### Graduate Programs—NEW COURSE PROPOSAL

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<tr>
<th>DEPARTMENT</th>
<th>COLLEGE</th>
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<tr>
<td>SOCIAL WORK</td>
<td>CDSI</td>
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**Recommended Course Identification**  
(to obtain a course number, contact maldonado@fau.edu)

Prefix: SOW  
Course Number: 6804  
Lab Code (L or C): _____

**Complete Course Title:** Social Work and Positive Well Being

**Effective Date**
(first term course will be offered)

Spring 2016

**Credits**

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**Textbook Information**


**Grading**

(Select only one grading option): Regular X Satisfactory/Unsatisfactory

**Course Description.**

Consistent with the Social Work focus on the strengths and well-being of the individual, this course will focus on mental wellness, positive emotions, and optimal well-being.

**Prerequisites**

Completion of MSW Foundation Curriculum

**Corequisites**

**Registration Controls (Major, College, Level)**

*Prerequisites, corequisites and registration controls will be enforced for all course sections.*

**Minimum Qualifications Needed to Teach This Course:** MSW or Ph.D

**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:

Robin Rubin, MSW  
rrbin13@fau.edu  
561-297-3234

Please consult and list departments that might be affected by the new course and attach comments.

COE: Counselor Education

**Approved by:**

Department Chair: 
College Curriculum Chair: 
College Dean: 
UGPC Chair: 
Graduate College Dean: 
UFS President: 
Provost: 

**Date:**

9/28/15  
10/13/15

1. **Syllabus** must be attached; see guidelines for requirements:  

2. **Review Provost Memorandum:**  
Definition of a Credit Hour  
www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf

3. **Consent** from affected departments (attach if necessary)

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting.

FAUnewresetGrad—Revised July 2015
FLORIDA ATLANTIC UNIVERSITY
SCHOOL OF SOCIAL WORK
SOW 6804 Call No. 99790 (3 Credit Hours)
Social Work and Positive Well Being

Semester: Fall 2015
Start/End Date: August 17-Dec 11
Instructor: Robin Rubin, MSW

Phone: 561-212-9054
Email: r Rubin13@fau.edu
Blackboard: http://bb.fau.edu

Classroom SO315
Class Times: Wed 4:00-6:50PM
Office Hours: Wednesday 2:30-4:00PM
By appointment
Office Location: SO322
Web: www.fau.edu/ssw

MSW PROGRAM MISSION
The mission of our MSW program is to educate competent and compassionate social workers for entry-level practice and as a foundation for further professional development and growth. Our graduates possess critical thinking skills and engage in evidence-based practice, with a deep respect for human diversity and strengths.

Course Description:
This course will introduce you to a wide range of foundational topics on the subject of well being. The same research techniques applied to mental illness have increasingly been applied to positive emotions resulting in a substantial scientific foundation for the study of happiness and well being. Consistent with the social work focus on the strengths and well being of the individual, this new field focuses on mental wellness, positive emotions, and optimal well being. Students will have the opportunity to engage in detailed analysis and evidence-based positivity change process utilizing self-assessment measures and concrete well-being enhancing activities. This course is designed to explore the concepts (biological, psychological, social, and emotional), research behind the concepts, techniques, and exercises that enhance well-being. We will help ourselves and then our clients tap into our signature strengths and how to use these tools to lead a self-determined, meaningful life. Through group discussion, assignments and student presentations, the focus is consistently on individuals’ personal and professional growth as well as demonstration of competencies of social work practice as they prepare to become professional social workers.
Relevance to Educational Program: This course will focus on the strengths perspective in social work and demonstrate how to recognize our own strengths as well as our client’s strengths. We will learn how to use our strengths to help improve the lives of our clients and ourselves. This course offers a scientific and practical exploration of human functioning and critically examines the contributions of the science of positive psychology, with its implications for physical health and well being. We will learn interventions to improve the quality of our lives and how we can teach these interventions to our clients. Students will also learn important self care skills to deal with personal stress.

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.

1. **Identify as a professional social worker and conduct oneself accordingly.**
   - Advocate for individual clients access to the services of social work (PB 1a).[1]
   - Demonstrate personal reflection and self-correction in relation use of microskills, including attending, paraphrasing, reflecting feeling, constructive use of silence, and asking questions. (PB 1b).
   - Function within clearly defined professional roles and boundaries in the context of practice with individuals (PB 1c)
   - Demonstrate professional demeanor in behavior, appearance, and communication with clients and professional colleagues (PB 1d).
   - Use supervision and consultation to support practice with individuals (PB 1f).

2. **Apply social work ethical principles to guide professional practice.**
   - Recognize and manage personal values in a way that allows professional values to guide practice. (PB 2a).
   - Make ethical decisions by applying the NASW Code of Ethics, and as applicable, the IFSW/IASSW Ethics in Social Work, Statement of Principles (with particular emphasis on client self-determination, confidentiality, informed consent, and professional boundaries) (PB 2b).
   - Tolerate ambiguity in resolving ethical conflicts related to practice with individuals (PB 2c).
   - Apply strategies of ethical reasoning to arrive at principled decisions, including the application of laws, agency policies, and ethical standards related to practice with individuals (PB 2d).

3. **Apply critical thinking to inform and communicate professional judgments.**
   - Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom to inform practice decisions
with individuals (PB 3a).
- Critically analyze models of assessment, prevention, intervention, and evaluation in the context of practice with individuals (PB 3b).
- Demonstrate effective oral and written communication in working with individuals (PB 3c).

4. **Apply knowledge of human behavior and the social environment.**
- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation of practice with individuals (PB 7a).
- Critique and apply knowledge to understand person and environment, including the use of ecomaps and systems theory (PB 7b).

5. **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
- Engagement: Substantively and affectively prepare for action with individuals (PB 10a).
- Engagement: Use empathy and other interpersonal skills with individuals (PB 10b).
- Engagement: Develop a mutually agreed-on focus of work and desired outcomes (PB 10c).
- Assessment: Collect, organize, and interpret client data, including the use of genograms, ecomaps, and structured interviews (PB 10d).
- Assessment: Assess client strengths and limitations, including personal strengths and support systems (PB 10e).
- Assessment: Develop mutually agreed-on intervention goals and objectives for individual clients (PB 10f).
- Assessment: Use evidence-based practice to select appropriate intervention strategies for practice with individuals (PB 10g)
- Intervention: Initiate actions to achieve organizational goals in relation to practice with individuals (PB 10h).
- Intervention: Implement prevention interventions that enhance client capacities, including task-centered interventions, crisis intervention, client-centered counseling, and case management (PB 10i)
- Intervention: Help clients resolve problems, including issues related to mental health, addictions, child protection, aging, poverty, and immigration (PB 10j)
- Intervention: Negotiate, mediate, and advocate for individual clients (PB 10k).
- Intervention: Facilitate transitions and endings in relation to practice with individuals (PB 10l).
- Evaluation: Critically analyze, monitor, and evaluate interventions with individuals (PB 10m)
Teaching Methodologies:
The course objectives shall be accomplished through the instructor's provision of a stimulating schedule of reading, lecture, class discussion, group work, assignments and presentations. There will be quizzes during the semester.

Course Assignments and Grading:
Course Assignments and Grading: Social Work and Positive Well Being (SOW) is a 3-credit course. The grading for the course is determined as follows:

- Reaction Paper 1 = 5 points
- Reaction Paper 2 = 5 points
- Reaction Paper 3 = 5 points
- 3 Promises paper = 25 points
- Quiz 1 = 5 points
- Quiz 2 = 5 points
- Quiz 3 = 5 points
- Final Project = 20 points
- Class Participation and Attendance = 25 points
- Total points = 100

Reaction/Response papers (15 points)
Choose 1 journal article from blackboard and write at least 500 words about the article. Research done, results of research and your reaction or response to the study.
Each paper is worth 5 points

The 3 Promises Paper (25 points)
The 4th paper is based on The 3 Promises and 2-3 additional positive psychology articles. 4-5 pages
Read The 3 Promises- choose 2-3 additional articles and support David Pollays book and why he suggests what he suggests to lead a more fulfilling life.
APA format - Paper is 25% of your grade

Quizzes (15 points)
- Quiz 1 covers basics of well being
- Quiz 2 covers optimism, mindset, goal setting
- Quiz 3 covers mindfulness, forgiveness, and gratitude, choice

Final Project (20 points)
- 1. 4 groups of 4-5 in a group
- 2. Come up with a creative way to summarize what you have learned in this class. Example- skit, game show (like jeopardy), play, use video cameras and shoot a movie, film an interview with people about what they think leads/doesn't lead to happiness, do a research project
- These are just examples- come up with something creative!
- 3. Approx 30 minutes in length.
- 4. Informative, creative and fun

Class Participation and Attendance (25 points)
Class participation is mandatory- this is a class where sharing is of utmost importance.
Assignments must be turned in on the due date or 1 point will be deducted for each day the assignment is late.
Attendance is mandatory. I expect to be notified if you are unable to come to class and provided with documentation.
Tardiness is not tolerated and will result in 1 point off your grade for each time you are tardy.

DUE DATES ARE ON SYLLABI
ASSIGNMENTS ARE SUBJECT TO CHANGE IF NECESSARY

The grading scale for this course is as follows:

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

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)**
State if any requirements are associated with the course, such as mandatory field trips or film viewings, special fees, or purchase of course-related materials.

**Safe Assign (if applicable)**
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.

**Class Attendance and Participation**
Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education’s requirements for professional behavior, *attendance for all classes is required*. More than one unexcused absence, excessive tardiness, or patterns of leaving early will result in a reduction of the final grade. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class*. If a student misses more than 2 classes – whether or not there is a documented, excused absence – the student may receive a substantial decrease in the final grade. As per FAU policy, attendance at the first class is mandatory. If a student misses the first class, that student may be asked to withdraw from the course and re-register in a future term.

**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.

**Textbooks:**

Some course readings may be distributed in class. Also, please visit the **Blackboard Web site** for this course at [http://blackboard.fau.edu](http://blackboard.fau.edu) for additional information. **IMPORTANT:** Blackboard uses the email addresses assigned to you by FAU – unless you plan to 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.

**Course Outline and Reading Assignments:**
The following outline and readings may change as the course progresses, given student
interests and needs. Please read the required readings prior to the class when we will be
discussing them.

### COURSE OUTLINE AND ASSIGNMENTS

**Course Outline and Reading Assignments:**
The following outline and readings may change as the course progresses, given student interests and needs. Articles will be added during semester when necessary.
The may change as the week progresses depending on student interests and needs

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<tr>
<th>Class</th>
<th>Topics</th>
<th>Readings / Due Dates / Tests</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Syllabi discussion- Measurement tools</td>
<td>Three Promises&lt;br&gt; Complete strengths survey&lt;br&gt; <a href="http://robinjoyrubin.pro.viasurvey.org">http://robinjoyrubin.pro.viasurvey.org</a></td>
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<tr>
<td>August 19</td>
<td>Give out journals</td>
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<td>Strengths story</td>
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<td>Week 2</td>
<td>History of happiness</td>
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<td>August 26</td>
<td>Research on Happiness</td>
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<td></td>
<td>Measuring Happiness</td>
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<td>Week 3-Sept 2</td>
<td>Mindset&lt;br&gt; The brain&lt;br&gt; Positivity&lt;br&gt; Quiz 1</td>
<td><strong>1st response/reaction paper due</strong></td>
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<td>Week 4 Sept 9</td>
<td>Resilience&lt;br&gt; Optimism and Flexibility&lt;br&gt; Practice optimistic thinking</td>
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<td>9</td>
<td>Quiz 2</td>
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<td>Week 5 Sept 16</td>
<td>Resilience&lt;br&gt; Movie – Happy&lt;br&gt; Gratitude survey&lt;br&gt; What is gratitude?&lt;br&gt; Kindness and Altruism</td>
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<tr>
<td>Week</td>
<td>Activity</td>
<td>Notes</td>
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<td>Week 6</td>
<td>NO CLASS-YOM KIPPUR At home exercises/homework</td>
<td>2nd reaction paper due</td>
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<td>KINDNESS EXERCISE GRATITUDE EXERCISE Bring to class Sept 30</td>
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<td>Week 7</td>
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<td>• Forgiveness and Communication</td>
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<td>Sept 30</td>
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<td>Week 8</td>
<td>Habits Choice</td>
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<td>Oct 7</td>
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<td>Week 9</td>
<td>Hope and change Decision making</td>
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<td>Oct 14</td>
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<td>Week 10</td>
<td>PHYSICAL ACTIVITY Self Care, Sleep, Vitality Mindfulness, Savoring</td>
<td>3rd reaction paper due</td>
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<td>Oct 21</td>
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<td>Week 11</td>
<td>Visualization GOALS</td>
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<td>Oct 28</td>
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<td>Week 12</td>
<td>Meaning and Purpose Quiz 3</td>
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<td>Nov 4</td>
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<td>Week 13</td>
<td>NO CLASS Veterans Day</td>
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<td>Nov 11</td>
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<tr>
<td>Week 14</td>
<td>Cherishing Relationships STRENGTHS FLOW MEANING Presentations</td>
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<td>Nov 18</td>
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<tr>
<td>Week 15</td>
<td>Presentations</td>
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<td>Nov 25</td>
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<tr>
<td>Week 16</td>
<td>Final Exam</td>
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<tr>
<td>Dec 2</td>
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<td>4th paper due- The 3 Promises</td>
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* In the event of a hurricane warning, see [www.fau.edu](http://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.

The following outline may change as the course progresses, given student interests and needs. Please complete any required readings prior to the class when we will be discussing them.
* In the event of a hurricane warning, see [www.fau.edu](http://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.

**Bibliography:**
(Using APA Format - [http://www.apastyle.org/faqs.html](http://www.apastyle.org/faqs.html))

**Online Etiquette (Netiquette)**

Due to the casual communication common in online environments, 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, future employers, 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.

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

STUDENTS WITH DISABILITIES
In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), and follow all OSD 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://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/ctl/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.
Please include this with the syllabus. Thanks so much!

Rachel B. Santos, PhD
Associate Professor, Graduate Coordinator
School of Criminology and Criminal Justice
Florida Atlantic University

Hi Woody

This looks like a good course and would not interfere with any coursework in Counselor Education.

Paul

Sent from my iPhone

On Oct 13, 2015, at 7:12 PM, Elwood Hamlin <ehamlin@fau.edu> wrote:

Greetings Paul,
One of our faculty members, Robin Rubin, has been teaching Social Work and Positive Well-Being as a special topic elective. It has been well received. She would now like to place her syllabus in our course inventory and in so doing is seeking coordination/approval with Counselor Education.
Thank you,
Woody

Elwood R. Hamlin II, Ph.D, MSW
Coordinator, MSW Program

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