NEW COURSE PROPOSAL
Graduate Programs

FLORIDA ATLANTIC UNIVERSITY

FAU

Department Social Work

College College of Social Work & Criminal Justice
(*To obtain a course number, contact **erudolph@fau.edu***)

Prefix SOW **Number** 7369	(*L = Lab Course; C = Combined Lecture/Lab; add if appropriate*) **Lab Code**	**Type of Course** Lecture	**Course Title** Advanced Clinical Social Work Practices with Individuals, Groups and Families

Credits (*See Definition of a Credit Hour*) 3	**Grading** (Select One Option) **Regular** ⦿ **Sat/UnSat** ◯	**Course Description** (*Syllabus must be attached; see Template and Guidelines*) This course focuses on evidence-based advanced clinical social work practice with individuals, groups, and families. It seeks to provide the student with a methodology for incorporating best social work clinical practices as grounded in the evidence-based research literature.

Effective Date (*TERM & YEAR*) Spring 2024

Prerequisites	**Academic Service Learning (ASL) course** ☐ Academic Service Learning statement must be indicated in syllabus and approval attached to this form.	
	Corequisites	**Registration Controls** (*For example, Major, College, Level*) DSW Students only
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.		

Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field).	**List textbook information in syllabus or here** Please see syllabus
Faculty Contact/Email/Phone Dani Groton, dgroton@fau.edu, 561-297-388	**List/Attach comments from departments affected by new course**

Approved by		**Date**
Department Chair	*Kfeather Jehompson, PhD, ncsw*	9/25/2023
College Curriculum Chair	*Danielle Groton*	9/26/23
College Dean	*Naelys Luna*	9/26/23
UGPC Chair	*Paul R. Palmer*	Oct 12, 2023
UGC Chair	*Paul R. Palmer*	Oct 12, 2023
Graduate College Dean	*Robert W Stanley*	Oct 13, 2023
UFS President		
Provost		

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

PHILLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
FLORIDA ATLANTIC UNIVERSITY
SOW 7369 001 CRN
(3 Credit Hours)
Advanced Clinical Social Work Practices with Individuals, Groups and Families

Semester:	Classroom:
Start/End Date:	Class times:
Instructor:	Office Hours:
Phone:	Office Location:
Email:	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, groups, and families. It seeks to provide the student with a methodology for incorporating best social work clinical practices as grounded in the evidence-based research literature.

RELEVANCE TO EDUCATIONAL PROGRAM:

This course focuses on evidence-based clinical social work practice with individuals, groups, and families. This course seeks to provide the student with an understanding of best social work clinical practices that are grounded in the 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, groups and families, and the role of social work values in clinical practice. (Discussion, presentations, and role play)
- 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 and mezzo levels of practice. (Discussion, presentations, and role play)
- Demonstrate competence in utilization of evidence-based practices with the integration of knowledge, skills and values in the classroom. (Discussion, presentations, and role play)
- Demonstrate an understanding of the importance of evidence-based clinical social work practice. (Discussion, presentations, and role play)
- Use the research literature in their choice of best-practice clinical intervention strategies for individuals, groups, and families. (Discussion, presentations, and role play)
- Demonstrate the ability to develop comprehensive assessments and treatment plans using best practices grounded in the clinical research literature. (Discussion, presentations, and role play)

INSTRUCTIONAL METHOD/LEARNING ENVIRONMENT:

This class is fully online. 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:

There is no required text for this course. Course readings will be made available on Canvas. It is expected that the readings will be read by the day of the class they are to be discussed.

COURSE ASSIGNMENTS AND GRADING:

This course requires successful completion of the following assignments and participation:

Discussion Boards (20 points):
There will be three discussion board prompts that help the student to integrate course material. Each student will make an original response to the prompt including proper citations for any referenced work, and then they will make substantive responses to each of their classmates posting. It is expected that this assignment will add substantially to the each student's understanding and integration of the material covered in the course. Discussion Board prompts will be available on Canvas.

Research Present and Critique: (20 points)
Each student will present three articles that pertain to their chosen area of focus for the class (individuals, groups and families). The articles must be form peer reviewed sources and must deal with practice. The student will report the on the research including research questions, design findings, and limitations. They will also speak to the article's utility for practitioners.

Case Study Presentation of Contrasting Modalities (30 points):
The student will produce an original case study on a current or recent past client (individual, group, or family. The client can be an individual, group, or family. They will approach the case study from a particular theoretical perspective and include a literature review showing that the treatment chosen has empirical support. A treatment plan and two process recordings will be included as well as any standardized assessments that were used.
    After the student has presented the first modality, they will then present the client again from a second theoretical perspective and demonstrate how assessment and treatment would differ with this new modality. They will need literature for this intervention as well. A new (hypothetical) treatment plan will be required, and the student will present a role play to the class using the second treatment modality.

Experiential Exercises (20 points):
Students are responsible for presenting two demonstrations of an evidence-based interventions that are used with individuals, groups, or families. The interventions must be described including the purpose of the interventions and theoretical background. The whole class or select students may be used to complete the assignment.

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

Course Grading:
Late assignments:

All above assignments must be submitted by midnight on the due date. A student who wishes for 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.

The grading scale for this course is as follows:

94 – 100% = A	73 – 76% = C
90 – 93% = 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.

Attendance and Participation (10% of 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. If a student misses 2 or more classes the student may be asked to withdraw or may receive a lowered or failing grade. The only exception to this is if student has a documented extraordinary circumstance (i.e. student hospitalization; severe illness; death in the family; care accident; religious holiday) preventing the student from coming to class. In that case, the student must present written documentation to the instructor at the time of the absence – no retroactive medical notes will be accepted.

Any student who arrives 15 minutes late will accrue half of an absence unless the student provides a reasonable cause for doing so in advance and receives the professor's permission. Any student who leaves 15 minutes early will accrue half of an absence unless the student provides a reasonable cause for doing so in advance and receives the professor's permission. Any pattern of lateness shall be considered a violation of class policy and may be subject to lowered grade or failing grade.

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 many 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.

<u>Consequences of Unacceptable Behavior</u>

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).

Mutual Learning and Support:

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 feedback from the instructor and to provide feedback regarding the course and assignments 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 any 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 or DSW program.

Use of email and Canvas will be used as official correspondence with students. Students are responsible for reading their email and Canvas announcements daily for any, and all course-related information and announcements. Canvas uses the email addresses assigned to you by FAU – if you do not pick up email from the FAU account, you will need to forward your FAU 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 Canvas 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 Canvas, you can contact the helpdesk at 561.297.3999

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 Canvas. Students must have a working knowledge of Canvas, particularly the accessing of assignments and learning resources, viewing PowerPoint presentations, submission of assignments, utilizing Canvas for group work and group presentations, and communication with the instructor and other students.

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 and what interventions are considered to have a strong evidence base. It can be reached at NREPP. Other course readings will be distributed in class or through Canvas. Please visit the **Canvas Web site** for this course at http://canvas.fau.edu for readings and additional information.

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.

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.

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Bibliography

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Books
  Cassidy, J. & Shaver, P. (eds.) (2016). *The Handbook of Attachment: Theory, Research, and Clinical Applications*. New York: The Guilford Press.
  Goldman R. & Greenberg, L. (2015). *Case Formulation in Emotion Focused Therapy: Co-Creating Clinical Maps for Change*. Washington: The American Psychological Association.
  Jones-Smith, E. (2016). *Theories of counseling and psychotherapy: An integrative approach (2nd Ed.)*, London, Sage Publications.

Peer Reviewed Articles
Chen, C. K., Nehrig, N., Wash, L., Schneider, J. A., Ashkenazi, S., Cairo, E., Guyton, A. F., & Palfrey, A. (2020). When distance brings us closer: Leveraging Tele-psychotherapy to build deeper connection. *Counselling Psychology Quarterly*, *34* (3–4), 554–567. https://doi.org/10.1080/09515070.2020.1779031
Figueroa, C. A., DeMasi, O., Hernandez-Ramos, R., & Aguilera, A. (2021). WHO benefits most from adding technology to depression treatment and how? An analysis of engagement with a texting adjunct for psychotherapy. *Telemedicine and E-Health*, *27*(1), 39–46. https://doi.org/10.1089/tmj.2019.0248
Hensel, J. M., Yang, R., Vigod, S. N., & Desveaux, L. (2020). Videoconferencing at home for psychotherapy in the postpartum period: Identifying drivers of successful engagement and

important therapeutic conditions for meaningful use. *Counselling and Psychotherapy Research*, *21*(3), 535–544. https://doi.org/10.1002/capr.12372

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Sayer, N. A., Wiltsey-Stirman, S., Rosen, C. S., Bernardy, N. C., Spoont, M. R., Kehle-Forbes, S. M., Eftekhari, A., Chard, K. M., & Nelson, D. B. (2021). Investigation of therapist effects on patient engagement in evidence-based psychotherapies for posttraumatic stress disorder in the Veterans Health Administration. *Journal of Traumatic Stress*, *35*(1), 66–77. https://doi.org/10.1002/jts.22679

Stige, S. H., Eik, I., Oddli, H. W., & Moltu, C. (2021). Negotiating system requirements to secure client engagement – therapist strategies in adolescent psychotherapy initiated by others. *Frontiers in Psychology*, *12*. https://doi.org/10.3389/fpsyg.2021.704136

Tzur Bitan, D., & Abayed, S. (2019). Process expectations: Differences between therapists, patients, and lay individuals in their views of what works in Psychotherapy. *Journal of Clinical Psychology*, *76*(1), 20–30. https://doi.org/10.1002/jclp.22872

Valentine, L. M., Donofry, S. D., & Sexton, M. B. (2018). Demographic and psychiatric predictors of engagement in psychotherapy services conducted via clinical video telehealth. *Journal of Telemedicine and Telecare*, *26*(1–2), 113–118. https://doi.org/10.1177/1357633x18801713

Burlingame, G. M., McClendon, D. T., & Yang, C. (2018). Cohesion in group therapy: A meta-analysis. *Psychotherapy*, *55*(4), 384–398. https://doi.org/10.1037/pst0000173

Ellett, L., Dannahy, L., & Chadwick, P. (2022). Engagement, clinical outcomes and therapeutic process in online mindfulness for psychosis groups delivered in routine care. *Psychology and Psychotherapy: Theory, Research and Practice*, *95*(2), 467–476. https://doi.org/10.1111/papt.12382

Holdsworth, E., Bowen, E., Brown, S., & Howat, D. (2018). Using theory to understand the barriers to engagement in Group Offending Behavior Programs. *International Journal of Offender Therapy and Comparative Criminology*, *63*(7), 993–1017. https://doi.org/10.1177/0306624x18812040

King, H., Miller-Johnson, K., McCulla, K., Fischer, A. J., Wu, S., & Miller, M. (2021). A preliminary evaluation of a digital token economy to increase student engagement during group Teletherapy. *International Journal of Technology in Education*, *4*(4), 729–751. https://doi.org/10.46328/ijte.175

Leeuwerik, T., Caradonna, G., Cavanagh, K., Forrester, E., Jones, A., Lea, L., Rosten, C., & Strauss, C. (2022). A thematic analysis of barriers and facilitators to participant engagement in group exposure and response prevention therapy for obsessive–compulsive

disorder. *Psychology and Psychotherapy: Theory, Research and Practice*, *96*(1), 129–147. https://doi.org/10.1111/papt.12430M235.

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Martin, J. K. (2023). Therapeutic influences on father engagement in family therapy. *Contemporary Family Therapy*. https://doi.org/10.1007/s10591-022-09659-0

Norona, J. C., Borsari, B., Armstrong, K., & Shonkwiler, S. (2020). Veterans' treatment engagement and dropout from couple and family therapy in a Veterans Affairs Health Care System. *Military Behavioral Health*, *9*(2), 223–237. https://doi.org/10.1080/21635781.2020.1864526

COURSE OUTLINE:

Proposed Schedule Format:

Class	Module	Topic	Readings	Assignments Due
1		Intro to Class	Review syllabus before class.	
2	**Module One: Counseling Individuals**	Engaging with Individuals	1. The Impact of Technology on Therapeutic Alliance and Engagement in Psychotherapy: The Therapist's Perspective (Richards, et al., 2018) 2. When Distance Brings Us Closer: leveraging Tele-psychotherapy to Build Deeper Connection (Chen, et. al., 2020)	
3		Assessing & Planning with Individuals	1. A Transdiagnostic Perspective on Cognitive, Affective, and Neurobiological processes Underlying Human Suffering (Garland & Howard, 2013) 2. An Empirically Derived Taxonomy for Personality	

			Disorders: Bridging Science and Practice in Conceptualizing Personality (Weston, Shedler, Bradley, and Defife, 2012)	
4		Treating Individuals	1. Psychotherapy Integration: Practice and Training at the Leading Edge (Boswell, 2017) 2. Transtheoretic Transdiagnostic Psychotherapy (Tryon, 2016)	
5		Termination with Individuals	1. Saying Goodbyes to Your Clients: A Functional Analytic Psychotherapy Perspective (Tsai, et. al., 2017) 2. A Collaborative Approach to Psychotherapy Termination (Goode, et. al., 2017)	DB 1 Due
6	**Module Two: Counseling Groups**	Engaging with Groups	1. Engagement in Group Psychotherapy Among Marginalized Individuals With Hepatitis C (Dodd et.al, 2016) 2. Evaluation of a Measure of Engagement for Group Work (McGowan, 2000)	
7		Assessing & Planning with Groups	1. Using the CORE-R Battery in Group Psychotherapy (Strauss, Burlingame, & Borman, 2008) 2. Preparing Members for the Expectations of Social Work Groups: An Approach to the Preparatory Interview (Hannah, 2000)	

8		Treatment in Groups	1. Online Facilitator Competencies for Group Facilitators (Thorpe, 2016) 2. Mindfulness for group Facilitation: An Example of Eastern Philosophy in Western Organizations (Adriansen, & Krohn, 2016)	
9		Termination with Groups	1. Difficult Terminations in Group Therapy: A Self Psychologically Informed Perspective (Gray, 2001) 2. Work at the Ending Stage of the Group: Separation Issues (Benson, 2001)	DB 2 Due
10	**Module Three: Counseling Families**	Engaging with Families	1. Do They Cross the Brifge when they come to it? Young Adult's Engagement in Attachment-Based Family Therapy as Part of Inpatient Care (Devacht & Carlier, 2023) 2. You Can Take a Horse to Water but you Can't Make it drink: Exploring Children's Engagement and Resitance in Family Therapy (O'Reily & Parker, 2012)	
11		Assessing and Planning with Families	1. Family Assessment Model (FAM) and Process Model of Family Functioning (Skinner, Steinhauer, and Sitarenios, 2000) 2. The MacMaster Approach to Families: Theory, Assessment, Treatment, and Research (Miller, et. al., 2000)	
12		Treating Families	1. A Theoretical Model of Common process Factors in Youth and Family	

			Therapy (Karver, Handelsman, Fields, and Bickman, (2005) 2. What are Genosociograms and How Can We generate, Analyze, and Interpret Them? Theoretical and Applied Perspectives on the Network of the Relationships (Lippe, 2015)	
13		Termination with Families	1. Termination: legal and Ethical Considerations for Marriage and Family Therapists (Rappleya, Harris, White, and Simon, 2009) 2. Premature Termination in Marriage and Family Therapy within a Bowenian Perspective (Bartle-Haring, Glebove, and Meyer, 2007)	DB 3 Due
14		Class Closure		

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.