

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>10/9/2023</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Social Work College College of Social Work and Criminal Justice	
Current Course Prefix and Number SOW 4102	Current Course Title Human Behavior and Social Environment 2	
<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 <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <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: Include AS-L designation (see certification letter) and add AS-L assignment option to complete 10 service hours (see syllabus) 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 Danielle Groton, PhD, dgroton@fau.edu		
Approved by Department Chair <u>Heather Johnson, PhD, ncsu</u> College Curriculum Chair <u>Precious Skinner-Osei, Ph.D., MSW</u> College Dean <u>Nancy Luna</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____	Date 9/19/2023 9/19/23 09/20/23 10/9/2023 10/9/2023 _____ _____	

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

SOW 4102: HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT 2

PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK

Fall 2023

SOW 4102-004 CRN 12394 – 3 credits

Instructor: Donna Drucker, LCSW

Office Location: N/A Distance Learning

Office Hours: Please reach out to me to schedule a meeting/call/videoconference- I am always happy to meet with you!

Virtual Office hours are Wed 9am-Noon. Please email me at least 24 hours prior to schedule an appt.

Distance Learning: This course is fully online.

Phone Number: 561-297-3234 (FAU main office-leave a message)

Email: ddrucke1@fau.edu *Email is the best way to reach me

Statement of Inclusion

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life/lived experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, beliefs, and experiences, so that conversations and interactions are opportunities for intellectual, personal, and professional growth and potential transformation.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative, and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom. (Edited and borrowed from the University of Denver)

COURSE DESCRIPTION

This BSW core course focuses on micro and mezzo level theories of human behavior, including time-honored developmental theories, as well as new scientific information and research and technological advances. Under the umbrella of the generalist practice perspective, students apply the life-span perspective to case study vignettes and analyze how both typical and atypical developmental issues influence human behavior. Students will learn through a combination of required readings, videos, class discussion, and tests that will encourage them to distinguish, appraise, and integrate research-based knowledge from multiple sources. Case examples will relate to issues faced by at-risk populations that are important in the context of social work practice in south Florida so that students may apply course-related knowledge to understand the person in his or her environment. Students will thereby gain an understanding of the implications of this knowledge for early prevention, intervention, policy, and service provision. This course serves as a foundation for generalist professional practice and preparation for advanced casework in specialized areas.

One of the objectives of this course is to facilitate critical thinking and debate around topics, theories, and concepts where disagreement is not only anticipated, but encouraged. The ability to think critically, express your ideas clearly, and respond to the professor and other students civilly are the keystones of the academic experience. In this course, the professor will provide instruction in an objective manner and will remain open to a wide variety of viewpoints, so long as those viewpoints are evidence-based and presented in a respectful way. During class, the professor may take positions and make statements for the sole purpose of accomplishing an academic objective or enhancing the learning environment. Additionally, the adoption of class materials for this course does not imply an endorsement of the full content of those materials or the positions of the authors of those materials. Often the professor will provide materials as a point of departure for critical thinking and debate. Students should keep in mind that the ideas presented or discussed during class may not necessarily reflect the professor's personal beliefs or opinions on the subject matter.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and /or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

This is a Distant Learning Course – University policy for first day attendance mandate is covered in stating that all students MUST log into CANVAS Course and review the course material during the first week of the course.

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 PREREQUISITES

No course prerequisites.

COURSE OBJECTIVES

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

- Describe how neurobiology, culture, and health disparities impact lifespan development, including the epigenetic impact of poverty and discrimination.
- Explore how varying policies can negatively impact well-being and access to health care/social services.
- Apply knowledge of neurobiology, attachment theory, and lifespan development, to holistically assess client’s unique social contexts and identify client risk and protective factors.
- Apply knowledge of theoretical frameworks related to human behavior and the social environment to engage with clients.
- Reflect on explicit and implicit biases to promote professional and ethical behavior.

COURSE DELIVERY MODE

This is a fully online course with no requirement for in classroom meetings. The course week begins on Monday and runs to the following Sunday at 11:59 pm. There are no required times to be online; however, you are encouraged to log in frequently (at least three times each week) in order to keep in contact with classmates and to actively work on assignments. 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, [contact OIT for help](#).

The course is organized into modules with due dates. Unless otherwise specified, each module begins on Monday at 12:00am, EST, and ends on Sunday at 11:59pm, EST. The course begins with the Start Here module, which will familiarize you with the organization and navigation of the course. You will open a new learning module to access the assigned reading materials, videos, presentations, and other relevant materials for each subsequent module.

TIME COMMITMENT PER CREDIT HOUR

This course has 3 credit hours. 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.

REQUIRED TEXTS & MATERIALS

Required Texts/Materials

In this course, you will need the following texts and/or materials.

Required Text

Hutchison, E. (2014). *Dimensions of human behavior: The changing life course* (5th ed.). Thousand Oaks, CA: Sage Publications.

Optional Texts/Materials

The textbook **recommended** for this course is:

Horton, E. G. (2020). *Attachment and Neurobiology: Preconception to young adulthood*. San Diego, CA: Cognella . ISBN 978-1-5165-3872-0.

MINIMUM TECHNOLOGY & COMPUTER REQUIREMENTS

HARDWARE & SOFTWARE REQUIREMENTS

Hardware

- Dependable computer
- Computer speakers
- Headset with microphone
- Webcam

Software

- [Microsoft 365 Suite](#)
- Reliable web browser (recommended [Chrome](#) or [Firefox](#))
- Canvas mobile app: Download instructions for [iOS device](#) or [Android device](#)
- [Adobe Reader](#)
- [Adobe Flash Player](#)

Internet Connection

- Recommended: Broadband Internet connection with a speed of 4 Mbps or higher.
- To function properly, Canvas requires a high-speed Internet connection (cable modem, DSL, satellite broadband, T1, etc.). The minimum Internet connection speed to access Canvas is a consistent 1.5 Mbps (megabits per second) or higher.
- [Check your Internet speed here.](#)

COMPUTER REQUIREMENTS

Basic Computer Specifications for Canvas

- Operating system: Windows 10 or macOS Sierra (or higher).
- [Specifications](#)

Peripherals

- 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.

Software

- Once logged in to Canvas make sure your Internet browser is compatible.
- Other software may be required for specific learning modules. If so, the necessary links to download and install will be provided within the applicable module.

MINIMUM TECHNICAL SKILLS REQUIREMENTS

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

TECHNICAL SUPPORT

In the online environment, technical issues are always possible (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. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: (561) 297-3590

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, see [Print Screen instructions](#).
3. Complete a [Help Desk ticket](#). 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. This includes:
 - a. Select “Canvas (Student)” for the Ticket Type.
 - b. Input the Course ID.
 - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - d. Attach the Print Screen file, if available.
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 you obtain a resolution.

COURSE ASSESSMENTS, ASSIGNMENTS & GRADING POLICY

GRADING CRITERIA

1) Student Introduction and Syllabus & Course Agreement Quiz (0%)

You will complete a mandatory syllabus & course agreement quiz. You must complete this before you can progress in the course. You will also have the option of posting an introduction in the student introduction discussion board (and reply to others’ posts). The posting is optional, but I encourage you to get to know your classmates!

2) Journal Reflections (50 %)

There will be weekly writing prompts called “journal reflections” (posted on Canvas, within each module) based on the course material throughout the semester. Students are expected to demonstrate their ability to reflect upon and communicate their knowledge of the material in a professional and respectful manner. There are no makeup or acceptance of late journal reflections.

Ensure that reflections are detailed, thoughtful responses to each question and that course and chapter content are applied in your discussion responses. Essentially, in addition to answering the question please demonstrate that you have read and understand the material for that week. All Journal Reflection posts must be submitted by Sunday at 11:59 PM. Journal reflections should be written in APA format.

An ASL Project may be substituted for a Journal Reflection. Please email the instructor with your ASL proposal project by the end of Week 4. Please state which Journal Reflection you would like your ASL project to replace.

Format required for each journal reflection is as follows:

Journal reflection #/ week number (Boldface and Underline)

Copy/paste journal question (Boldface)

Please write your journal reflection in Times New Roman, 12 point font double spaced. Cite all quotes and references from your research in your writing (Author, date).

Your complete APA reference list will be at the end of your journal; including the assignment material, and all research references you utilized in your writing.

ASL Project may be substituted for one Journal Reflection.

Thank you for your interest in ASL in partnership with your course learning. It is so powerful when we link our class knowledge with our community practice, with volunteerism and research. This course studies every age and stage of development and behavioral dynamics. Please look at ASL projects where you are working with any person or groups and intersectionality and link our studies to your practice experience.

Examples: Pick an age group such as: Early Childhood, elementary, middle school, high school, young adult, middle adult, or older adult years. You may volunteer with a school or community agency, or a community event. For ASL credit, it must be a minimum of 10 volunteer hours.

Please feel free to discuss your interests with me. If you need, I will assist with guidance on an organization.

Please email me the following into information on your ASL Project by the end of the fourth week of class.

- A. Name of Organization of interest. Contact Person and Title. Please assess what the plan would be for the minimum of 10 hours of volunteering and completion date.
- B. Host a meeting with the Organization Contact person, describing FAU ASL and your SOW 4102 course along with your interest in volunteering. Have a purpose statement of interest ready that matches the purpose and goals of SOW 4102 and the organization – event or task.
- C. Please ask: Is there something that your organization would like you to research or focus on to assist?

You will upload a PPT on CANVAS on a date confirmed with your instructor.

1. Your PPT will include: Info about your Organization (How funded, The Mission statement, demographics, what programs - details of What, where, how , where, who...they are) So that your PPT is teaching about these organization's to raise awareness. The organization Website to be included and walked through.
2. How did the organization come to know about this need that they focus on. Tell about the process.
3. There may be photos of the organization and (if appropriate) the service project - with written permission of the organization, **BUT NEVER of the people receiving assistance.** (only something from their website)
4. Which Social Work Competencies are being addressed, with details.
5. Interaction and feedback on why people serve on this project.
6. Include Evidence based research on the vulnerable population in need - what are some of the proven reasons that there are needs.
7. What are the eligibility requirements? How does one find out about their services? Expand on what the needs are. What services and resources are available. What are the gaps and needs that are not being addressed.
8. What are the Social Justice and Policy points – what is in place?
9. As a SW - what (from research and the organization) is needed to alleviate these issues for families (social policy, social justice, etc)
10. Personal statement and summary on experience. What is something that you knew, what did you learned, what would you like to see moving forward for families.
11. Including follow up with organization with your research and presentation, and our “thanks” for the ASL opportunity.
12. APA Reference List

Chapter Quizzes (50%)

There will be weekly quizzes (open book, open PowerPoint, open note) based on the course material for that week. These quizzes help you identify the key learning points for the unit and determine your level of mastery. You will have unlimited time to complete the quizzes – please use this to your advantage and double check your answers! The quizzes will include multiple choice, true/false and/or short answer questions. You will only have one chance to take each quiz. There are no makeup or late quizzes, however remember your lowest grade is dropped.

Assessment	Percentage (%)
Course Orientation <ul style="list-style-type: none"> • Student Introduction – optional • Syllabus & Course Agreement Quiz – necessary to complete before progressing in course 	0%
Journal Reflections	50%
Chapter Quizzes	50%
TOTAL:	100%

GRADE SCALE

Grade	Percentage (%)
A	94 – 100%
A-	90 – 93%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D+	67 – 69%
D	63 – 66%
D-	60 – 62%
F	0 – 59%

LATE ASSIGNMENTS POLICY MAKE-UP POLICY FOR TESTS

LATE ASSIGNMENTS OR RETAKING OF TESTS ARE NOT ACCEPTED. As this is an online course, an extra set of self-discipline standards are expected from each student. Please note that students will not be penalized for absences due to participation in University approved activities, including athletic or scholastic teams, musical and theatrical performances and

debate activities. These students may have opportunities to make up missed work without any reduction in the student's final course grade. Reasonable accommodations will be made for students participating in a religious observance. 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. This is a fully online course with no requirement for in classroom meetings. The course week begins on Monday and runs to the following Sunday at 11:59 pm. There are no required times to be online; however, you are encouraged to log in frequently, at least three times each week in order to keep in contact with classmates and to actively work on assignments.

INCOMPLETE GRADE POLICY

The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor but is allowed only if the student is passing the course.

COURSE POLICIES

CODE OF ACADEMIC INTEGRITY POLICY STATEMENT

Students at Florida Atlantic University should endeavor to maintain the highest ethical standards. Academic dishonesty is 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 to 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](#).

PLAGIARISM

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

UNIVERSITY ATTENDANCE POLICY

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

ONLINE ATTENDANCE POLICY

Since the course is online, you should access the course **at least three times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, group projects, etc. If you are experiencing major illness, absences due to University duties, or other large-scale issues, contact the instructor immediately to formulate a resolution.

NETIQUETTE

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism. Please remember that you are adult students and professionals—your communication should be appropriate. For more in-depth information, please see the [FAU statement on netiquette](#).

CLASSROOM ETIQUETTE/DISRUPTIVE BEHAVIOR POLICY STATEMENT

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

COMMUNICATION POLICY

EXPECTATIONS FOR STUDENTS

Announcements

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

Email/Video Conferencing

You are responsible for reading all your course email and responding in a timely manner.

Course-Related Questions

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

INSTRUCTOR'S PLAN FOR CLASSROOM RESPONSE TIME & FEEDBACK

Email/Video Conferencing Policy

Except for weekends and holidays, the instructor will typically respond to email (Canvas inbox or FAU email) within 48 hours. You should ask course-related questions in the FAQ discussion board. If you have questions of a personal nature, you should email the instructor.

Assignment Feedback Policy

The instructor will provide feedback on submitted assignments within one week of the submission date. Some assignments may require a longer review period, which the instructor will communicate to you.

Course-Related Questions Policy

Except weekends and holidays, the instructor will generally answer questions within 48 hours.

Electronic Communication Policy

In addition to the University's policy, please consider the following:

- Privacy, confidentiality, and security in all electronic communications.

- All electronic communication resources must be used for the course and in alignment with to the University mission.
- Prohibited use of false identity, false identity pseudonyms, or anonymous (sender's name or electronic identification is hidden).
- Access without consent.
- Disruption of services including introducing computer contaminants (viruses).
- Harassment of any kind.

Please see the Office of Information Technology's policies on [Cyber Security Awareness](#).

SUPPORT SERVICES & ONLINE RESOURCES

- [Center for eLearning and Student Success](#)
- [Counseling and Psychological Services](#)
- [FAU Libraries](#)
- [Freshmen Academic Advising Services](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Office of Undergraduate Research and Inquiry](#)
- [Student Accessibility Services](#)
- [University Center for Excellence in Writing](#)

FACULTY RIGHTS & 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*.

SELECTED UNIVERSITY & COLLEGE POLICIES

ACCESSIBILITY POLICY STATEMENT

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please consult [Student Accessibility Services](#).

Contact

- **Boca Raton:** (561) 297-3880
Fax: (561) 297-2184, TTY: 711
- **Davie:** (954) 236-1222
Fax: (954) 236-1123, TTY: 711
- **Jupiter:** (561) 799-8721
Fax: (561) 799-8721, TTY: 711

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.

[Chapter 4 of the University Regulations](#) contains information on the grade appeals process.

RELIGIOUS ACCOMMODATION POLICY STATEMENT

In accordance with 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. For further information, please see [Academic Policies and Regulations](#).

UNIVERSITY APPROVED ABSENCE POLICY STATEMENT

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is your responsibility to notify the instructor at least one week prior to missing any course assignment.

DROPS/WITHDRAWALS

You are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the [FAU Registrar Office](#) for more information.

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

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.

<i>Week</i>	<i>Topics/activities</i>	<i>READINGS/LISTEN/VIEW</i>	<i>TO DO</i>
			Everything due Sunday 11:59 PM
Week 1 <i>Module 1</i>	Introduction – Welcome! A Life Course Perspective	Text: Watch introduction video Hutchison: Ch. 1, A Life Course Perspective	<ul style="list-style-type: none"> • Readings
Week 2 <i>Module 2</i>	Neurobiology Basics <ul style="list-style-type: none"> • Basic Brain elements • Brain development • Central and peripheral nervous systems 	<hr/> <u>Readings posted in Canvas</u> <ul style="list-style-type: none"> • Brain basics, NIMH (on Canvas): https://newsinhealth.nih.gov/2012/04/brain-basics • Helpful brain infographic • Fishbane, M. D. (2007). Wired to connect: Neuroscience, relationships, and therapy. <i>46</i>(3), 395. 	<hr/> <ul style="list-style-type: none"> • Quiz #1 • Journal Reflection #1 • Readings

		Horton: Ch. 1 Neurobiology Basics Ch. 2 Divisions of the Enskulled and Embodied Brains	
Week 3 <i>Module 3</i>	Interpersonal Neurobiology <ul style="list-style-type: none"> Structures of the social brain Systems of the social brain Neuroplasticity Epigenetics 	<u>Readings posted in Canvas</u> <ul style="list-style-type: none"> Neuroplasticity page—<i>What is Neuroplasticity? A psychologist explains. Read and watch any videos you find of interest!</i> 	<ul style="list-style-type: none"> Readings
Week 4 <i>Module 4</i>	Webinar: The Neurobiology of Sexual Assault: Implications for Law Enforcement, Prosecution, and Victim Advocacy	Watch--Webinar: The Neurobiology of Sexual Assault: Implications for Law Enforcement, Prosecution, and Victim ASL Proposal DUE – emailed to me for approval. Horton: Ch. 4 The Social Brain	<ul style="list-style-type: none"> Quiz #2 Journal Reflection #2 Readings ASL Proposal DUE
Week 5 <i>Module 5</i>	Attachment through the Life Span	Shaver & Mikulincer-Overview of Attachment Theory	<ul style="list-style-type: none"> Readings

<p>Week 6</p> <p>Module 6</p>	<ul style="list-style-type: none"> Attachment theory Attachment-related brain systems Attachment processes and styles <hr/> <p>Preconception to Birth & Attachment Theory</p>	<p>Text: Horton: Ch. 6 Attachment theory and neurobiology Ch. 7 Attachment processes and styles Horton: Ch. 8 Implications of Attachment Theory in Clinical Work</p> <hr/> <p>Hutchison: Ch. 2, Conception, Pregnancy and Childbirth</p>	<hr/> <ul style="list-style-type: none"> Quiz #3 Journal Reflection #3 Readings
<p>Week 7</p> <p>Module 7</p>	<p>Infancy and Toddlerhood:</p>	<p>Text: Hutchison: Ch. 3, Infancy and Toddlerhood Canvas: Zero to three: The Power of Play</p>	<ul style="list-style-type: none"> Readings
<p>Week 8</p> <p>Module 8</p>	<p>Early Childhood</p>	<p>Text: Hutchison: Ch. 4 Early Childhood</p>	<ul style="list-style-type: none"> Quiz #4 Journal Reflection #4 Readings
<p>Week 9</p> <p>Module 9</p>	<p>Middle Childhood</p> <hr/> <p>Adolescence</p>	<p>Hutchison: Ch. 5 Middle Childhood</p>	<p>Readings</p>

<p>Week 10</p> <p><i>Module 10</i></p> <hr/> <p>Week 11</p> <p><i>Module 11</i></p>	<ul style="list-style-type: none"> • Biopsychosocial development • Identity development • Theory: Erikson/Marcia • Spiritual development <hr/> <p>Young Adulthood</p>	<p>Text:</p> <p>Hutchison: Ch. 6 Adolescence</p> <ul style="list-style-type: none"> • Steinberg: A social neuroscience perspective on adolescent risk-taking • Toxic Masculinity is Killing Us – Boston Globe <hr/> <p>Hutchison: Ch. 7, Young Adulthood</p>	<ul style="list-style-type: none"> • Quiz #5 • Journal Reflection #5 • Readings <hr/> <ul style="list-style-type: none"> • Readings
<p>Week 12</p> <p><i>Module 12</i></p> <hr/> <p>Week 13</p> <hr/> <p>Module 14/15</p> <p>(Includes Thanksgiving Break)</p>	<p>Middle Adulthood</p> <hr/> <p>Late Adulthood</p>	<p>Hutchison: Ch. 8 Middle Adulthood</p> <hr/> <p>Hutchison: Ch. 9 Late Adulthood</p> <hr/> <p>Reflection Paper</p>	<ul style="list-style-type: none"> • Readings • Quiz #6 <hr/> <ul style="list-style-type: none"> • Journal Reflection #6 • Readings <hr/> <ul style="list-style-type: none"> • Readings • Reflection Paper

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