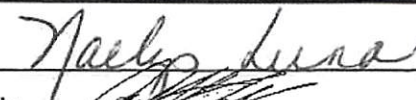

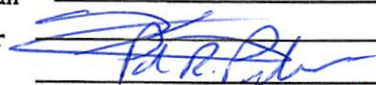
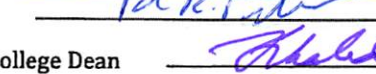

 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Phyllis and Harvey Sandler School of Social Work College Design and Social Inquiry <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix SOW Number 6786	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course Select one	Course Title Social Work Practice with Survivors of Human Trafficking
Credits <i>(Review Provost Memorandum)</i> 3	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; see Guidelines)</i> This course will explore the topic of Human Trafficking and help students to better understand this form of modern day slavery. The readings, videos, and assignments will center around current events and current topics of discussion in the trafficking field, as well as, where the movement originated, and what the future holds. During this course, students will learn terminology, the different types of trafficking, how cultural issues and vulnerabilities can contribute to trafficking, understanding the scope of the problem through current statistics & reports, both domestic and global.	
Effective Date <i>(TERM & YEAR)</i> Spring 2019	Prerequisites none		Corequisites none
		Registration Controls <i>(Major, College, Level)</i> Social Work Major	
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course			
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here in syllabus	
Faculty Contact/Email/Phone Joy McClellan jmcclel2@fau.edu 561-297-2864		List/Attach comments from departments affected by new course attached	

Approved by Department Chair  College Curriculum Chair  College Dean Wesley Hawkins <small>Signature approved by Wesley Hawkins</small> UGPC Chair  UGC Chair  Graduate College Dean  UFS President _____ Provost _____	Date 8/6/18 10/16/18 11-14-18 11/15/18
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

GRADUATE COLLEGE

OCT 24 2018

Received

PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
FLORIDA ATLANTIC UNIVERSITY
SOW 6786 Section ____ CRN ____ (3 Credit Hours)
Social Work Practice with Survivors of Human Trafficking

Semester:	Classroom: fully online
Start/End Date:	Class Times: fully online
Instructor: Brandy Macaluso, LCSW	Office Hours: Tuesdays, 4 to 6 PM
Phone: 561-252-1428	Office Location: SO 303
Email: bmacalus@fau.edu	Web: www.fau.edu/ssw
Canvas: http://canvas.fau.edu	

MSW Program Mission

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

Course Description

This course will explore topics relevant to providing beginning level, generalist social work services to human trafficking victims. Commencing with an analysis of difference, power, oppression, and multiculturalism, we will then proceed to explore various traditional, modern, and postmodern paradigms around those same issues, and will finally acknowledge the particular strengths and vulnerabilities of various populations who are seen as population at risk by the profession. We will explore an array of different models being used to identify, assess, treat, and otherwise combat human trafficking in an effort to honor the current reality of the field of practice. The class experience is likely to challenge students to look beneath the surface and see the atrocities that are occurring not only abroad, but right here in our community.

Required Text

The Slave Next Door: Human Trafficking and Slavery in America Today

ISBN-13: 978-0520268661

ISBN-10: 0520268660

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Relevance to Educational Program

Social work owns a tradition of addressing the needs of the beleaguered, the oppressed, and the powerless. The Social Work Program at FAU encourages its students to become agents of change in their communities, and in society at large. The communities of South Florida are cosmopolitan, and rich in diversity. This course will increase the efficacy of human service providers in their work with members of those populations that the profession has sought to empower. While this course is designed principally for social work students, it will be quite relevant to students pursuing degrees in any field of the human service professions, including: nursing, psychology, sociology, and criminal justice.

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. Upon successful completion of this course, students will be able to demonstrate the following competencies and practice behaviors.

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 (with particular emphasis on client self-determination, confidentiality, informed consent, and professional boundaries) (PB 2b).
- Tolerate ambiguity in resolving ethical conflicts related to practice (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 (PB 2d).

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 individuals (PB 3a).

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 sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse individuals, including Latinos, African Americans, Haitian Americans, LGBT individuals, children, and the elderly (PB 4b).
- Recognize and communicate their understanding of the importance of difference in shaping life experiences (PB 4c).

- View themselves as learners and engage individual clients as cultural informants (PB 4d).

Advance human rights and social and economic justice.

- Understand the forms and mechanisms of oppression, including discrimination based on age, race, ethnicity, religion, sexual orientation, immigration status, sexual identity, and expression (PB 5a).

Engage in research-informed practice and practice-informed research.

- Use practice experience to inform scientific inquiry, including the use of single-system design to evaluate work with individual clients (PB 6a).
- Use research evidence to inform practice decisions with individual clients (PB 6b).

Teaching Methodologies:

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

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

The course is organized into weekly units called Learning Modules with dates provided for each unit. Each week you will open a new unit to access the reading materials, PowerPoints, and other materials relevant to the week's topic, your assignments for each week will be listed within the unit.

Course Assignments and Grading:

Assessments:

This course is designed to enable students to explore issues and approaches to human trafficking through the use of a variety of teaching and learning methods. The course objectives shall be accomplished through an exacting schedule of readings, video presentations, online discussions, and experiential activities.

The nature of this course is such that plentiful exposure to various media such as reading material, articles, research, videos, and webinars is necessary to bring the student to a place of higher understanding about the plight of minorities in this country. The flow and benefit of discussions will be closely linked to students' adherence with the assignment schedule.

An adult-learner model is the basis of this course. The primary teaching approach will be collaborative learning. Emphasis is placed on active student participation during all

modules. The course is designed to maximize self-directed learning by applying course concepts.

The goal is to stimulate critical thinking, intellectual creativity, and sharing of knowledge and skills with and through the course. Students will be responsible for material presented through all these activities. Learning activities are employed as a practical, process-oriented approach to teaching.

The instructor will use Canvas for class interaction, information, materials, and assignments. Students are responsible to remain current with all items presented in Canvas as this is an online course.

Students must be active participants in the learning process.

Assignments

1. Self-Introduction: (This must be completed to receive credit for additional assignments in the course).
2. Syllabus Quiz: (5%)/ **MUST** score 90 or higher on the quiz to receive credit for additional assignments in the course.
3. 12 Weekly Discussion Posts (20%)
4. 3 Short Essays (15% each = 45% total)
5. 10 Webinars: VAT Online Trainings (30%)

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

Syllabus Quiz	5%
VAT Online Webinars (12)	30%
Essay 1	15%
Essay 2	15%
Essay 3	15%
Discussion Board Posts (12)	20%
Total	100%

The grading scale for this course is as follows:

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

Note: I will **NOT** curve nor barter your grade at the end of the semester.

Course Schedule:

See separate listing at the end of this syllabus.

The Course Schedule is listed in the tab titled Learning Modules. Each module represents a weekly unit.

Professional Expectations of Student Behavior

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

- 1. Accountability:** Attend class, arrive on time, and return from break in a timely manner.
*Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.*
- 2. Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.
*Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.*
- 3. Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.
*Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.*
- 4. Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.
Come to class with books, handouts, syllabus, and pens

Seek out appropriate support when having difficulties to ensure success in completing course requirements.

Take responsibility for the quality of completed tests and assignment.

Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.

5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
Academic: Commit yourself to learning the rules of citing other's work properly. Do your own work and take credit only for your own work. Acknowledge areas where improvement is needed. Accept and benefit from constructive feedback

Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.
Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping. Exhibit a willingness to serve diverse groups of persons. Demonstrate an understanding of how values and culture interact.
7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.
Demonstrate assertive communication with peers and instructors. Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)
8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.
Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups. Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

The School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the

FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

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

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

Policy on makeup tests, late work, and incompletes (if applicable).

If you do not accept late work or apply penalties to late work, state so. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical, and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. If your college has elaborated on this policy, state so here.

Special course requirements (if applicable)

Computer (A computer that can run Mac OSX or Win XP or higher)

Internet Access

Library Access

Microsoft Word or equivalent

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

Course Delivery Mode

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

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

Computer Requirements

- Operating System
 - A computer that can run Mac OSX or Win XP or higher
- 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
 - Please visit Canvas to determine LMS compatibility with your computer. Make sure your Internet browser is compatible and that you have all the recommended plug-ins installed.
 - Other software may be required for specific learning units and/or modules, but the links to download and install it will be provided within the applicable unit and/or module.

UNITS	DATES	TOPIC	READ/LISTEN/VIEW	TO DO
START HERE	mm.dd – mm.dd	Orientation to Course	Syllabus Course Schedule Instructor Introduction	<ul style="list-style-type: none"> • Post student intro • Syllabus Quiz
1		Introduction to Human Trafficking	<ul style="list-style-type: none"> • Intro to Human Trafficking Lecture • Read: Trafficking & Violence Protection Act of 2000 (2014) • Read: Changes reauthorized in 2013 that were effective 2014 • Read Florida Statute 787.06 	<ul style="list-style-type: none"> • Discussion - Human Trafficking Current Event Article Abstract • VAT Online Webinar: Human Trafficking • Quiz • MSW Students only: Access the course group: MSW Students

UNITS	DATES	TOPIC	READ/LISTEN/VIEW	TO DO
			<ul style="list-style-type: none"> Read: Collaborating Against Human Trafficking, Chapter 1 (Optional Text) <ul style="list-style-type: none"> MSW Students only Read: A Piece of Cake, Chapters 1-10 	and begin contributing notes, ideas, articles, etc
2			Sex Trafficking	<ul style="list-style-type: none"> Lecture Video: Fields of Mudan Video: How Pimps Turn Girls Into Prostitutes Read Polaris Project US Citizens in Sex Trafficking Report (Same as us-citizen-sex-trafficking.pdf) Read A Report on The Use of Technology to Recruit, Groom, and Sell Domestic Minor Sex Trafficking Victims (Same as Survivor Survey Report 2015.pdf) Read Social Worker Awareness of Sex Trafficking Video: The Making of a Girl Read Sex Trafficked Youth Read: Collaborating Against Human Trafficking, Chapter 2 (Optional Text) MSW students only Read: A Piece of Cake, Chapters 11-20
3		YOU HAVE ONE WEEK TO ACCESS THIS EXAM.		<ul style="list-style-type: none"> Exam 1
4		Labor Trafficking	<ul style="list-style-type: none"> Lecture Read: Human Trafficking is more than Just sex trafficking and prostitution Read: Collaborating Against Human Trafficking, Chapter 3 (Optional Text) 	<ul style="list-style-type: none"> Discussion (Abstract Article)- Labor Trafficking Current Event Article Abstract Discussion - Reaction to Video: Dark Side of Chocolate Quiz MSW Students only: Contribute notes, ideas, articles, etc. to the

UNITS	DATES	TOPIC	READ/LISTEN/VIEW	TO DO
			<ul style="list-style-type: none"> ● MSW students only Read: A Piece of Cake, Chapters 21-30 ● Video: Slavery At Sea ● Video: Sold to the Sea ● Video: Thai Seafood Slaves ● Read: Understanding-the-Organization-Operation-and-Victimization-Process-of-Labor-Trafficking-in-the-United-States Video: The Dark Side of Chocolate 	course group: MSW Students
5		Domestic Vs. Global Trafficking	<ul style="list-style-type: none"> ● Lecture ● Read: Introduction to the TIP Report ● Read: Collaborating Against Human Trafficking, Chapter 4 (Optional Text) ● MSW students only Read: A Piece of Cake, Chapters 31-40 ● Video: Faces of Human Trafficking – Introduction ● Video: Super Bowl & Human Trafficking ● Read: 2016 Global Report on Trafficking in Persons Video: Human Trafficking Global Effects 	<ul style="list-style-type: none"> ● Discussion - Domestic or Global Trafficking Current Event Article Abstract ● Discussion (Video Reaction): Reaction to Human Trafficking Global Effects ● Quiz ● MSW Students only: Contribute notes, ideas, articles, etc. to the course group: MSW Students
6		YOU HAVE ONE WEEK TO ACCESS THIS EXAM.		<ul style="list-style-type: none"> ● Exam 2
7		Traffickers & Victims – A Social Response	<ul style="list-style-type: none"> ● Lecture ● Read: United States Advisory Council on Human Trafficking Annual Report 2017 ● Read: Trauma informed psych assessment of HT victims ● Read: Collaborating Against Human Trafficking, Chapter 5 (Optional Text) ● MSW students only Read: A Piece of Cake, Chapters 41-50 	<ul style="list-style-type: none"> ● Discussion - Responding to Victims of Human Trafficking Current Event Article Abstract ● Essay: Assessment & Treatment of Human Trafficking Victims ● Quiz ● MSW Students only: Prepare "Piece of Cake" Reaction Paper & Biopsychosocial Spiritual Assessment (due in Module 6)

UNITS	DATES	TOPIC	READ/LISTEN/VIEW	TO DO
			<ul style="list-style-type: none"> ● Video: Faces of Human Trafficking – Victim-Centered Case ● Video: 21st Century Sex Slaves ● Read: Statewide Council on Human Trafficking: Florida Annual Report 2017 ● Read: Evidence-Based Treatment of Human Trafficking Victims Video: Faces of Human Trafficking – Multidisciplinary Approach 	
8		Human Trafficking Moving Forward	<ul style="list-style-type: none"> ● Moving Forward Lecture video ● Read: Student Engagement Toolkit - NHTRC.pdf ● The Trauma Economy: The Demand For Sex Trafficking And The Fight To End It ● Video: Children for Sale: The Fight to End Human Trafficking (2015) ● Video: Faces of Human Trafficking - Focus on Youth ● Read: 18 Things You Can Do to Stop Trafficking\ ● Read: Action Library 149 Things to Do to Help Victims ● Read: Collaborating Against Human Trafficking, Chapter 6 (Optional Text) ● MSW students only Read: A Piece of Cake, Chapters 51-53 ● MSW students only: Biopsychosocial Spiritual Assessment Template ● Video: The Fight to Stop Trafficking in the US. ● Video: Go After the Johns 	<ul style="list-style-type: none"> ● Discussion - Human Trafficking Current Event Article Abstract ● Discussion (Video Reaction): Reaction to Now That We Are Free Video ● MSW Students Only: "Piece of Cake" Reaction Paper & Biopsychosocial Spiritual Assessment ● Unit 6 Quiz

UNITS	DATES	TOPIC	READ/LISTEN/VIEW	TO DO
			<ul style="list-style-type: none"> • Video: Does Your Hotel Know the Signs of Sex Trafficking Video: Faces of Human Trafficking - Now That We Are Free 	
9			YOU HAVE ONE WEEK TO ACCESS THIS EXAM.	•

Online Attendance Policy

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

Online Etiquette/Netiquette

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism when using discussion boards, email, or other online technologies; however, remember you are adult students and professionals—your communication should be appropriate whether it is online or otherwise. You are expected to use correct spelling and grammar, writing complete sentences for your online responses. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. As a result, sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews or responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

Social Media Policy

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g., Facebook, Twitter, etc.) and other forms of electronic communication (e.g., blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material that could be considered inappropriate for a professional social worker in training. Because of this, social work students should manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students should consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students should critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the FAU School of Social Work and the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as the FAU School of Social Work while in the classroom, the university community, and the broader area communities.

To maintain appropriate professional boundaries, social work students should avoid “friending” clients, that is, allowing clients to connect with your personal Facebook, Twitter, or other personal social media accounts. As a student, you should also maintain professional boundaries with professors, field educators, and other professionals at your field agencies.

Communication Policy

- Announcements
 - You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you login to be sure you have read all of them since your last login session.
- Course-related Questions
 - Post course-related questions to the FAQ discussion board. Asking course-related questions in this way allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts. Except Saturdays, Sundays, and holidays, questions will, generally, be answered by instructors within 48 hours.
- Email Policy
 - Except for Saturdays, Sundays, and holidays, instructor typically, will respond to messages within 48 hours. Such messages should only be used to communicate personal or confidential matters; otherwise, please use the FAQ discussion board within the course.

Technical Problem Resolution Procedure

In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

1. Contact the eSuccess Advisor, Eduardo Santiago for assistance
Eduardo Santiago - eLearning Success Advisor - 561-297-3590
or esantia5@fau.edu
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit <http://en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux>.
3. Complete a Help Desk ticket <http://helpdesk.fau.edu/>. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. 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 a resolution is obtained.

Support Services and Resources

Office of Information Technology Online Help Desk:	http://helpdesk.fau.edu
FAU Libraries Website:	http://www.fau.edu/library
Center for Learning and Student Success Website:	http://www.fau.edu/class
University Center for Excellence in Writing:	http://www.fau.edu/UCEW
Math Learning Center:	http://www.math.fau.edu/MLC

Office of Undergraduate Research and Inquiry:	http://www.fau.edu/ouri
Student Accessibility Website:	http://www.fau.edu/sas
Office of International Programs and Study-abroad:	www.fau.edu/goabroad
Freshman Academic Advising Services:	http://www.fau.edu/freshmanadvising

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.

STUDENT ACCESSIBILITY SERVICES

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 Student Accessibility Services (SAS) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585) and follow all SAS procedures.

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 located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://cdsi.fau.edu/ssw/current-students/nondiscrimination-policy/>

RELIGIOUS HOLIDAYS

Please advise the instructor at the beginning of the term if you need accommodations for official 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>.

COUNSELING AND PSYCHOLOGICAL SERVICES 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 Center (CAPS). 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/>

In the event of a hurricane warning, see www.fau.edu or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

Thursday, October 19, 2017 at 10:47:12 AM Eastern Daylight Time

Subject: Re: New Course Proposals: Social Work Practice with Victims of Human Trafficking and Social Work Practice in Behavioral/ Process Addictions
Date: Monday, September 4, 2017 at 9:58:24 AM Eastern Daylight Time
From: Paul Peluso
To: Joy McClellan
CC: Joy Longo, Karethy Edwards, rstackma@gmail.com, Diane Sherman, Naelys Luna
Attachments: image001.jpg, image001.jpg

These courses do not conflict with Counselor Ed. I would suggest a statement about textbook materials for the human trafficking course (materials will be available on Canvas and updated...), otherwise it may be questioned at GPC or Senate Steering.

Paul

Sent from my iPhone

On Sep 1, 2017, at 9:47 AM, Joy McClellan <JMCCLEL2@fau.edu> wrote:

Dear Drs. Longo, Edwards, Peluso , and Stackman:

Please find attached the syllabus and the New Course Proposal Form for two new courses that we have been providing our students as a Special Topics electives. I am requesting that you review and provide comments if you feel as though your department will be affected by these new courses.

Thanks very much-

Joy McClellan

Joy McClellan
Coordinator and Instructor, MSW Program
Phyllis and Harvey Sandler School of Social Work

Florida Atlantic University
777 Glades Road, SO 303b
Boca Raton, FL 33431
Phone 561.297.2864
Jmcclel2@fau.edu



<Social Work Practice with Survivors of Human Trafficking.docx>

<Social Work Practice in Behavioral Process Addictions .docx>

Thursday, October 19, 2017 at 10:47:42 AM Eastern Daylight Time

Subject: Re: New Course Proposals: Social Work Practice with Victims of Human Trafficking and Social Work Practice in Behavioral/ Process Addictions
Date: Friday, September 1, 2017 at 12:52:42 PM Eastern Daylight Time
From: Robert Stackman
To: Joy McClellan, Joy Longo, Karethy Edwards, Paul Peluso
CC: Diane Sherman, Naelys Luna
Attachments: image001.jpg

Dear All,

Thank you for providing me with the opportunity to comment on the syllabi for the proposed courses. I have reviewed these documents and conclude that these courses will not impact our programs.

Best of success with your program,

Bob

—

Robert W. Stackman Jr., Ph.D.
Interim Chair and Professor
Department of Psychology
College of Science
Florida Atlantic University
BS, 101B
777 Glades Road
Boca Raton, FL 33431-0991

email: rstackma@fau.edu
office – boca: BS 101B
phone – boca: 561.297.2270

office – jupiter: MC-19(RE) 110
phone – jupiter: 561.799.8052

From: Joy McClellan <JMCCLEL2@fau.edu>
Date: Friday, September 1, 2017 at 9:47 AM
To: Joy Longo <JLONGO5@health.fau.edu>, Karethy Edwards <edwardsk@health.fau.edu>, Paul Peluso <ppeluso@fau.edu>, "rstackma@gmail.com" <rstackma@gmail.com>
Cc: Diane Sherman <dgreen@fau.edu>, Naelys Luna <ndiaz10@fau.edu>
Subject: New Course Proposals: Social Work Practice with Victims of Human Trafficking and Social Work Practice in Behavioral/ Process Addictions

Dear Drs. Longo, Edwards, Peluso , and Stackman:

Please find attached the syllabus and the New Course Proposal Form for two new courses that we have been providing our students as a Special Topics electives. I am requesting that you review and provide comments if you feel as though your department will be affected by these new courses.

Thanks very much-

Joy McClellan

Joy McClellan

Coordinator and Instructor, MSW Program
Phyllis and Harvey Sandler School of Social Work

Florida Atlantic University

777 Glades Road, SO 303b

Boca Raton, FL 33431

Phone 561.297.2864

jmcciel2@fau.edu



MAKING WAVES

Thursday, October 19, 2017 at 10:47:52 AM Eastern Daylight Time

Subject: Re: New Course Proposals: Social Work Practice with Victims of Human Trafficking and Social Work Practice in Behavioral/ Process Addictions
Date: Friday, September 1, 2017 at 11:01:02 AM Eastern Daylight Time
From: Karethy Edwards
To: Joy McClellan
CC: Joy Longo, Paul Peluso, rstackma@gmail.com, Diane Sherman, Naelys Luna
Attachments: image001.jpg

Good morning,

I reviewed the syllabi and these courses will not impact our programs.

With kind regards,

Dr. Edwards
Associate Dean for Academic Programs and Professor
Christine E. Lynn College of Nursing

Sent from my iPhone

On Sep 1, 2017, at 9:47 AM, Joy McClellan <JMCCLEL2@fau.edu> wrote:

Dear Drs. Longo, Edwards, Peluso , and Stackman:

Please find attached the syllabus and the New Course Proposal Form for two new courses that we have been providing our students as a Special Topics electives. I am requesting that you review and provide comments if you feel as though your department will be affected by these new courses.

Thanks very much-

Joy McClellan

Joy McClellan
Coordinator and Instructor, MSW Program
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