the Graduate Catalogue for complete information on this matter.

Points toward final course grade:

1. Automated Roll Call Attendance 100 percentage
2. Community Assessment Field Trip 100 points
3. Community Assessment Presentation 100 points
4. Organization Field Trip 100 points
5. Organizational Reflection 100 points
6. HIV/AIDS Walk Field Trip 100 points
7. Grant/Agency Start-up Presentation 100 points
8. Midterm 100 points
9. Participation 75 points
10. Syllabus Quiz 10 points

Course Assignments

Written assignments must be typed, double-spaced in 12-point font and include complete and accurate **APA citations** and reference pages.

- 1) **Attendance:** Will be automatically calculated through Canvas roll call. The system will deduct points if you are late or absent. It will appear in your gradebook as a percentage.
- 1) **Participation:** Each class session will be split between lecture/discussion and group activities and films. Students are expected to attend and participate in each class session. If you are absent or late you cannot make up participation points.

- 2) **Newspapers:** Every week a different member of the group will select a newspaper article that pertains to **macro practice**, (community, agency, or program). Every week each group will present their article to the class. Articles must be within the last **30 days**. Students must alternate each week; students must email all group members and the instructor a copy of the article by Saturday at 6 pm, so that other members have adequate time to read it. If a student doesn't submit or submit late they will lose 3 participation points. You can use the guiding questions below.
 1. Macro Practice/ Community, agency, or program
 2. Who does it impact? How/Why
 3. Identify the pro's and con's
 4. Solutions/Recommendations
- 3) **Community Assessment Presentation:** Students will give a 15-minute POWERPOINT presentation about their assessment. Students will turn in the assignment sheet notating what each group member has contributed. The assessment may include pictures, interviews, videos. Further instructions are in CANVAS.
- 4) **In-Class Agency Reflection Group Assignment:** This assignment does not require a submission of a paper or PowerPoint. However, we will reflect on our field trip at the agency in small groups and then as a whole. To receive credit your attendance and participation is required.
- 5) **Grant/Agency Start-up presentation:** At this point students have completed several of assessments. and will now create, document the development, implementation, and effectiveness of a macro project (e.g., a homeless shelter or afterschool program for children) in a local community. The written assignment is worth 50 points and the presentation 50 points. Students must complete the group form and notate who is completing each section prior to and give it to the instructor. **PLEASE refer to the assignment rubric in Canvas for this assignment.**
- 6) **Required field trips:** There are three field trips: 1.) Campus Assessment; 2.) Organizational Assessment; and, 3.) Broward HIV/AIDS Walk. Regarding the Organizational assessment, we will not have class that evening. To receive credit, you are required to stay the full length of time.

Field trip dates:

- 1.) **Campus Assessment: 2/7/19 (In-class)**
- 2.) **Organizational Assessment: Poverello- Fort Lauderdale: 3/14/19 (10am-12:50pm)**
- 3.) **HIV/AIDS Walk on Fort Lauderdale Beach: 3/23/19 (Saturday) (8am-12pm)**

6a.) Field trip to the jail: This trip is not required, and there is only a limited number of slots. The purpose of this trip is to illustrate the role of a social worker in an institutional setting performing micro and macro duties including intake, case management, therapy, groups, assessing post-release needs and family outreach. The date is **Tuesday, April 9th at 9am to noon: Pompano Beach**

*If you submit your documentation to BSO and then realize that you can't attend, or you don't show up you will lose 25 participation points. Please think before you submit, this trip utilizes a lot of taxpayer resources. Also, if you are late you will not be allowed to join the tour and you will lose 25 participation points.

7) Syllabus Quiz and signed first page of syllabus

8) Midterm- In-class

Class Attendance:

Social work education is designed to help students prepare for professional practice. To model ethically appropriate practice, please treat coming to classes 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. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances.

As per FAU policy, if you are not present for the first day of class or more than 15 minutes late, 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.

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, the student may be required to withdraw or retake the class. If a student misses more than 2 classes – whether there is a documented, excused absence – the student may receive a substantial decrease in the final grade. **If you have an excused absence, you must let me know and provide documentation before or within 48 hours after your absence.** If a student miss class, he/she will not receive participation points for that class and it is that student's responsibility to review the missed material via CANVAS. **If you are more than 15 minutes late, you will be marked absent. Additionally, please do not bring children to class.**

Assignments:

Submission of Papers: Students will submit their written assignments electronically on CANVAS. Electronic copies will be subject to plagiarism analysis TURN IT IN 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. **If you have a question about your graded assignment, you must let the me know within 24 hours after receiving your assignment back.** I will not discuss prior graded assignments throughout the semester.

Late Assignments

Assignments are due by the start of class. **LATE** assignments will **not** be accepted. Please upload them to Canvas and please do not add them as an attachment. If your assignment is not uploaded on CANVAS by the start of class, it will not be accepted. For group assignments each member must upload into CANVAS.

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.*

7. Respect: Treat all your peers, your instructors and all those you meet, with dignity and respect always.

- *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.*

7. 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 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.*

Consequences of Unacceptable Behavior:

The School of Social Work may terminate a student's participation in the program based on 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 study.

For additional university-wide policies and regulations see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php>. 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 Use of Recording Devices in the Classroom

Policy on Use of Technology, Cell Phones, and Recording Devices in the Classroom

The School of Social Work prohibits the use of cell phones, beepers, computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. **At no time, are you allowed to use your cellphone or computers during class. If your book is computerized, please read before class or bring a copy to class. Please keep your phones out of sight (off desks/tables)! If you are caught using your phone, you will not receive credit for attending class. If there is a second offense, a student success conference will be requested with the BSW Coordinator.** This prohibition does not apply to specific accommodations approved by the FAU Office for Students

with Disabilities. 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.

Class Break

There will be one 20-minute break during class. If you do not return on time, you will lose 1 participation point per a minute. Please use the restroom, get coffee, etc. before class or during the break. Leaving class to use your phone, get coffee etc. will result in the loss of points. If you need to meet with me, please schedule a time to do so before class, especially if it is regarding assistance with an assignment.

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 provide 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/>

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/.

Contacting the Professor:

Please contact me via email (**using your FAU account**) and I will try to respond to you within 24 hours during the week. Email me directly at pskinnerosei@fau.edu, as sometimes the messages are delayed when sent through CANVAS. If you email me over the weekend or holiday you will not receive a response until the following Monday. Also, a response is not guaranteed to emails sent throughout the night. If you have questions about an assignment, please do not wait until the last minute because this will not be a valid excuse for not turning in your assignment or the quality of your assignment. Also, please check CANVAS often, I will be communicating with the class often through the **Announcement** section.

Textbook:

The textbook for this course is:

Kirst-Ashman, K. & Hull, G. (2016). *Generalist practice with organizations and communities* (7th ed.). Belmont, CA: Brooks/Cole Publishing.

Additional course materials will be posted on CANVAS. If you are experiencing problems logging onto MyFAU or CANVAS, you can contact the helpdesk at 561.297.3999.

Course Outline and Reading Assignments:

The course is divided into four sections:

1.) Groups; 2.) Communities; 3.) Organizations; 4.) Institutions

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

Class	Topics	Readings
1/10	-Overview & Introduction -Syllabus Quiz -Select Groups	
1/17	Introduction to Generalist Practice -Newspapers	Chapter 1 Pb's [1,2,4,6,8]
1/24	Generalist Practice with Groups "Group Work" -Video	Chapter 4 Pb's [1,2,4,6,8]
1/31	Understanding Neighborhoods and Communities Assessment -Newspapers -Go over CA assignment	Chapters 8 and 9 Pb's [1,2,4,6,8]
2/7	Field trip#1: On-campus Community Assessment -Utilize the second part of class to work on PP. Bring Computers	Pb's [1,2,4,6,8]
2/14	Guest Speaker Bridging the Gap Between Communities	Pb's [1,2,4,6,8]
2/21	Understanding Organizations and Assessments -Midterm Review	Chapter 5 Pb's [1,2,4,6,8]
2/28	Community Assessment Presentations -Midterm	Pb's [1,2,4,6,8]
3/7	• <u>SPRING BREAK</u>	NO CLASS
3/14	Field trip#2: Will be at agency 10 am-12:50	Pb's [1,2,4,6,8]
3/21	Newspapers In-Class Agency Reflection Group Activity -Go over agency presentation	Pb's [1,2,4,6,8]
3/28	Guest Speaker Grant Writing: Developing and Managing Agency Resources	Chapter 7 Pb's [1,2,4,6,8]
4/4	Newspapers	

	Guest Speaker FAU Handshake Bring Computers	
4/11	Newspapers Understanding Institutions and Assessments (video- Nat-geo)	Pb's [1,2,4,6,8]
4/18	Guest Speaker Advocacy and Social Action with Populations at Risk	Chapter 14 Pb's [1,2,4,6,8]
4/25	Final Agency Presentations	LAST CLASS Pb's [1,2,4,6,8]

SAFEWALK – Night Owls

Boca Raton 561-297-6695 Davie 954-236-1902 Jupiter 561-799-8700

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

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585).

DISCRIMINATION OR HARASSMENT – 561-297-4004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/nondiscrim.html>.

RELIGIOUS HOLIDAYS

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

CODE OF ACADEMIC INTEGRITY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php>, BSW policies at <http://www.fau.edu/ssw/bsw>, and MSW policies at <http://www.fau.edu/ssw/msw>

© 2016 Microsoft

[Terms](#)

[Privacy & cookies](#)

[Developers](#)

[English \(United States\)](#)