FAU FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs	UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department **College**	

Current Course Prefix and Number	*Current* Course Title

*Syllabus must be attached for **ANY** changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:	**Change description to:**
Change prefix From: To:	
Change course number From: To:	**Change prerequisites/minimum grades to:**
Change credits* From: To:	**Change corequisites to:**
Change grading From: To:	
Academic Service Learning (ASL) ** Add Remove	**Change registration controls to:**
* See Definition of a Credit Hour. ** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.	Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.

Effective Term/Year for Changes:	**Terminate course? Effective Term/Year for Termination:**

Faculty Contact/Email/Phone

Approved by		*Date*
Department Chair	X Heather J.thompson, PhD, ncsw	9/25/2023
College Curriculum Chair	Danielle Groton	9/26/2023
College Dean	Aelyp Luna	9/26/23
UGPC Chair		
UGC Chair		
Graduate College Dean		
UFS President		
Provost		

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

Semester: Classroom: Distance learning
Start/End Date: Class Times:
Instructor: Office Hours:
Phone: Email:
                                                        Web: www.fau.edu/ssw

DSW Program Mission

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

<u>COURSE DESCRIPTION</u>:

In this seminar, students demonstrate their ability to discuss, defend, and disseminate their work. Students complete their capstone project and produce a manuscript of sufficient quality to be submitted ~~to~~ as either a) an academic, peer-reviewed journal, b) intervention training manual, or c) education program proposal. Manuscripts are not required to be accepted for publication for the conferral of the degree, but a successful oral defense of the manuscript and evidence of community dissemination of the capstone is required. The below table illustrates manuscript and dissemination options, by capstone type:

Table 1.

Research-Focused	Practice-Focused	Education-Focused
• Capstone paper (formatted as peer reviewed manuscript)	• Capstone paper (formatted as peer reviewed manuscript,	• Capstone paper (formatted as peer-

● Capstone Defense ● Community dissemination (e.g., conference presentation, community presentation, submission to peer reviewed research journal)	policy analysis, or training manual) ● Capstone Defense ● Community dissemination (e.g., conference presentation, community presentation, submission to a peer reviewed practice- or policy-based journal, publishing training manual on a website, policy briefings with legislators, etc.)	reviewed manuscript or education proposal) ● Capstone Defense ● Community dissemination (e.g., conference presentation, submission to a peer reviewed teaching-focused journal, education proposal)

RELEVANCE TO EDUCATIONAL PROGRAM

In an architectural context, a capstone is the top-most stone that completes a building. In an academic context, a capstone is the final class that completes a student's curriculum. Capstone classes provide students with an opportunity "to demonstrate comprehensive learning in their major through some type of product or performance" (Palomba & Banta, 1999, p. 124). In other words, a capstone is a class in which doctoral level students are required to pull together what they have learned in their previous classes and use this integrating experience to demonstrate they are capable of doing what they should be able to do when they graduate from the program (e.g., think critically, perform research, write in APA style, develop a realistic plan to pursue a career in clinical social work, and disseminate their knowledge to relevant stakeholders). This process serves a dual purpose. First, it provides students with a final opportunity to practice and demonstrate the skills they will need to succeed after graduation. Second, it provides the School of Social Work with a final opportunity to assess whether or not it has been successful in its mission to produce doctoral level clinical social workers.

COURSE OBJECTIVES:

Upon successful completion of this course, students will be able to demonstrate the following competencies:
- Write a comprehensive manuscript that is appropriate for their capstone type (see Table 1 for examples)
- Orally defend this report, including the theory, methods, and findings presented in the manuscript.
- Demonstrate the importance of clinical scholarship to social workers and the body of scholarly knowledge that informs social work.
- Understand the place of scholarly dissemination in the larger endeavor of academia and the

profession of social work, considering ethical responsibilities and ways in which appropriate dissemination furthers the aims of knowledge generation and social change.

Instructional Method:
This class is designated as a "fully online class" with no on-campus requirements.

Prerequisites

A satisfactory grade in SOW 7913 (Advanced Clinical Social Work Capstone: Implementation)

Course Notes

The preparation and defense of your capstone is the culminating experience in the Doctor of Social Work program. Students are expected to work with a high level of self-motivation. Successful students exercise initiative and exhibit strong communication skills in working with their professor and the DSW capstone committee.

Meetings and presentations (including defenses) – Canvas and ZOOM will be used to facilitate asynchronous and/or synchronous, interactive sessions with voice/video and shared desktop capabilities between two or more people; this is the primary forum for our meetings and presentations. You will access zoom through a meeting invite and you will need a web cam on a computer with a fast internet connection. It is useful also to have a phone (mobile or landline) on hand in case there are issues with the web cam audio.

Communications – This is primarily a supervised research course, so many of our interactions will be asynchronous (not at the same time). All materials to be handed in will be submitted via Canvas or via email. Please be sure that you read as soon as possible all email sent from Canvas or from me. Check now to make sure that mail sent from both the FAU Canvas accounts and directly from my fau.edu account does not go into your junk mail!

This course requires individual effort that is overseen by the course instructor with support from the DSW committee. Weekly or bi-weekly meetings may be held to discuss progress and review submitted documents. Once the manuscript draft is completed, then individual capstone sections will be written and revised iteratively until the document is ready for submission to the Instructor and DSW Committee. The Instructor, with consultation from the DSW committee, will determine if the Capstone is ready for defense. Following successful completion of the Defense, the manuscript is revised a final time and the student may proceed with the community dissemination of their capstone (see Table 1 for possible dissemination strategies). Students will submit evidence of their dissemination efforts as their final assignment in the course (e.g., conference abstract, manuscript submission confirmation, flyer for community presentation, link to published website with intervention manual, etc.).

Upon successful completion of the Capstone, Capstone Defense, and Dissemination Strategy, the student will receive a Satisfactory or Unsatisfactory grade.

Course Evaluation Method

Description and Assessment of Assignments

Capstone Manuscript. The capstone paper provides the rationale for the project, the details of the completed project, and implications from the project. The capstone paper should be written as a scholarly product, in APA 7th Edition formatting and 20-30 pages in length (excluding title page, abstract, references, table(s)/figure(s), and appendix). Capstone papers should clearly articulate how implications will inform social work practice, advocacy, research, or education. The Capstone Manuscript will be reviewed by the Instructor and shared with representatives from the DSW Capstone Committee, to determine whether the capstone manuscript is ready for defense.

Capstone Defense. Students will complete an oral defense of their capstone. The defense will begin with the student presenting a summary of the capstone, which should include all major sections of their written capstone (e.g., problem statement, literature review, research questions or project aim, theoretical framework/conceptual model, methodology, findings, limitations, implications, etc.). Following the presentation, the Instructor and DSW Capstone Committee will ask questions related to the capstone. The success of the oral defense is based upon the following criteria:
- Clarity of student's oral summary
- Demonstration of understanding of the literature review, theoretical framework, methods, findings, limitations, and implications through the ability to answer questions effectively
- Demonstration of critical thinking and originality

Capstone defenses will be 25-40 minutes per student. The Instructor, after consultation with the DSW committee, will determine if the capstone was successfully defended.

Dissemination Strategy. It is important for students to share their capstone findings with relevant stakeholders. Thus, following a successful defense, students will update their capstone (as recommended by the Instructor and DSW committee) and then disseminate the capstone. Dissemination strategies will vary depending on capstone type (see Table 1), however students will submit evidence of their dissemination efforts as the final assignment for the course (e.g., submitted conference abstract, manuscript submission confirmation, flyer for community presentation, link to published website, etc.).

Grading
Since all assignments are pass/fail, there are no assignment grades in this course. Completion of this course is determined when the Instructor, with consultation from the DSW Committee, agree that all three assignments have been successfully completed.

Grading Scale

The grading scale for this course is satisfactory/unsatisfactory. While the grading scale for this course is Satisfactory/Unsatisfactory--kindly note that the grade of Satisfactory or Unsatisfactory will be predicated on the following grade scale:

94-100= A   80-83= B-   67-69= D+
90-93= A-   77-79= C+   64-66= D
87-89= B+   74-76= C   60-63= D-
84-86= B   70-73= C-   0-59= F

B is the minimum grade that a doctoral can obtained in a course for credit to be granted. A final course grade of Satisfactory will be granted for course work that has met the grading criteria of a grade of B or higher.

Policy on Makeup Tests, Late Work, and Incompletes
As this class only provides a suggested schedule, there is no formal policy on late work. Please 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.

REQUIRED TEXTBOOK AND READINGS

Typically, courses like this do not have any specific textbooks to which students are not already exposed. In fact, you will find many of the textbooks and materials used in other courses useful here.

SUGGESTED TEXTBOOKS
American Psychological Association. (2009). Publication manual of the American
   Psychological Association. (6th Ed.). Washington, DC: Author.

Heppner & Heppner (2004). Writing and Publishing your Thesis, Dissertation, and Research: A
   Guide for Students in the Helping Professions (1st Ed.) Pacific Grove, CA: Cengage

Rubin, A. & Babbie, E. R. (2017). Research methods for social work (9th ed.). Pacific Grove,
   CA: Cengage.

Rubin, A. (2013). Statistics for Evidenced Based Practice and Evaluation. Pacific Grove, CA:
   Cengage.

Course Schedule

Session 1 – General introductions, course description, what to expect, problems and questions, assignment of term slots.

In consultation with the course instructor, each student will develop his or her own work schedule for the course. This schedule will be uploaded into Canvas at the beginning of the semester and revised as needed as the work progresses.

Below is a suggested schedule to follow in this course if students want to graduate in the Spring . It is very aggressive and requires that all of the hands-on project work has already been completed by the beginning of this semester. Thus, the work completed in this semester involves only finalizing, defending and revising the capstone document. If successful in this aggressive timetable, students will be able to upload by mid-semester and achieve a degree dated at the end of this semester.

Date	Tasks
Week 1 (or earlier)	Prepare work schedule, including dissemination strategy and target date. Meet with Professor Continue work on capstone draft.
Week 2-5	Write full capstone draft.
Weeks 6-7-	Prepare final revision of capstone draft.
Week 8	Submit draft to Professor and DSW Committee.
Week 9	Prepare for defense
Week 10	Defense
Week 11	Final revisions
Weeks 12-14	Disseminate findings
Week 15	Upload final thesis and evidence of dissemination

* 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.

DSW Student Policies

For professional expectations of student behaviors, late assignment policy, academic integrity, and other DSW student policies, please see the DSW student handbook.

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BIBLIOGRAPHY / SUGGESTED READINGS

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Ashcraft, L. E., Quinn, D. A., & Brownson, R. C. (2020). Strategies for effective dissemination of research to United States policymakers: a systematic review. *Implementation Science*, *15*(1), 1-17.

Bloomberg, L. D., & Volpe, M. F. (Eds). (2008). Completing your qualitative dissertation: A roadmap from beginning to end. Thousand Oaks, CA: Sage.

Cunningham-Erves, J., Mayo-Gamble, T., Vaughn, Y., Hawk, J., Helms, M., Barajas, C., & Joosten, Y. (2020). Engagement of community stakeholders to develop a framework to guide research dissemination to communities. *Health Expectations*, *23*(4), 958-968.

Grinnell, R. M. (2010). Social work research and evaluation: Foundations of evidence-based practice (9th ed.). New York: Oxford University Press.

Roberts, C. A. (2010). The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation (2nd ed.). Thousand Oaks, CA: Sage.

Rubin, A., & Babbie, E. (2010). Research methods for social work (7th ed.) Belmont, CA: Brooks/Cole.

Shelton, R. C., Lee, M., Brotzman, L. E., Crookes, D. M., Jandorf, L., Erwin, D., & Gage-Bouchard, E. A. (2019). Use of social network analysis in the development, dissemination, implementation, and sustainability of health behavior interventions for adults: A systematic review. Social science & medicine, 220, 81-101.

Wilson, P.M., Petticrew, M., Calnan, M.W., & Nazareth, I. (2010). Disseminating research findings: what should researchers do? A systematic scoping review of conceptual frameworks. Implementation Science, 5 (91), https://doi.org/10.1186/1748-5908-5-91

Standard Course Policies

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   Ft. Lauderdale 954-762-5611   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.

STUDENT ACCESSIBILITY SERVICES

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/

DISCRIMINATION OR HARASSMENT – 561-297-3004

Students with concerns about on-campus discrimination or harassment (including sexual harassment) can contact the Office of Equity, Inclusion, and Compliance for assistance (https://www.fau.edu/eic). The Boca Raton office is located in Administration Building Room 265. FAU's full Nondiscrimination Policy is posted at http://www.fau.edu/regulations/chapter5/Reg%205.010%206-2015.pdf

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RELIGIOUS HOLIDAYS

Please advise the instructor at the beginning of the term if you require accommodations for religious holidays.

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 non-attendance.

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-approved activities. Examples of University-approved reasons for absences include participating on an 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 absences 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

Please advise the instructor at the beginning of the term if you require accommodations for religious holidays.

CODE OF ACADEMIC INTEGRITY

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. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

COUNSELING & PSYCHOLOGICAL SERVICES (CAPS) CENTER

additional information on student rights and responsibilities, please see the FAU Catalog at Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

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 and DSW policies at http://cdsi.fau.edu/ssw/current-students/dsw

The instructor reserves the right to adjust this syllabus as necessary.