

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

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

DEPARTMENT
SOCIAL WORK

COLLEGE
COLLEGE FOR 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 7433 LAB CODE (L or C) C

COMPLETE COURSE TITLE:

CLINICAL SOCIAL WORK RESEARCH & STATISTICS

FALL 2016

CREDITS

3

TEXTBOOK INFORMATION

Rubin, A., & Babbie, E. R. (2013). *Research Methods for Social Work* (7th Ed.). Belmont, CA: Thomson/Brooks/Cole.

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

Weinbach, R. W., & Grinnell, R. M. (2007). *Statistics for Social Workers* (7th Ed.). Boston: Pearson.

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

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

Examines evidence-based clinical social work research methods to improve clinical practice, clinical measurement tools, to engage in various social work research methodologies, and as a result of these methodologies to implement evidence-based clinical social work interventions and therapies.

PREREQUISITES* COMPLETION OF AN

MSW DEGREE

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.³

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>[Signature]</u></p> <p>UGPC Chair: <u>Wm P McDaniel</u></p> <p>Graduate College Dean: <u>[Signature]</u></p> <p>UFS President: _____</p> <p>Provost: _____</p>	<p>Date:</p> <p>1/11/16</p> <p>2/3/16</p> <p>2/3/16</p> <p>2/3/16</p> <p>2-3-16</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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www.fau.edu/ssw/

**FLORIDA ATLANTIC UNIVERSITY
SCHOOL OF SOCIAL WORK, DSW PROGRAM
SOW 7433**

Sec _____. Call No. _____ (3 Credit Hours)

Clinical Social Work Research and Statistics

Boca Raton Campus

Semester: Fall, 2016

Classroom: SO

Start/End Date: Months/Year

Class Times:

Instructor:

Office Hours:

Phone:

Office Location:

Email:

Web: www.fau.edu/ssw

Blackboard: <http://bb.fau.edu>

DSW Program Mission:

The DSW program provides doctoral-level practitioners with educational experiences that will allow them to engage in advanced clinical social work practice, conduct advanced clinical research, teach evidence-based practice courses, and assume 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:

Examines evidence-based clinical social work research methods to improve clinical practice, clinical measurement tools, to engage in various social work research methodologies, and as a result of these methodologies to implement evidence-based clinical social work interventions and evidence supported therapies.

RELEVANCE TO EDUCATIONAL PROGRAM:

In order to maximize services to client systems that are effective in achieving valued outcomes, and to minimize ineffective and harmful services, social workers must have the knowledge and skills to formulate well-structured and answerable questions about clinical practice, and locate, critically appraise, apply, and evaluate the best evidence for making practice and policy decisions. This course specifically focuses on advanced methods of clinical evaluation and research to inform clinical practice.

COURSE OBJECTIVES:

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

Explain ethical issues in conducting and using research and the role of social work values base in research and evaluation.

- Illustrate how gender bias or insensitivity to diverse populations can impede effective research and inference.
- Define and demonstrate how social work commitment to equity and social justice influences and differentiates the social work research process.
- Examine, critique, select and apply social work research theories and methods for clinical practice in the context of diverse human service organizations and communities in terms of empowerment and social and economic justice and the reciprocal relationship between human behavior and the social environment across the lifespan.
- Demonstrate how research can be used as a tool to define, design, monitor and evaluate the outcomes of clinical practice and policy issues; and explain how research can be used to guide professional practice at all levels on the micro-macro continuum.
- Identify and apply advanced research knowledge and skills necessary to evaluate effective clinical practice and assess the implication of research for professional practice
- Demonstrate an understanding of advanced social work research skills pertinent to improve the profession of social work: a) formulation of research problem, b) formulation of research questions and hypotheses, c) use of various research methods, d) collection and analysis of research data, and e) interpretation of research results.
- Demonstrate competence in utilization of research with the integration of knowledge, skills and values in the field.
- Demonstrate an understanding of the relationship between research and clinical evidence- based practice.
- Demonstrate an ability to engage in evidence-based research methods and critically evaluate their quality and clinical applicability.
- Demonstrate the ability to tailor research methods for specific clinical settings and populations.

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:

Rubin, A., & Babbie, E. R. (2013). *Research Methods for Social Work* (7th Ed.). Belmont, CA: Thomson/Brooks/Cole.

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

Weinbach, R. W., & Grinnell, R. M. (2007). *Statistics for Social Workers* (7th Ed.). Boston: Pearson.

RECOMMENDED:

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

Quizzes (3 quizzes at 15% each) 45% (Weeks 2, 6, 9)

Proposal Paper (45%) – This is a 4 part assignment that will culminate in a final paper due to the instructor the last class. This assignment should begin a process of considering your specific area of interest and how you would investigate this particular area of interest. Students will also be responsible for presenting their proposals with PowerPoint to the class weeks 14-15.

Part 1 – Present your **research question** and discuss your area of exploration and its relevance to clinical social work (3-4 pages). -due week 3

Part 2 – Choose a **measure or an evaluation** standard that you are considering applying to the research question. Discuss your choice and its applicability to the study (1-2 pages). -due week 4

Part 3 – Write a **literature review** that is relevant to your research question. Paper should cite between 20-25 peer reviewed articles (5-6 pages). –due week 9

Part 4: Presentation – Students are expected to do a powerpoint presentation of their proposals to the class. Presentations should be between 45-50 mins with time allotted for questions & answers.

Participation/Attendance: 10%
Total: 100%

Students are expected to complete either the NIH course in Ethics or the CITI training in Ethics NIH – 2-3 hour training – please print your certificate and bring to the final exam <http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp>

The CITI training module – register under FAU – print out certificate at the end of your 8 hour training <https://www.citiprogram.org/default.asp>

COURSE OUTLINE

Session	Topic	Readings	Assignment
1	Review of EBP in Social Work	Rubin & Babbie (R&B) Chapter 1, 2, & 3	
2	The ethics of research and Social Work	R&B Chapter 4 & 5	Quiz 1
3	Problem Formation & Measurement in Social Work Research and practice	R & B 6, 7, 8	Proposal Paper Part 1 – The research question is identified
4	Measurement; Levels of Measure – in Social Work Research and practice con't	R&B 8 & 9, Fischer & Corcoran – Intro.	Proposal Paper Part 2 – Finding an instrument that assists in answering the research question
5	Research Design – in Social Work Research and practice	R & B 10, 11, 12, 13	
6	Research Design – con't	R & B 10, 11, 12, 13	Quiz 2
7	Data & Stats – in Social Work Research and practice	Weinbach & Grinnell (W&G), Chapters 1, 2, 3	
8	Data & Stats – in Social Work Research and practice	W & G, Chapters 4, 5	
9	Sampling & Stats for clinical social work research	R&B Chapters 14, 15	Quiz 3; Proposal Paper Part 3 Litertuare Review
10	Data & Stats for clinical social work research	W & G, Chapter 6	
11	Stats	W & G, Chapter 7, 8 & 10.	
12	Qualitative & Quantitative	R & B 17, 18, 19, & 20	

13	Qualitative & Quantitative research in clinical social work practice		
14	Sharing the Proposal		Presentation
15	Sharing the Proposal		Presentation, Final Paper Due

Suggested readings for the sessions

Session 1	Fraser, M.W. (1994). Scholarship and research in social work: emerging challenges. <i>Journal of Social Work Education, 30</i> , 252-266.
	Padgett, D.K. (1999). The research-practice debate in a qualitative research context. <i>Social Work, 44</i> , 280-282.
Session 2	Allen, M.P. (1995). Applications of qualitative research: let the work begin. <i>Social Work Research, 19</i> , 5-7.
Session 3 & 4	Fortune, A.E. & Reid, W.J. (1999). Research in social work (3rd ed.). NY: Columbia University Press.
	Lantz, J. & Kondrat, M.E. (1997). Evaluating research problems in existential psychotherapy with couples and families. <i>Journal of Family Psychotherapy, 7</i> , 291-310.
Session 5 & 6	Hogarty, G.E. (1989). Meta analysis of the effects of practice with the chronically mentally ill. <i>Social Work, 34</i> , 363-373.
	Corcoran, K. & Fischer, J. (1987). Measures for Clinical Practice. N.Y.: Free Press.
	Miller, D.C. (1991). Handbook of research design and social measurement (5th ed.). Newbury Park, CA: Sage Publications.
Session 7 & 8	Allen, M.P. & Lane, B.A. (1990). Social work practice: integrating qualitative and quantitative data collection technique. <i>Social Work 35</i> , 452-458.
	Cook, T.D., & Campbell, D.T. (1979). Quasi-experimentation: Design and

	analysis for field settings. Chicago: Rand McNally.
Session 9	Campbell, D.T. & Stanley, J. (1963). Experimental and quasi-experimental designs for research. Chicago: McNally.
Session 10 & 11	Bloom, M. Fisher, J., & Orme, J.G. (1995). Evaluating practice: Guidelines for the accountable professional (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.
	Collins, P.M., Kayser, K. & Platt, S. (1994). Conjoint marital therapy: a practitioner's approach to single system evaluation. <i>Families in Society</i> , 75, 131-141.
	Corcoran, K. & Fischer, J. (1987). Measures for Clinical Practice. NY: Free Press.
	Grinnell, R.M. J. (1993). Social work research and evaluation, (4th ed.). Itasca, Il.: Peacock.
Session 12 & 13	Glisson, C. & Gillespie, D.F. (1993). Toward the development of qualitative methods in social work research. <i>Journal of Social Service Research</i> , 16, 1-10.
	Disko, J.W. (1997). Strengthening qualitative studies and reports: students to promote academic integrity. <i>Journal of Social Work Education</i> , 33, 185-197.
Session 14	Brun, C. (1997). The process and implicate of doing qualitative research. <i>Journal of Sociology and Social Welfare</i> , 24, 95-112.
Session 15	Gibson, J.W. (1992). Compensating for missing data in social work research. <i>Social Work Research and Abstracts</i> , 28, 3-8.
	Shadish, W. R., Cook, T.D., & Leviton, L.C. (1991). Foundations of program evaluation: theories of practice. Newbury Park, CA: Sage.

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](http://www.fau.edu/regulations/chapter4/4.001%20Code%20of%20Academic%20Integrity.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>.