I. NAME AND NUMBER OF COURSE: SWU 417 Technology and Personal Relationships

II. PROGRAM LEVEL: BSW & BA-CASP Students

III. COURSE REQUIREMENTS

- Credits: 3 credits
- Elective or Required: Selective
- Prerequisites: None

IV. COURSE DESCRIPTION: This course examines the influence, impact, and role of information communication technologies within interpersonal relationships. This course uses theory to examine a few of the contemporary intersections of information communication technology (ICT) use with human sociality that are of interest to social work. The focus in this course is primarily on ICT enabled social practices of interpersonal relationships and only secondarily on the structural forms that are emerging in those intersections. Content will also examine ways that technology can further abuse and mistreatment of marginalized groups by reviewing research about online harassment, cyberbullying, cyberstalking, monitoring, surveillance, and other forms of online exploitation. Students will use these materials, lectures, discussions, and various course assignments to explore current social work knowledge and responses to human-ICT relationality as well as current and proposed professional social work practices that can effectively respond to these phenomena.

V. COURSE RATIONALE: The ubiquity of information communication technologies has shifted many social interactions into mediated space. Nearly 90% of American adults use the internet and if young people 18-29 are an indication of the future the United States will reach full saturation (Fox & Rainie, 2014). ICT use has also promoted the use of lying as a relational strategy, as well as reflecting and amplifying the abuse and mistreatment of others and of marginalized groups. Therefore, course materials include
published research and media that describes online harassment, cyberbullying, cyberstalking, monitoring, surveillance, and other forms of human relationship exploitation. During the semester students will explore current research literature about mediated communications and intimacy. Students will be able to describe benefits and risks associated with technology while articulating ways to address complex social issues that arise for individuals, agencies, institutions, and policy makers. Critical discussion will facilitate understanding about how personal relationships’ are defined in the 21st century and what online life can mean for building trust, closeness, privacy, boundaries and navigating personal relationships in modern life.

Social workers need to be competent about online culture(s) to better address the day-to-day life of clients and harness technology for the social good. Future social workers can promote policies to protect vulnerable populations and intervene and prevent online abuses. Several theorists believe the incorporation of information communication technology into everyday life will influence all of our personal relationships and shape the social bonds of the future. Understanding online life can provide much needed context for the person-in-environment as the social landscape shifts from geographical communities to networked groups. Through understanding mediated interactions social workers can continue their efforts to preserve dignity for individuals and value human relationships.

VI. COURSE COMPETENCIES

SWU 417 is an elective designed to provide an overview of the ways new technologies influence personal relationships, with a focus on abusive intimate relationships. Following completion of the course and associated learning activities, students will gain skills and knowledge in the following areas:

<table>
<thead>
<tr>
<th>EPAS Competency</th>
<th>EPAS Practice Behaviors</th>
<th>Measures – Assignments, tasks, or activities</th>
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<tbody>
<tr>
<td>(1) Demonstrate Ethical and Professional Behavior</td>
<td>Social workers…</td>
<td>Participation in all class activities, interactions, and communication with classmates and instructor.</td>
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<td></td>
<td>• use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</td>
<td>In class activity: platform review.</td>
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<td>• demonstrate professional demeanor in behavior; and oral, written, and electronic communication;</td>
<td>Final project: Complex case review paper and presentation.</td>
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<td>• use technology ethically and appropriately to facilitate practice outcomes</td>
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<td>(2) Engage Diversity and Difference in Practice</td>
<td>• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</td>
<td>Participation in class discussion.</td>
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<td>Case design, complex</td>
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<td><strong>•</strong> present themselves as learners and engage clients and constituencies as experts of their own experiences; and</td>
<td><strong>•</strong> apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
<td>case review, and class quizzes.</td>
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<td><strong>(3) Advance Human Rights and Social, Economic, &amp; Environmental Justice</strong></td>
<td><strong>•</strong> apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and</td>
<td>Participation in class discussion.</td>
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<td><strong>•</strong> engage in practices that advance social, economic, and environmental justice.</td>
<td>In class activity: platform review.</td>
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<td><strong>(4) Engage in Research-informed Practice</strong></td>
<td><strong>•</strong> user practice experience and theory to inform scientific inquiry</td>
<td>Participation in class discussion, and class quizzes.</td>
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<td><strong>•</strong> use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
<td>Final project: Complex case review paper and presentation.</td>
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<td><strong>(5) Engage in Policy Practice</strong></td>
<td><strong>•</strong> apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
<td>Participation in class discussion.</td>
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<td>Final project: Complex case review paper and presentation.</td>
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<td><strong>(6) Engage with Individuals, Families, Groups, Organizations, and Communities</strong></td>
<td><strong>•</strong> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</td>
<td>Participation in class discussion, class quizzes, and case design.</td>
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<td><strong>•</strong> use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
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<tr>
<td><strong>(7) Assess Individuals, Families, Groups Organizations, and Communities</strong></td>
<td><strong>•</strong> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
<td>Participation in class discussion.</td>
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<td>Final project: Complex case review paper and presentation.</td>
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<tr>
<td><strong>(9) Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</strong></td>
<td><strong>•</strong> apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical framework in the evaluation of outcomes.</td>
<td>Final project: Complex case review paper and presentation.</td>
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</table>
VII. COURSE UNITS
• Introduction
• Online presentation
• Online life & Sexuality
• Technology & Abuse
• Online Publics
• Emotional impact of online abuse
• Future relationships

VIII. KEY COURSE CONCEPTS
Information Communication Technologies
Actor Network Theory
Platform
Platform affordances
Social Media
Digital dating abuse
Cyberstalking
Online Harassment
Sexting
Cyberbullying
Trolling
Affective computing
Technological determinism
Computer Mediated Communication
Selfies
Network Society

IX. ASU AND RELATED PROFESSIONAL POLICIES
Students are responsible for reviewing and complying with all ASU policies, including the following:

Academic Integrity Policy:\(^1\):
http://provost.asu.edu/academicintegrity/policy

Student Code of Conduct:
http://students.asu.edu/srr/code (click on ABOR Student Code of Conduct)

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\(^1\) The ASU student academic integrity policy lists violations in detail. These violations fall into five broad areas that include but are not limited to: (1) Cheating on an academic evaluation or assignment; (2) Plagiarizing; (3) Academic deceit, such as fabricating data or information; (4) Aiding academic integrity policy violations and inappropriately collaborating; (5) Falsifying academic records.
Computer, Internet, and Electronic Communications Policy:  
http://www.asu.edu/aad/manuals/acd/acd125.html

Missed Classes Due to University Sanctioned Activities:  
http://www.asu.edu/aad/manuals/acd/acd304-02.html

Accommodations for Religious Practices:  
http://www.asu.edu/aad/manuals/acd/acd304-04.html

Commercial Note Taking Services:  
http://www.asu.edu/aad/manuals/acd/acd304-06.html

Handling Disruptive, Threatening, or Violent Individuals on Campus:  
http://www.asu.edu/aad/manuals/ssm/ssm104-02.html

School of Social Work Student Academic Integrity Policy:  
http://ssw.asu.edu/filelib/students/AcademicIntegrityPolicy.pdf/view

Social work students are responsible for reviewing and complying with the National Association of Social Workers Code of Ethics:  
http://www.socialworkers.org/pubs/code/code.asp

Title IX
Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faq/student.

Faculty, instructors and university employees are mandated to report allegations of unwelcome sexual conduct (defined here: http://www.asu.edu/aad/manuals/acd/acd401.html). If you tell your instructor about unwelcome sexual conduct that involves an ASU student or employee, they are required to report this information to university authorities. It is your right to choose who, when and where you disclose information about unwelcome sexual conduct; it is also your right to understand the responsibilities of anyone that you disclose to. Before disclosing information about unwanted sexual conduct to anyone, you can ask them whether they can keep the information confidential. For confidential reporting options, see: https://eoss.asu.edu/counseling.

X. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
If you are a student with a disability and have need of assistance or special accommodations, please review the following policy:
and contact the ASU Disability Resource Center (DRC). Students requesting accommodations for a disability must be registered with the DRC, and must submit appropriate documentation to the instructor from the DRC. Students enrolled with the School of Social Work Downtown Phoenix Campus and Tucson Component locations may contact the DRC at the Downtown Phoenix Campus: http://campus.asu.edu/downtown/DRC

XI. HIPAA STATEMENT

Students are subject to HIPAA regulations that protect client health information. To comply with these regulations, any client information you present from your internship or work must be de-identified. Any information that would allow someone to determine the client’s identity must be changed or eliminated. This includes obvious information like names and birthdates. Other information so unique to the person that it will allow for identification may include such variables as diagnosis, race/ethnicity, gender, sexual orientation, and place of residence.

XII. REQUIRED TEXTS, READINGS, AND CLASS RESOURCES

There is no textbook to purchase for this course. Required readings are listed in the course schedule below and will be posted on Blackboard or available for download through the ASU library system or via public websites. Please note that reading requirements may change throughout the course of the semester. Any changes will be announced in class and via Blackboard.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM

Professional conduct is expected in the classroom setting. That is, students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another’s opinions. College courses bring together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This course may deal with complex and controversial issues that often feel challenging and uncomfortable. We will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, students must engage with one another with civility, respect, and professionalism. Students are asked to carefully evaluate their own thinking about violence against women, including their biases, work experiences, and understandings.

Arriving late disrupts the class and is unprofessional. Students are expected to come to all classes having carefully completed all reading assignments, to be prepared to discuss the reading material, and to regularly participate in the class activities by sharing your thoughts, views and questions in a respectful, professional manner. The use of laptops/tablets is not allowed in class unless you have individual approval from the instructor. The use of cell phones is not allowed in class. Please turn your cell phone off and keep it stored.
WRITING GUIDELINES & SUPPORT AVAILABLE

This course requires that all written assignments are typed and in line with American Psychological Association (APA) style guidelines. The following website provides helpful guidance: https://owl.english.purdue.edu/owl/resource/560/01/

All ASU undergraduate or graduate students — can benefit from visiting the Writing Center to explore, plan, and develop ideas; organize and structure a paper; integrate and cite sources; engage in writing and revision; discuss editing and proofreading strategies; find a place to write. ASU students can schedule a 30-minute, in-person appointment for one-on-one writing tutoring. To schedule a one-on-one writing appointment in one of the writing centers, please view the schedule of available sessions and select an appointment time. https://tutoring.asu.edu/student-services/writing-centers

SELF-CARE, UNANTICIPATED DISTRESS & COUNSELING SERVICES

Throughout the learning that occurs in this course, students are asked to continually and carefully evaluate their own thoughts and feelings, be mindful of their reactions to the material, and practice self-care as needed. Given the nature of the material presented, the emotional content may be difficult.

Students may experience unexpected and/or distressing responses to course content and discussions. Please communicate with me if you need support around distress arising from course content. Please also be aware that ASU offers counseling services for enrolled students. For more information, please go to the ASU Counseling Services website: https://eoss.asu.edu/counseling or call (480) 965-6146, Monday – Friday 8am – 5pm. After business hours, call the EMPACT ASU-dedicated hotline at (480) 921-1006

Student Advocacy and Assistance in the Dean of Students office guides students in resolving educational, personal and other difficulties by linking students with appropriate university and community resources

PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities, and all humans have the right to be addressed in accordance with their personal identity. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise the instructor of your preference early in the semester.

REQUIRED ARTICLES

During week one students will be assigned small study groups, or reading pods. Rather than have each student read all individual articles assigned in a given week each group
will be responsible for an article during class discussion. This will give an opportunity for a more robust discussion as well as provide additional resources for each topic.


Phillips, W. (2015). *This is why we can't have nice things: Mapping the relationship between online trolling and mainstream culture*. Mit Press.


**RECOMMENDED TEXTS**

Below is a list of readings relevant or closely related to class topics. Although not required, students can look to these to advance their understanding. If interested, students can submit an extra credit project related to the following texts.


XIII. COURSE SCHEDULE – PLAN OF INSTRUCTION
<table>
<thead>
<tr>
<th>Date</th>
<th>Key Concepts</th>
<th>Activities / Assignments</th>
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<tbody>
<tr>
<td><strong>Unit 1: Introduction</strong></td>
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</table>
| WEEK 1 Introduction | Review of syllabus  
Classroom expectations  
Course unit overview |  |
| WEEK 2 Online Life & Technology Intro | Online Life  
U.S. user statistics  
User characteristics  
Personal experiences  
Ecological Systems & ICT | Floridi (2011)  
Hampton et al (2014)  
LaMendola & Krysik (2013)  
**Quiz 1** |
| **Unit 2: User Platforms** | | |
| WEEK 3 Network Societies | Blog/Vlog  
Microcelebrities  
Forum  
Listserv  
Actor Network Theory | Muscanell & Guadagno (2012)  
Stienfeld et al. (2008)  
Stern (2000) |
| WEEK 4 Social Media Platforms | Platform affordances  
Right to be Forgotten  
Algorithms  
Commercialized data | Fox & Moreland (2015)  
Utz et al. (2015)  
Abidin (2016)  
**Class Assignment: Platform Critique** |
| **Unit 3: Sexuality & Online Life** | | |
| WEEK 5 Modern dating | Hook-up culture  
Dating apps  
Contemporary dating  
Marriage rates  
Sexting  
Hogan et al. (2011)  
Manning et al. (2014)  
Tiidenberg (2014) |
<table>
<thead>
<tr>
<th>WEEK 6</th>
<th>Online Exploitation</th>
<th>Human trafficking</th>
<th>Lippman &amp; Campbell (2014)</th>
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<tr>
<td></td>
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<td>Online pornography</td>
<td>Chang et al. (2015)</td>
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<td>Revenge pornography</td>
<td>Keilty (2016)</td>
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<td>Sexting</td>
<td>Quiz 2</td>
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<td>Digital dating abuse</td>
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**Unit 4: Online Publics**

<table>
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<tr>
<th>WEEK 7</th>
<th>Publics Spaces</th>
<th>Online harassment</th>
<th>Lindsay &amp; Krysik (2012)</th>
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<tr>
<td></td>
<td></td>
<td>Hate speech</td>
<td>Marwick &amp; Miller (2014)</td>
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<td>Online activism</td>
<td>Phillips (2015)</td>
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<td>Freedom of speech</td>
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<td>Platform policies</td>
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<td>Trolling</td>
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<td>Doxxing</td>
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<tr>
<th>WEEK 8</th>
<th>Protecting Privacy</th>
<th>Browser extension</th>
<th>Finn, (2017)</th>
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<tr>
<td></td>
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<td>Encryption</td>
<td>Due: Case Design</td>
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<td>Cookies</td>
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<td>Algorithms</td>
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<td>Hacking</td>
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**Unit 5: Presentation Online**

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<thead>
<tr>
<th>WEEK 9</th>
<th>Individual Representations</th>
<th>Microcelebrity</th>
<th>Ellison et al. (2006)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Vlogging/Blogging</td>
<td>Kuper &amp; Mustanski (2014)</td>
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<td>Social Media</td>
<td>Lampe et al. (2006)</td>
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<td>Social Networks</td>
<td>Magnuson &amp; Dundes (2008)</td>
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<td>Selfie</td>
<td>Manago et al. (2008)</td>
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<td>Zhao et al. (2008)</td>
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<tr>
<th>WEEK 10</th>
<th>Public Intimate Relations</th>
<th>Traditional media messaging</th>
<th>Clayton et al. (2013)</th>
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<td>Relationship presentation</td>
<td>Fox &amp; Warber (2013)</td>
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<td>Relationship selfies</td>
<td>Fox et al. (2013)</td>
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<td>Affective social media</td>
<td>Fox et al. (2014)</td>
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<td>Facebook official</td>
<td>LeFebvre et al. (2014)</td>
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<td>Papp et al. (2012)</td>
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<td>Quiz 3</td>
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</tbody>
</table>
### WEEK 11
**Effects of Mediated Abuse**
- Cyberstalking
- Online harassment
- Digital dating abuse
- Cyberbullying
- Platform policies
- Cyberbullying case studies

*References*
- Bennett *et al.* (2011)
- McEwan (2013)
- Reed *et al.* (2015)
- Tokunaga (2011)
- Press (2011)

### WEEK 12
**Social Capital and Online Life**
- Social capital
- Social networks (cont.)
- Family relationships
- Peer relationships
- Anonymity

*References*
- Blais *et al.* (2008)
- Chiou & Edge (2012)
- Valenzuela (2008)

**Quiz 4**

### Unit 7: Future Relationships & Social Life

### WEEK 13
**Future Relationships**
- Sociality
- Artificial Intelligence
- Consciousness
- Online therapeutic services
- Design Imperative

*Due: Complex Case Review Paper*

### WEEK 14
**Social Work & Future Relationships**
- Complex Case Review Group Presentations

*Class Presentations*

### XIV. EVALUATION OF LEARNING

**ASSIGNMENTS (OUT-OF-CLASS)**

- Case design: 10
- Complex case review: 40

*Total: 50*

**READING & PARTICIPATION (IN-CLASS):**

- Class attendance: 10
- Platform critique: 10
- Class quizzes (5 point each): 20
- Complex case class presentation: 10

*Total: 50*  

*Grade Total: 100 points*

Additional grading rubrics and information will be posted at the discretion of the instructor.

A+  -  97 - 100 points
A  -  93 - 96
A-  -  90 - 92
B+  -  87 - 89
B   -  84 - 86
B-  -  80 - 83
C+  -  77 - 79
C   -  69 - 76
D   -  66 - 68
E   -  65 and below

GRADING GUIDELINES
An A+ grade at the undergraduate level means that a student is doing exceptional work. The student participates regularly, completes all of the course assignments, and demonstrates a detailed, comprehensive grasp of the material in the assignments and in participation assigned for a particular course. To receive an A+ grade a student must achieve at the highest level; such grades are rare and may not be given during any one semester.

An A grade at the undergraduate level means that a student is doing outstanding or excellent work. The student participates regularly, completes all of the course assignments and demonstrates a thorough grasp of the material through course assignments and in participation assigned for a particular course. To receive an A grade a student must go well above and beyond the basic expectations for the course.

An A- grade at the undergraduate level means that a student is doing excellent work. The student participates regularly, completes all of the course assignments and in the majority of coursework, demonstrates a thorough grasp of the material. To receive an A- grade a student must go above and beyond the basic expectations for the course.

A B+ grade at the undergraduate level means that a student is doing well above average work. The student participates regularly, completes all of the course assignments and demonstrates a strong grasp of the material.

A B grade at the undergraduate level means that a student is doing above average work. The student participates regularly, completes all of the course assignments and demonstrates (at the very least) a strong grasp of the material. In most courses, a majority of students would be expected to achieve at this grade level.

A B- grade at the undergraduate level means that a student is doing slightly above average work. The student participates regularly, completes all of the course assignments and demonstrates understanding of the material.

A C+ grade at the undergraduate level means that a student is doing at least satisfactory work, and meeting more than the minimum requirements for the course. The student participates regularly, completes all of the course assignments, and demonstrates a basic level of understanding of the course concepts.
A C grade at the undergraduate level means that a student is doing at least satisfactory work and meeting the minimum requirements for the course. The student participates regularly, completes all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A D or E at the undergraduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

Assignments are due by the dates and times listed and quizzes are taken during the first 15 minutes of class. Late assignments will NOT be accepted. There are no make-up quizzes. With the exception of documented medical/personal emergencies, if notification is given before an assignment is due, at the discretion of the instructor, the assignment will be accepted with a deduction of 5 points per day late.

XV. ASSIGNMENTS

Class Attendance (5 points) and Active Participation (5 points)
I will pass around an attendance sheet randomly throughout the semester. It is your responsibility to remember to sign this attendance sheet. If you miss more than 3 class periods, you will lose 2 attendance/participation points. Students’ who miss 5 or more classes will receive a maximum of 5 points, and potentially less. If an illness or other emergency takes place during this semester, students may have an excused absence without penalty, as long as you notify the instructor in advance of the start of class.

Students are expected to come to all classes having carefully completed all reading assignments, to be prepared to discuss the reading material, and to regularly participate in the class activities by sharing your thoughts, views and questions in a respectful, professional manner. Using a reading pod (as described above) will make student reading and participation even more crucial, and participation grades will be deducted when a student’s lack of preparation inhibits discussion. Individual student contribution will be key to the experiential learning needed for meaningful discussion and planned activities, attendance grades will reflect the effort of student to engagement.

Quizzes (20 points)
Four closed-book class quizzes will be given throughout the semester, each quiz is worth 5 points. Quizzes will be given during the first 20 minutes of the class session. There will be no make-up quizzes. These quizzes will cover reading and webinar material and include a mix of short answer and essay questions.

Platform Critique (10 points)
This assignment is to help students explore the topic of platform affordances. Students will be randomly assigned into small groups and then select a popular website or platform to investigate. They will submit a brief PPT presentation that describes the user makeup,
site traffic, and other general information that demonstrates the importance of the site. Next they will describe the functions and abilities that users have when accessing the site. Lastly, the presentation will include 4 slides that discuss the implications of the site functionality. Implications can include the use of sites in abusive relationships such as intimate partner violence, inclusion and exclusion of diverse groups, a description of how social roles are (trans)formed, impact on vulnerable populations, risks for children, and the form(s) of labor used to maintain the site. Each group will give a brief 5-10 minute presentation in class using the PPT slide template provided on blackboard.

Case Design (10 points)
Students will create a complex case involving new technologies based on information presented in class readings. They will be responsible for creating a fictitious client (individual, family, community group), describing a presenting problem that includes one of the forms of online abuse (i.e., online harassment, sexual exploitation, cyberstalking, monitoring romantic partners, etc.). The student will also describe the specific social work role they play in relationship to the client. The case design should include references to support the description of the client (i.e., an isolated older adult who lives in a rural area) as well as user characteristics (i.e., time spent online, platforms used, and scenario). Papers will be submitted in class, should not exceed 4 pages (double spaced), and must follow APA style guidelines (12 font, in-text citations, references, a minimum of five scholarly sources, etc.).

Complex Case Review (40 points for paper and 10 points for oral presentation; 50 points total)
For the final paper students will be assigned to work in small groups. Each student will bring their individual case design to class and share their paper with peers. The group will select one case to use for the final project. The final paper will include a social assessment based on the case design assignment, a selected intervention, imagined outcome, and one policy recommendation. A detailed rubric will be posted on the blackboard and students will be given class time to work in small groups to refine the project. Papers will be submitted in class, should not exceed 10 pages (double spaced), and must follow APA style guidelines (12 font, in-text citations, references, a minimum of five scholarly sources, etc.).

During the last week of class all student groups will present to their peers. Presentations will include a summary of all four primary components of the paper (assessment, intervention, anticipated outcome, and policy recommendation). Students will highlight ways that new technologies would influence the clients’ situation, as well as presenting any innovative interventions that use of new technologies. Class participants will provide input to their peers about the conceptualization of the complex case, receiving participation points. Presentations will be graded on quality of slides, description of the case, and ability to engage other students in discussion about the complexities and ethical dilemmas posed the case. A presentation rubric will be available to all students on blackboard.

Extra Credit
At the discretion of the instructor, 5 points extra credit will be allowed. The students can submit a revised and edited paper (using track changes), review a current event in class, make a short video about class materials, write a brief original paper, or submit an annotated bibliography. Other projects are welcomed, but must be discussed and approved with the instructor by mid-semester.