

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

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

DEPARTMENT: SOCIAL WORK COLLEGE: CDSI

RECOMMENDED COURSE IDENTIFICATION (TO OBTAIN A COURSE NUMBER, CONTACT NMALDONADO@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 _____

CREDITS²
 3

TEXTBOOK INFORMATION
 POLLAY, D. (2014). THE 3 PROMISES. NEW YORK, NY: STERLING PRESS

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

COURSE DESCRIPTION, NO MORE THAN THREE LINES:
 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.³
 COE: Counselor Education

Approved by: _____
 Department Chair: _____
 College Curriculum Chair: _____
 College Dean: Wesley Hawkins
 UGPC Chair: _____
 Graduate College Dean: _____
 UFS President: _____
 Provost: _____

Date:
 9/28/15
 10/13/15

1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf
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.

**FLORIDA ATLANTIC UNIVERSITY
SCHOOL OF SOCIAL WORK
SOW 6804 (3 Credit Hours)
Social Work and Positive Well Being**

Semester: Fall 2016
Start/End Date: Aug- Dec
Instructor: Robin Rubin, MSW

Phone: 561-212-9054
Email: rrubin13@fau.edu
Blackboard: <http://bb.fau.edu>
Course Delivery Method: In class

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 advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

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 the personal stress associated with the profession of social work .

Competencies and Educational Objectives

COMPETENCIES AND FOUNDATION PRACTICE BEHAVIORS

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.

Competency 1 (EP 2.1.1)—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

CB 1a: demonstrate professional use of self with clients.

Competency 2 (EP 2.1.2)—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

CB 2a: apply ethical decision making skills to issues specific to clinical practice

Competency 3 (EP 2.1.3) —Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

CB 3a: critically evaluate theory and evidence-based knowledge when applying it to unique client systems

Competency 4 (EP 2.1.4)—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology,

race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

CB 4a: Identify and use practitioner/client from a strengths perspective.

Competency 5 (EP 2.1.5)—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

CB 5a: Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention.

Competency 6: (EP 2.1.6)—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

PB 6a: use research methodology to evaluate clinical practice effectiveness or outcomes

Competency 7 (EP 2.1.7)—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

CB 7a: Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice.

Competency 8 (EP 2.1.8)—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development

CB 8a: evaluate the impact, intended or unintended, of agency and public policies, on client systems and clinical practice.

Competency 9 (EP 2.1.9)—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively

CB9a: Anticipate and respond to client contexts of practice, including cultural, technological, geographic, political, legal, economic, and environmental contexts.

Competency 10 (EP 2.1.10(a)–(d))—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

CB 10a (engagement): develop a culturally responsive therapeutic relationship.

CB 10b (engagement): attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic relationship.

CB 10c (engagement): establish a relationally based process that encourages clients to be more equal participants in the establishment of treatment goals and expected outcomes.

CB 10d (assessment): use multi-dimensional, evidence-based,

CB 10d (assessment): use multidimensional, evidence-based, bio-psycho-social-spiritual assessment tools

CB 10e (assessment): assess client's readiness for change

CB 10f (assessment): assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.

CB 10g (assessment): select and modify appropriate intervention strategies based on continuous clinical assessment

CB 10h (assessment): use differential diagnosis

CB 10i (intervention): critically evaluate, select, and apply best practices and evidence-based interventions

CB 10k (intervention): collaborate with other professionals to coordinate treatment interventions

CB 10l (evaluation): Use clinical evaluation strategies to assess the effectiveness of their interventions

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 guest speakers throughout the semester. 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 = 25points

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 to support the 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	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

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 or 10% of the course hours-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:

Pollay, D. (2014) *The 3 Promises*. New York, N.Y.; Sterling

Some course readings may 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 – 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 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.

<i>Class</i>	<i>Topics</i>	<i>Readings / Due Dates / Tests</i>
Class 1	Syllabi Measurement tools Journals Strengths story	Complete strengths survey http://robinjoyrubin.pro.viasurvey.org Pollay 3-44
Class 2	Strengths History of happiness Research Happiness Measuring Happiness	Young, K. C., Kashdan, T. B., & Macatee, R. (2015). Strength balance and implicit strength measurement: New considerations for research on strengths of character. <i>The Journal of Positive Psychology, 10</i> (1).
Class 3	Mindset The brain Positivity	1 st response/reaction paper due <u>Quiz 1</u> Pollay 48-91
Class 4	Optimism and Flexibility Practice optimistic thinking	Abele, A. E., Hagmaier, T., & Spurk, D. (2015). Does Career Success Make You Happy? The Mediating Role of Multiple Subjective Success Evaluations. <i>Journal of Happiness Studies</i>
Class 5	Resilience Movie – Happy Gratitude survey What is gratitude?	<u>Quiz 2</u>
Class 6	Kindness and Altruism	2 nd reaction paper due KINDNESS EXERCISE GRATITUDE EXERCISE

Class 7	Forgiveness and Communication	Campos, B., Schoebi, D., Gonzaga, G. C., Gable, S. L., & Keltner, D. (2015). Attuned to the positive? Awareness and responsiveness to others' positive emotion experience and display. <i>Motivation and Emotion</i> . http://doi.org/10.1007/s11031-015-9494-x
Class 8	Habits Choice	Pollay 96-139
Class 9	Hope and change Decision making	
Class 10	Physical Activity Self Care, Sleep, Vitality	3 rd reaction paper due
Class 11	Visualization Goals	Pollay 144-176
Class 12	Meaning and Purpose	Quiz 3 Windsor, T. D., Curtis, R. G., & Luszcz, M. A. (2015). Sense of Purpose as a Psychological Resource for Aging Well. <i>Developmental Psychology</i> . Retrieved from http://www.ncbi.nlm.nih.gov/pubmed/26010384
Class 13	Mindfulness, Savoring	Neale-Lorello, D., & Haaga, D. A. F. (2015). The "observing" facet of mindfulness moderates stress/symptom relations only among meditators. <i>Mindfulness</i> . Retrieved from http://link.springer.com/article/10.1007/s12671-015-0396-5
Class 14	Presentations Cherishing Relationships FLOW & Meaning	O'Connell, B. H., O'Shea, D., & Gallagher, S. (2015). Enhancing social relationships through positive psychology activities: a randomised controlled trial. <i>The Journal of Positive Psychology</i> , 1–14. http://doi.org/10.1080/17439760.2015.1037860
Class 15	Presentations	
Class 16	Final Exam	4 th paper due- <i>The 3 Promises</i>

In the event of a hurricane warning, see 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:

Abele, A. E., Hagmaier, T., & Spurk, D. (2015). Does Career Success Make You Happy? The Mediating Role of Multiple Subjective Success Evaluations. *Journal of Happiness Studies*

Campos, B., Schoebi, D., Gonzaga, G. C., Gable, S. L., & Keltner, D. (2015). Attuned to the positive? Awareness and responsiveness to others' positive emotion experience and display. *Motivation and Emotion*. <http://doi.org/10.1007/s11031-015-9494-x>

Neale-Lorello, D., & Haaga, D. A. F. (2015). The "observing" facet of mindfulness moderates stress/symptom relations only among meditators. *Mindfulness*. Retrieved from <http://link.springer.com/article/10.1007/s12671-015-0396-5>

O'Connell, B. H., O'Shea, D., & Gallagher, S. (2015). Enhancing social relationships through positive psychology activities: a randomised controlled trial. *The Journal of Positive Psychology*, 1–14. <http://doi.org/10.1080/17439760.2015.1037860>

Pollay, D. (2014) *The 3 Promises*. New York, N.Y.; Sterling

Young, K. C., Kashdan, T. B., & Macatee, R. (2015). Strength balance and implicit strength measurement: New considerations for research on strengths of character. *The Journal of Positive Psychology*, 10(1).

Windsor, T. D., Curtis, R. G., & Luszcz, M. A. (2015). Sense of Purpose as a Psychological Resource for Aging Well. *Developmental Psychology*. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/26010384>

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

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 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/ct/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>.