

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT SOCIAL WORK

COLLEGE: COLLEGE OF DESIGN & SOCIAL INQUIRY

RECOMMENDED COURSE IDENTIFICATION (TO OBTAIN A COURSE NUMBER, CONTACT NMALDONADO@FAU.EDU)

EFFECTIVE DATE

(first term course will be offered)

PREFIX SOW COURSE NUMBER 7424 LAB CODE (L or C) C

COMPLETE COURSE TITLE:

*Evidence Informed Practices with individuals & Implementing
 Evidence Based Informed Practices with Individuals*

SUMMER 2017

CREDITS
3

TEXTBOOK INFORMATION:

MESSER, S.B. & GURMAN, A.S. (2013). *ESSENTIAL PSYCHOTHERAPIES: THEORY & PRACTICE (3RD ED.)*.

NY: GUILFORD.

STAUSSNER, S.L. (2013). *CLINICAL SOCIAL WORK WITH SUBSTANCE ABUSING CLIENTS (3RD ED.)*. NY: GUILFORD.

ROBERTS, A.R., & YEAGER, K.R. (2006). *FORMATIONS OF EVIDENCE-BASED SOCIAL WORK PRACTICE*. NY: OXFORD.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES: THIS COURSE FOCUSES ON EVIDENCE-BASED CLINICAL SOCIAL WORK PRACTICE WITH INDIVIDUALS. IT SEEKS TO PROVIDE THE STUDENT WITH A METHODOLOGY FOR INCORPORATING BEST SOCIAL WORK CLINICAL PRACTICE WITH INDIVIDUALS WHICH IS GROUNDED IN EVIDENCE BASED LITERATURE.

PREREQUISITES*

COMPLETION OF AN MSW

COREQUISITES* NA

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*

MUST BE A DSW STUDENT

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD).

Faculty contact, email and complete phone number:
 David Landsman-Wohlsifer, Ph.D., LCSW
 School of Social Work
 561-297-3234
dlandsmanwohlsif@fau.edu

Please consult and list departments that might be affected by the new course and attach comments.
Nursing, Education, Arts and Letters

<p>Approved by:</p> <p>Department Chair: _____</p> <p>College Curriculum Chair: <u>[Signature]</u></p> <p>College Dean: <u>West Hill</u></p> <p>UGPC Chair: <u>Wm R McDaniel</u></p> <p>Graduate College Dean: <u>[Signature]</u></p> <p>UFS President: _____</p> <p>Provost: _____</p>	<p>Date:</p> <p><u>1/11/16</u></p> <p><u>2/3/16</u></p> <p><u>2/3/16</u></p> <p><u>2/3/16</u></p> <p><u>2-3-16</u></p> <p>_____</p> <p>_____</p>	<p>1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf</p> <p>2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</p> <p>3. Consent from affected departments (attach if necessary)</p>
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting.

John Graham

From: Marlaine Smith
Sent: Tuesday, March 03, 2015 11:33 AM
To: John Graham
Cc: Michael Kane
Subject: RE: DSW syllabi and New course proposal forms for the GPC: Marlaine Smith, Nursing

Dear John,

I reviewed these courses and see no significant overlap between these and graduate courses offered in the College of Nursing. Let me know if there is any other way that I can support your development of the DSW.
Marlaine

Marlaine C. Smith, RN, PhD, AHN-BC, FAAN Dean and Helen K. Persson Eminent Scholar Christine E. Lynn College of Nursing Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
Phone 561-297-3206
Fax 561-297-0293
Visit us at <http://nursing.fau.edu>

The Christine E. Lynn College of Nursing is dedicated to Caring: advancing the science, practicing the art, studying its meaning and living it day-to-day.

-----Original Message-----

From: John Graham
Sent: Tuesday, March 03, 2015 8:58 AM
To: Marlaine Smith
Cc: Michael Kane
Subject: DSW syllabi and New course proposal forms for the GPC: Marlaine Smith, Nursing

Good morning Marlaine,

The School of Social Work is in the process of seeking approval for the Doctor of Social Work degree.

I am attaching some course syllabi and would be enormously grateful if your office could quickly peruse them to ensure that they are not duplicates of courses that are offered in your programs. I doubt that they are; but we want to cover all our bases.

Would this be possible?

We are hoping to forward these syllabi and your comments to the GPC for their March 18 meeting.

We greatly appreciate your help.

All good regards,

John.

John Graham

From: Valerie Bristor
Sent: Wednesday, March 04, 2015 3:34 AM
To: John Graham
Cc: Michael Kane; Paul Peluso
Subject: DSW syllabi and New course proposal forms for the GPC: Valerie Bristor, Education

Hi John!

Thank you for running this by us.

I have quickly reviewed and agree that Paul Peluso/Dept. of Counselor Education would be the College of Education folks who need to review and comment. You should be hearing from him soon/

Val

From: John Graham
Sent: Tuesday, March 03, 2015 9:08 AM
To: Valerie Bristor
Cc: Michael Kane; Paul Peluso
Subject: DSW syllabi and New course proposal forms for the GPC: Valerie Bristor, Education

Good morning Valerie,

The School of Social Work is in the process of seeking approval for the Doctor of Social Work degree.

I am attaching some course syllabi and would be enormously grateful if your office could quickly peruse them to ensure that they are not duplicates of courses that are offered in your programs. I doubt that they are; but we want to cover all our bases.

Would this be possible?

We are hoping to forward these syllabi and your comments to the GPC for their March 18 meeting.

I asked Paul Peluso if his office could do the same perusal and let us know, too. I'm cc'ing him herewith.

We greatly appreciate your help.

All good regards,

John.

John Graham, MA MSW PhD
Director and Professor
School of Social Work
Florida Atlantic University

John Graham

From: John Graham
Sent: Tuesday, March 03, 2015 8:55 AM
To: Paul Peluso
Cc: Michael Kane
Subject: DSW syllabi and New course proposal forms for the GPC: Paul Peluso
Attachments: GPC New Course Application for Capstone I.doc; GPC New Course Application for Clinical Research.doc; GPC New Course Application for EBP Individuals.doc; GPC New Course Application for SW Pedagogy.doc; GPC New Course Application for SW supervision.doc; GPC New Course Application for Theories & Epistemology.doc

Good morning Paul,

The School of Social Work is in the process of seeking approval for the Doctor of Social Work degree.

I am attaching some course syllabi and would be enormously grateful if your office could quickly peruse them to ensure that they are not duplicates of courses that are offered in your programs. I doubt that they are; but we want to cover all our bases.

Would this be possible?

We are hoping to forward these syllabi and your comments to the GPC for their March 18 meeting.

We greatly appreciate your help.

All good regards,

John.

John Graham, MA MSW PhD
Director and Professor
School of Social Work
Florida Atlantic University
777 Glades Road
Boca Raton, Florida, 33431, USA
grahamj@fau.edu
561 297 3245 (phone)
561 419 4407 (cell)
561 297 2866 (fax)
www.fau.edu/ssw/

John Graham

From: Michael Horswell
Sent: Tuesday, March 03, 2015 5:20 PM
To: Heather Coltman
Cc: John Graham
Subject: RE: DSW syllabi and New course proposal forms for the GPC: Heather Coltman, Arts and Letters

Dear John,

I reviewed the course proposals and do not see any conflicts with the curriculum in the College of Arts and Letters.

Best,

Michael

Michael J. Horswell, PhD
Associate Dean of Graduate Studies and Research
Director, PhD in Comparative Studies
Associate Professor of Spanish and Latin American Literature
Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
Email: horswell@fau.edu
Tel: 561-297-3863
Website: <http://www.fau.edu/llcl/Horswell.php>
PhD website: www.fau.edu/comparativestudies

From: Heather Coltman
Sent: Tuesday, March 03, 2015 5:04 PM
To: Michael Horswell
Subject: Fwd: DSW syllabi and New course proposal forms for the GPC: Heather Coltman, Arts and Letters

Sent from my iPhone

Begin forwarded message:

From: "John Graham" <grahamj@fau.edu>
To: "Heather Coltman" <coltman@fau.edu>
Cc: "Michael Kane" <mkane@fau.edu>
Subject: DSW syllabi and New course proposal forms for the GPC: Heather Coltman, Arts and Letters

Good morning Heather,

The School of Social Work is in the process of seeking approval for the Doctor of Social Work degree.

I am attaching some course syllabi and would be enormously grateful if your office could quickly peruse them to ensure that they are not duplicates of courses that are offered in your programs. I doubt that they are; but we want to cover all our bases.

Would this be possible?

We are hoping to forward these syllabi and your comments to the GPC for their March 18 meeting.

We greatly appreciate your help.

All good regards,

John.

John Graham, MA MSW PhD
Director and Professor
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FLORIDA ATLANTIC UNIVERSITY
SCHOOL OF SOCIAL WORK, DSW Program
SOW 7424 Sec. _____ Call No. _____
(3 Credit Hours)
Evidence Informed Practices with Individuals & Implementing
Evidence Based Informed Practices with Individuals
Boca Raton Campus

Semester: Summer A, 2017
Start/End Date: Months/Yer
Instructor:
Phone:
Email:
Blackboard: <http://bb.fau.edu>

Classroom: SO
Class times:
Office Hours:
Office Locations:
Web: www.fau.edu/ssw

DSW Program Mission:

The DSW program provides doctoral-level social work practitioners with educational experiences that will allow them to engage in advanced clinical social work practice, conduct advanced clinical social work research, teach evidence-based social work practice courses, and assume social work leadership roles in the social work profession. Upon completion, DSW graduates will be able to:

- Integrate social work, social, and behavioral sciences with other disciplines as the basis for the highest level of evidence-based social work practice.
- Demonstrate professionalism, leadership, ethical principles, and scientific integrity in advanced social work practice, education, and research.
- Provide collaborative leadership in the development of social work evidence-based practice models and standards of care for diverse populations.
- Generate client, systems, practice, and outcomes research.
- Analyze theory, empirical research, and other evidence to guide improvements in social work practice.
- Utilize information systems and technology to enhance social work education and practice.

COURSE DESCRIPTION:

This course focuses on evidence-based advanced clinical social work practice with individuals. It seeks to provide the student with a methodology for incorporating best social work clinical practice with individuals which is grounded in evidence-based research literature.

RELEVANCE TO EDUCATIONAL PROGRAM:

This course focuses on evidence-based clinical social work practice with individuals. This course seeks to provide the student with an understanding of best social work clinical practice with individuals which is grounded in evidence-based research literature.

COURSE OBJECTIVES:

At the end of the course it is expected that students will be able to:

- Explain ethical issues in clinical social work practice with individuals and the role of social work values in clinical practice.
- Illustrate how gender bias or insensitivity to diverse populations can impede evidence-based clinical social work practice.
- Define and demonstrate how social work's commitment to equity and social justice influences and differentiates clinical social work from other professions.
- Evidence-based clinical practice is viewed and demonstrated through parallel process in the classroom, through critical attention to the research literature, and through rigorous selection of evidence-based clinical social work theories and methods.
- Demonstrate how the research literature can be used as a source for effective intervention and explain how research can be used to guide clinical practice at the micro level of practice.
- Demonstrate competence in utilization of evidence-based practices with the integration of knowledge, skills and values in the classroom.
- Demonstrate an understanding of the importance of evidence-based clinical social work practice.
- Use the research literature in their choice of best-practice clinical intervention strategies for individuals.
- Demonstrate the ability to develop comprehensive assessments and treatment plans using best practices grounded in the clinical research literature.

LEARNING ENVIRONMENT:

This class includes both real time classroom and online class environments. The student is a co-creator of the learning experience and environment. It is the purpose of this class to provide knowledge and access to resources that will serve as a springboard for class collaboration and group projects. The course may include recorded lectures using voice- over PowerPoint, discussion blogs, reading assignments, assignments involving social media, online activities, and online group presentations.

REQUIRED TEXTS:

Messer, S, B., & Gurman, A. S. (2013). *Essential psychotherapies: Theory & Practice* (3rd Ed.). New York: Guilford.

Straussner, S. L. A. (2013). *Clinical social work with substance-abusing clients* (3rd Ed.). New York: Guilford.

Roberts, A.R. & Yeager, K.R. (2006). *Foundations of Evidence-Based Social Work Practice*. New York: Oxford.

RECOMMENDED:

Fischer, J. & Corcoran, K. (2007). *Measures for Clinical Practice and Research: A sourcebook*. (Volume I-Couples, Families and Children, or Volume II -Adults). New York: Oxford University Press.

DSW Student Policies:

For professional expectations of student behaviors, attendance, academic integrity, and other DSW student policies, please see www.fau.edu/SSW/DSW

INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

Parts of this course will be conducted online using Blackboard. STUDENTS MUST HAVE A WORKING KNOWLEDGE OF ALL ASPECTS OF BLACKBOARD, PARTICULARLY ACCESSING ASSIGNMENTS AND LEARNING RESOURCES, VIEWING POWERPOINT PRESENTATIONS, SUBMISSION OF ASSIGNMENTS, UTILIZING BLACKBOARD FOR GROUP WORK AND GROUP PRESENTATIONS, AND COMMUNICATION WITH THE INSTRUCTOR AND STUDENTS.

SAFE ASSIGN

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to SafeAssign for the detection of plagiarism. All submitted papers will be included as source documents in the SafeAssign reference database solely for the purpose of detecting plagiarism of such papers.

COURSE REQUIREMENTS, ASSIGNMENTS, ASSESSMENTS, AND EVALUATION METHODS:

Class attendance. Attendance is required in these sessions. Students anticipating being absent from class for a legitimate reason (illness, family emergency) should notify the Instructor in advance by e-mail. Students are responsible for any material missed due to absences. It is the student's responsibility to discuss extenuating circumstances related to absences with the Instructor.

Class participation is expected.

Late assignments. All assignments must be submitted by midnight on the due date. A student who wishes an extension of time for an assignment due to a medical or personal emergency should consult the instructor in advance. However, an extension is not automatic and there may be a grade penalty.

Mutual Learning. The Instructor welcomes feedback about the course and the course will be viewed as a mutual learning process between students and the Instructor. Students are encouraged to request and to provide feedback by e-mail and by appointment. The Instructor may also utilize a mid-course evaluation to gain student feedback.

PLEASE schedule office appointments with the instructor if you have concerns about your performance in the course, or if you have specific learning needs or challenges that can be addressed to strengthen your participation and learning in the course.

Use of email and Blackboard as official correspondence with students. Students are responsible for reading their email and Blackboard announcements for course-related information and announcements.

The grading scale for this course is as follows:

93 – 100% = A	73 – 76% = C
90 – 92% = A-	70 – 72% = C-
87 – 89% = B+	67 – 69% = D+
83 – 86% = B	63 – 66% = D
80 – 82% = B-	60 – 62% = D-
77 – 79% = C+	0 – 59% = F

Definition of Grades:

A = significantly exceeds assignment/performance expectations (evidence of critical thinking, quality and quantity of research, and analysis that resulted in work additional to that set forth in the assignment directions)

B = Assignment/overall performance in course meets all the requirements with evidence of critical thinking, evidence of research effort, and analysis (i.e. coherence and integration of ideas);

C = Average. Assignment/performance meets all the requirements but lacks evidence of in depth thinking and analysis and lacks evidence of research from professional journals or recent or influential books;

D = There are important gaps in the assignment both in terms of requirements and critical thinking and analysis

F= Performance not to standard to merit a passing grade.

Policy on Use of Computers and Recording Devices in the Classroom

The School of Social Work prohibits the use of computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Office for Students with Disabilities. When the instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion.

An important reference for you through the semester will be **NREPP: SAMHSA's National Registry of Evidence-based Interventions, Programs and Practices**

This resource is a very helpful tool to aid in your understanding of what goes into the developing of Evidence-based treatment interventions.

<http://www.nrepp.samhsa.gov/SubmissionCourse.aspx>
<http://www.dshs.wa.gov/dasa/services/research/CurrentEfforts/EBP.shtml>

Other course readings will be distributed in class. Also, please visit the **Blackboard Web site** for this course at <http://blackboard.fau.edu> for additional information. **IMPORTANT:** Blackboard uses the email addresses assigned to you by FAU – since you probably do not pick up email from the FAU account, you need to forward your email to the email address that you generally use. Log onto MyFAU (<http://myfau.fau.edu>) and forward your email to the email address that you want all Blackboard and other FAU email directed to... and if your email address changes, remember to change the forwarding in MyFAU. If you are experiencing problems logging onto MyFAU or Blackboard, you can contact the helpdesk at 561.297.3999

ASSIGNMENTS:

This course requires completion of the following 3 assignments:

- 1) Clinical Assessment; including the use of measurement tools (30% of grade). From your current or past case files, select an individual client. Prepare a thorough assessment that includes the use of various tools and measures that provide a full description of strengths, deficits, and areas for required intervention. (4-5 pages plus bibliography, double spaced, 12 font) **Due Week 4**

- 2) SW EBP Clinical Treatment Options Analysis (45% of grade) – Write a paper in which you consider treatment options for the case used in Paper 1 from at least 2-3 evidence-based theoretical orientations. Because this course seeks to ensure that practitioners have sophisticated understanding of intervention options from various theoretical perspectives, choose at least two (preferably three) models of intervention that might benefit the client. Compare and contrast the benefits and disadvantages of each treatment modality. A thorough understanding of these treatment modalities is necessary to competently make a determination of the best modality. Include an method for evaluation of the clinical outcomes. In evaluating the outcome of this case, ensure that supportive and relevant literature is provided to demonstrate whether the outcome of this individual case is consistent or inconsistent with the research literature. **Due week 8**

- 3) Case presentation in class (with Powerpoint) – (15% of grade) Do a professional level case presentation of the material from Assignments 1&2. Each presentation should be of sufficient depth and breadth that will demonstrate mastery of these theoretical modalities. Presenter should encourage discussion of the case in the class. Presentations should be in the range of 45 minutes. The last 4 classes will be dedicated to student presentations. Instructor will arrange the presentation schedule. Students must provide classmates with a copy of assignments 1&2 a week before they present their case presentations.

Participation/Attendance (10%) Students are expected to attend all classes and engage productively as well as professionally in class discussions.

Total: 100%

COURSE OUTLINE:

Session	Topic	Readings	Assignment
1	Contemporary issues in psychotherapy & clinical social work practice	Review Roberts & Yeager (2006). Messer & Gurman, chapter 1	
2	Advanced clinical social work techniques in Engagement & Assessment	Straussner, chapters 1, 2, 3, 4, 5	
3	Psychoanalytic approaches used by social workers	Messer & Gurman, Chapters 2 & 3	
4	Psychoanalytic approaches used by social workers	Straussner – chapters 6, 7	Assignment 1: Clinical Assessment;
5	Substance usage & social work practice	Straussner – Chapters 8, 9	
6	Behavioral & Cognitive approaches in advanced clinical social work practice	Messer & Gurman, chapters 4, 5	
7	Behavioral & Cognitive approaches approaches in advanced clinical social work practice	Messer & Gurman, chapter 6 Staussner chapter 10	
8	Experiential & humanistic approaches approaches in advanced clinical social work practice	Messer & Gurman, chapter 7 & 8; Straussner Chapter 11, 12	EBP clinical treatment options
9	Brief therapies approaches in advanced clinical social work practice	Messer & Gurman, chapter 12	
10	Brief therapies approaches in advanced clinical social work practice	Messer & Gurman, chapter 13	Evaluation of the clinical outcomes Case presentation

session	Topic	Reading	Assignment
11	Case Presentation	Case Material From Presenters Scheduled	
12	Case Presentation	Case Material From Presenters Scheduled	
13	Case Presentation	Case Material From Presenters Scheduled	
14	Case Presentation	Case Material From Presenters Scheduled	

Bibliography:

The following resources are recommended (supplementary) readings:

- Aki, H., Brenner S., Kandel E., Kendler K. S., King M. C., Scolnick E., & Zoghbi H. Y. (2010). *The future of psychiatric research: Genomes and neural circuits. Science, 327, 1580–1581.*
- Barlow D. H., Farchione T. J., Fairholme C. P., Ellard K. K., Boisseau C. L., Allen L. B., Ehrenreich J. T. (2011). *Unified protocol for transdiagnostic treatment of emotional disorders: Therapist guide. New York, NY: Oxford University Press.*
- Cartreine J. A., Ahern D. K., & Locke S. E. (2010). *A roadmap to computer-based Psychotherapy in the United States. Harvard Review of Psychiatry, 18, 80–95.*
- Haaga D. A. (2000). *Introduction to the special section on stepped care models in psychotherapy. Journal of Consulting and Clinical Psychology, 68, 547–548.*
- Harvey A. G., Watkins E., Mansell W., & Safran R. (2004). *Cognitive behavioural processes across psychological disorders: A transdiagnostic approach to research and treatment. New York, NY: Oxford University Press.*
- Hofmann S. G., & Smits J. A. (2008). *Cognitive-behavioral therapy for adult anxiety disorders: A meta-analysis of randomized placebo-controlled trials. Journal of Clinical Psychiatry, 69, 621–632.*
- Kazdin A. E., & Whitley M. K. (2006). *Comorbidity, case complexity, and effects of evidence-based treatment for children referred for disruptive behavior. Journal of Consulting and Clinical Psychology, 74, 455–467.*
- L'Abate L. (2013). *Clinical psychology and psychotherapy as a science. New York, NY: Springer.*
- Reinholt N., & Krogh J. (2014). *Efficacy of transdiagnostic cognitive behaviour therapy for anxiety disorders: A systematic review and meta-analysis of published outcome studies. Cognitive Behaviour Therapy. Advance online publication. doi:10.1080/16506073.2014.897367*
- Turner, F. J. (2011). *Social work treatment: Interlocking theoretical approaches (5th edition). New York: Oxford University Press.*

SAFEWALK – Night Owls

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

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

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) — and follow all SAS procedures (see <http://www.fau.edu/sas/> for procedures and forms).

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://www.fau.edu/ssw/nondiscrim.html>.

RELIGIOUS HOLIDAYS

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

CODE OF ACADEMIC INTEGRITY

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

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

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