

FLORIDA ATLANTIC UNIVERSITY™

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 CATALOG _____

Graduate Programs—NEW COURSE PROPOSAL¹

DEPARTMENT: COUNSELOR EDUCATION

COLLEGE: EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX MHS COURSE NUMBER 6466 LAB CODE (L or C)

(TO OBTAIN A COURSE NUMBER, CONTACT M.JENNING@FAU.EDU)

COMPLETE COURSE TITLE: **TRAUMATIC STRESS, TRAUMA AND CRISIS
COUNSELING**

EFFECTIVE DATE

(first term course will be offered)

 SUMMER 2015

CREDITS²: 3

TEXTBOOK INFORMATION: 1. James, R. K., & Gilliland, B. E. (2012). *Crisis Intervention Strategies 7th edition*. Brooks/Cole Cengage Learning: Belmont, CA.

2. Webber, J. & Mascari, J. B. (2010). *Terrorism, Trauma and Tragedies: A Counselor's Guide to Preparing and Responding, Third Edition*. ACA Press: Alexandria, VA.

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

COURSE DESCRIPTION, NO MORE THAN THREE LINES: This course is designed to help students understand the theory and practice of counseling individuals, groups, and/or families in response to a crisis or traumatic event. Students will be able to understand the principles of intervention as well as the impact of crisis, traumatic-stress, natural disasters and other trauma-causing events on people. Students will also be able to demonstrate the ability for assessing and managing suicide risk.

PREREQUISITES*:

COREQUISITES*:

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:
MAJOR (CLINICAL MENTAL HEALTH STUDENTS, COUNSELOR EDUCATION STUDENTS, WITH PERMISSION).

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

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: A DOCTORATE IN COUNSELING OR RELATED DISCIPLINE.

Faculty contact, email and complete phone number:
Paul R. Peluso, Associate Professor and Chair
(561) 251-9071.

Please consult and list departments that might be affected by the new course and attach comments.³

Please see attached.

Approved by:

Department Chair: Paul R. Peluso

College Curriculum Chair: Paul R. Peluso

College Dean: Valery J. Binstock

UGPC Chair: Paul R. Peluso

Graduate College Dean: Adriana Cole

UFS President: _____

Provost: _____

Date:

9/15/14

9/24/14

9/24/14

10/8/14

10-15-14

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)

**FLORIDA ATLANTIC UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF COUNSELOR EDUCATION**

**MHS
MHS 6466- TRAUMATIC STRESS, TRAUMA AND CRISIS COUNSELING
Semester Year - 3 Credits**

Professor:
Phone:
E-Mail:

Office:
Office Hours:

Class: Campus, Room, Day, Time

COURSE DESCRIPTION

This course is designed to help students understand the theory and practice of counseling individuals, groups, and/or families in response to a crisis or traumatic event. Students will be able to understand the principles of intervention as well as the impact of crisis, traumatic-stress, natural disasters and other trauma-causing events on people. Students will also be able to demonstrate the ability for assessing and managing suicide risk.

Course Rationale:

Students entering the clinical field have to be prepared and aware of potential crisis and trauma interactions and potential needs with both clients and in the community they service. Core counseling skills that are critical to an effective response to crises must be reviewed and explored. In addition, specialized clinical training related to trauma and traumatic stress is required in order to be effective. Clinicians need a knowledge base of methods of crisis assessment and intervention in the areas of, but not limited to: sexual assault, relationship violence, loss and bereavement, natural disasters, military combat and terrorism.

REQUIRED READINGS & MATERIALS

1. James, R. K., & Gilliland, B. E. (2012). *Crisis Intervention Strategies 7th edition*. Brooks/Cole Cengage Learning: Belmont, CA.
2. Webber, J. & Mascari, J. B. (2010). *Terrorism, Trauma and Tragedies: A Counselor's Guide to Preparing and Responding*, Third Edition, ACA Press: Alexandria, VA.
3. Supplemental Handouts

Recommended Reading:

1. Granello, P., & Juhnke, G. A. (2009). *Case Studies in Suicide: Experiences of Mental health professionals*. Pearson:

REQUIRED RESOURCES: LiveText

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

2009 CACREP: General: 3f, 5l
2009 CACREP: Mental Health:2L

CONCEPTUAL FRAMEWORK

As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional as reflected in class participation, discussion, and completion of assigned tasks and projects. Students will receive written and verbal feedback on their work including their practice of counseling and workshop facilitation skills.

COURSE GOALS, OBJECTIVES, AND COMPETENCIES

Course Goals:

1. Demonstrate a basic understanding of common crisis assessment and intervention models.
2. Demonstrate a more comprehensive understanding of theory and practical application of crisis and trauma assessment and intervention.
3. Demonstrate an understanding of the stress-coping response, and how traumatic stress exacerbates or overwhelms this response.
4. Demonstrate an awareness of the personal qualities and clinical skills that are needed by counselors in order to provide competent, consistently effective and culturally- sensitive assessment and intervention to individuals experiencing a crisis or the aftermath of a traumatic event.
5. Demonstrate awareness of personal and environmental stressors that affect the work of individuals providing crisis and trauma counseling and counterbalancing strategies to promote counselor health and wellness.

Course Objectives

1. Students will understand the nature of psychological impact of various forms of traumatic events and experiences.
2. Students will learn about the presentation of intent to harm as well as assessment and intervention techniques.
3. Students will learn about the biological, psychological and social elements of the human stress-coping response, as well the role of trauma and traumatic stress in adaptive or maladaptive coping.
4. Students will understand the impact of natural disasters or man made disasters and acts of terrorism on individuals, groups and families.
5. The nature, causes and symptoms of professional burnout and vicarious trauma will be explored.

COURSE REQUIREMENTS

Course Assignments, Activities and Evaluation Methods:

Guiding Competencies for Evaluation:

1. Class Attendance and Participation (10%):

Attendance is essential in order to understand the materials for this course. Reading will provide an imperative framework that will form the basis of the in class experience. In class participation is expected. If for any reason you cannot attend class it is your responsibility to notify the instructor prior to missing the class. Missing classes will result in grade reduction.

2. Interview (20%)

Students will interview a mental health professional who provides crisis intervention services. The person interviewed cannot be someone working at an agency or in an organization where the student currently is, or has been employed (or worked as an intern). The interview and topics to be covered in written report will include:

- a. Nature & scope of the crisis intervention services
- b. Setting of intervention
- c. Models or approaches utilized
- d. Expected outcomes of the interventions
- e. Characteristics of the provider that are considered necessary for effective intervention
 - a. Impact of crisis work on the provider
- f. Provider's assessment of areas of strength and areas for improvement in services offered
- g. Student's critique of services

Report will be written per APA guidelines with double spacing and 12 pt. Times New Roman font. Report will be minimum 4 pages.

3. Research Presentation (40%)

Student will identify a crisis intervention topic of interest, which, may have been covered in class, readings or simply be related to a population they may encounter as a clinician. Focus should be specific such as suicide interventions with combat veterans or response to loss from home fires. The presentation should focus on:

- a. Nature and scope of the problem/crisis situation. How common is it? Any racial, ethnic or regional differences in terms of response or prevalence?
- b. Crisis reaction: what are the common initial reactions and most important issues or concerns associated. What are the key aspects of assessment.
- c. Crisis intervention: what are the models, approaches and associated strategies that have been demonstrated to be effective and not effective.
- d. Crisis provider issues: what are the counselor characteristics and clinical skills that have been demonstrated to be effective in assessment and intervention. What does literature say about stress, burnout or vicarious trauma and what are advised ways of addressing these concerns.

Presentation will be a half hour long and student will provide a handout. Handout will include any references utilized in assignment.

4. Crisis Intervention Demonstration (30%)

Students will form groups OR final exam format with standardized client. Information to be distributed.

COURSE EVALUATION

Assignment	Points
Attendance	10
Clinical Interview	20
Research Presentation	40
Crisis Intervention Demonstration	30
Total	100%

GRADING SCALE

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 94 – 100 %	B+ = 89 – 87 %	C+ = 79 – 77 %	D+ = 69 – 67 %	F = 59 – 0 %
A - = 93 – 90 %	B = 86 – 83 %	C = 76 – 73 %	D = 66 – 63 %	
	B- = 82 – 80 %	C- = 72 – 70 %	D- = 62 – 60 %	

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

CLASSROOM ETIQUETTE

In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions. Students are expected to conduct themselves in a professional manner at all times in class befitting an emerging counselor, and in accordance with the Ethical Guidelines of the American Counseling Association. As such, they are expected:

- A. To attend all class or other meetings and participate in all classroom or other exercises.
- B. To take personal responsibility should students need to be absent for any reasons, they should contact the instructor **before** missing that class or meeting.
- C. To be personally accountable to be sure that all documents are to be submitted in a timely manner

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

INFORMATION FOR STUDENTS WITH DISABILITIES

In Compliance with The Americans with Disabilities Act (A.D.A.), 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 – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

CODE OF ACADEMIC INTEGRITY POLICY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty 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. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at <http://www.fau.edu/regulations/chapter4/4.001> Code of Academic Integrity.pdf

DEPARTMENT ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) is available for download from the department website and includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outline policies.

METHODS OF INSTRUCTION

This course uses a variety of teaching methods including readings, lecture, live/video demonstrations and in-class discussions. Students will have an opportunity to synthesize and apply what they are learning through in class and online discussions and skills practice. Students will receive peer and instructor feedback regarding ideas and skills.

REFERENCES

James, R. K., & Gilliland, B. E. (2012). *Crisis Intervention Strategies 7th edition*. Brooks/Cole Cengage Learning: Belmont, CA.

Granello, P., & Juhnke, G. A. (2009). *Case Studies in Suicide: Experiences of Mental health professionals*. Pearson: NY.

COURSE CONTENT & OUTLINE --This schedule is subject to change by the instructor

Week	Topics	Readings	Assignment
1	Introductions Syllabus review Defining crisis, trauma & disaster		
2	Significance of crisis and psychosocial care Origins and development of crisis		
3	Crisis intervention models & assessment Prevention & manifestations of crisis		
4	Crisis intervention Steps of crisis management process: assessment, planning, implementation & evaluation		
5	Characteristics & skills of the provider		
6	Responses to crisis & trauma: diagnostic issues, suicide, violence		
7	Suicidology: principles and techniques of assessment and suicide prevention		
8	Sexual assault: victim, perpetrator Interventions		
9	Relationship violence & abuse of children Dynamics, prevalence, impact & interventions		
10	Loss & bereavement Types of losses, grief response & intervention		
11	Crisis in school & college settings Types, staff roles, interventions		
12	Disaster Trauma Types, community response & role of mental health professional		
13	Military combat trauma		
14	Helping the helper Team relationships and self-care		
15	Ethical & legal issues regarding suicide, crime and victimization Consultation		

BIBLIOGRAPHY

Hoff, M.R., & Hoff, L.A. (2012). *Crisis education and service program designs: a guide for administrators, educators & clinical trainers*. Routledge: New York.

CACREP General Standards

3. HUMAN GROWTH AND DEVELOPMENT

f. effects of crisis, disasters, and other trauma-causing events on diverse individuals across the lifespan

5. HELPING RELATIONSHIPS

l. crisis intervention and psychological first aid strategies

CACREP Clinical Mental Health Standards

L. impact of crisis on individuals with mental health diagnoses

Department's Counseling Competencies

From: Deena Wener wener@fau.edu
Subject: RE: Requesting feedback for Counselor Education course change
Date: September 15, 2014 at 12:06 PM
To: Barbara Ridener BRIDENER@fau.edu, Michael Whitehurst whitehur@fau.edu, Emery Hyslop-Margison ehyslopmargison@fau.edu, Paul Peluso ppeluso@fau.edu, Robert Shockley SHOCKLEY@fau.edu, Michael Brady mbrady@fau.edu
Cc: Valerie Bristol BRISTOR@fau.edu

Hi Paul,

Neither of your proposed courses conflicts with any of our offerings.

FYI, we have been incorporating evidence-based content into all of our courses, as a direct result of CAA accreditation requirements. If I can be of any help please let me know.

Good luck as you move forward. We are facing our site visit in March.

With best regards,
Deena

Deena Louise Wener, Ph.D., CCC-SLP
Associate Professor & Chair
Department of Communication Sciences and Disorders
College of Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431-0991

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FAX: 561-297-2268
E-mail: wener@fau.edu

*"I have heard there are troubles of more than one kind.
Some come from ahead and some come from behind.
But I've bought a big bat. I'm all ready you see.
Now my troubles are going to have troubles with me!"*
~Dr. Seuss

From: Barbara Ridener
Sent: Sunday, September 14, 2014 9:49 PM
To: Michael Whitehurst; Emery Hyslop-Margison; Paul Peluso; Robert Shockley; Michael Brady; Deena Wener
Cc: Valerie Bristol
Subject: RE: Requesting feedback for Counselor Education course change

Teaching and learning does not have a conflict.

Good luck!

Barbara

From: Michael Whitehurst
Sent: Sunday, September 14, 2014 6:53 PM
To: Emery Hyslop-Margison; Paul Peluso; Robert Shockley; Michael Brady; Deena Wener; Barbara Ridener
Cc: Valerie Bristor
Subject: RE: Requesting feedback for Counselor Education course change

Paul,
I support your department in making these changes.
Mike

From: Emery Hyslop-Margison
Sent: Sunday, September 14, 2014 4:44 PM
To: Paul Peluso; Robert Shockley; Michael Brady; Deena Wener; Michael Whitehurst; Barbara Ridener
Cc: Valerie Bristor
Subject: RE: Requesting feedback for Counselor Education course change

No conflicts with CCEI Paul - hope everything works out well.

Emery

Dr. Emery J. Hyslop-Margison
Professor and Chair
Department of Curriculum, Culture and Educational Inquiry
College of Education
Florida Atlantic University
Boca Raton, FL 33431

Email: ehyslop@fau.edu
Phone: 561-297-3965
Fax: 561-297-2925

From: Paul Peluso
Sent: Sunday, September 14, 2014 2:48 PM
To: Robert Shockley; Michael Brady; Emery Hyslop-Margison; Deena Wener; Michael Whitehurst; Barbara Ridener
Cc: Valerie Bristor
Subject: Requesting feedback for Counselor Education course change

Dear Colleagues,

You may be aware that the Department of Counselor Education is currently facing two serious challenges. Both involve our specialty accreditation by CACREP. The first is to regain full accreditation. Adding the proposed course in Traumatic Stress and Crisis Counseling will directly remedy the deficiency noted by the CACREP Site visitors in Spring 2013. The second is to meet a number of new and stringent requirements in CACREP's 2016 standards for accredited programs. As you will see in the accompanying document, there is a new emphasis on evidence-based approaches. Not only are researchers and theoreticians required to consider the evidence-base for a given approach or technique (something that is to be covered in doctoral education), but now entry-level clinicians at the Masters level are being required by the marketplace and by third-party payers (i.e., Medicaid, Insurance panels) to *demonstrate* the evidence base of their own practice. In response to this, CACREP will now require that training programs train and equip masters-level clinicians with the ability to adequately digest and produce an evidence-base for their work.

From: Michael Brady mbrady@fau.edu
Subject: RE: Requesting feedback for Counselor Education course change
Date: September 15, 2014 at 4:19 PM
To: Paul Peluso ppeluso@fau.edu

The content of your proposed courses does not conflict with the courses or curriculum in the ESE Department.

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu

From: Paul Peluso
Sent: Sunday, September 14, 2014 2:48 PM
To: Robert Shockley; Michael Brady; Emery Hyslop-Margison; Deena Wener; Michael Whitehurst; Barbara Ridener
Cc: Valerie Bristor
Subject: Requesting feedback for Counselor Education course change

Dear Colleagues,

You may be aware that the Department of Counselor Education is currently facing two serious challenges. Both involve our specialty accreditation by CACREP. The first is to regain full accreditation. Adding the proposed course in Traumatic Stress and Crisis Counseling will directly remedy the deficiency noted by the CACREP Site visitors in Spring 2013. The second is to meet a number of new and stringent requirements in CACREP's 2016 standards for accredited programs. As you will see in the accompanying document, there is a new emphasis on evidence-based approaches. Not only are researchers and theoreticians required to consider the evidence-base for a given approach or technique (something that is to be covered in doctoral education), but now entry-level clinicians at the Masters level are being required by the marketplace and by third-party payers (i.e., Medicaid, Insurance panels) to *demonstrate* the evidence base of their own practice. In response to this, CACREP will now require that training programs train and equip masters-level clinicians with the ability to adequately digest and produce an evidence-base for their work. For this reason, our program must add a specifically-focused course on evidence-based research (MHS 6710).

The prospect of adding two courses, presents two monumental problem for us. First, of all, our program is mandated by state law to be 60 credit hours, of which, 57 are pre-programmed. Second, other programs are increasingly competing for students. As a result, we need to find a way to add two courses (6 credit hours) to our curriculum without going over 60 credit hours. After much analysis and consultation, the Counselor Education faculty has come up with the following plan to both regain full accreditation and meet the increasingly stringent CACREP standards. We are seeking a variance in the long-standing policy of requiring EDF 6481 Educational Research for graduate study. The plan is for MHS 6710 to replace EDF 6481. Of

course, STA 6111 will remain as a requirement, and it will be a prerequisite for MHS 6710 (just as it is for EDF 6481). This is not something that we do lightly or without careful forethought. In fact, we have been in consultation with both Dan Morris and Bob Schockley, who have been very helpful, and they will be presenting this plan to the ELRM faculty during their next faculty meeting. We strongly affirm and believe in the grounding of graduate students in statistical analysis and research methods. This will allow us to offer the required coursework, while keeping with the *spirit* of the College requirement for graduate students.

We will also add the Traumatic Stress and Crisis Counseling course. This means that students will no longer have an elective. However, the result will be that we will be in full compliance with CACREP requirements. It is also our intention that any student from an FAU Counselor Education master's program who wishes to seek a Ph.D. in Counseling from FAU will be required to take EDF 6481 as a pre-requisite for Advanced Research Methods.

I am asking that you provide feedback as to whether either of these courses conflict with courses in your curriculum which will help us regain full CACREP accreditation. Please send me an email response by Monday September 22, 2014. If I do not hear from you by then I'll assume that there are no conflicts.

Thank you in advance for your assistance in this matter.

-Paul

Paul R. Peluso, Ph.D., LMHC, LMFT
Chair and Associate Professor

President, International Association of Marriage and Family Counselors (IAMFC)

Editor in Chief, *Measurement and Evaluation in Counseling and Development*

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