

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department School of Social Work College Social Work and Criminal Justice		
Current Course Prefix and Number SOW 6533		Current Course Title Field Instruction and Integrative Seminar 2	
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: Generalist Practicum Education Integrative Seminar 2 Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: Academic Service Learning (ASL) ** Add <input type="checkbox"/> Remove <input type="checkbox"/>		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes: Fall 2025		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Joy McClellan; jmccl2@fau.edu; 561 297 2864			
Approved by Department Chair _____ College Curriculum Chair <u>Danielle Linton</u> College Dean <u>Naelys Luna</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 1-13-25 _____ 1-14-25 _____ 2/7/25 _____ _____ _____ _____ _____ _____	

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



FLORIDA ATLANTIC UNIVERSITY

SOW 6533

Practicum Ed/Integr Seminar 2

Date:

Building: Social Science Boca

Room: 3 Credit(s)

Spring 2025 - 1 Full Term

Semester Information

Semester Dates:

Field Dates:

Class Meeting Dates:

Instructor Information

Email:

Office:

Office Hours:

Phone:

Course Description

Practicum Education and Integrative Seminar 2

Corequisite: SOW 6618

Seminar for integration of practicum experience with evidence-based coursework.

Variable title

The purpose of the Practicum Education and Integrative Seminar course is to facilitate the integration of the skills and knowledge learned throughout the Social Work program and provide the student with the opportunity to demonstrate competencies in generalist social work practice. The main objective of the integrative seminar is to help in the integration of theory and classroom content with actual generalist social work practice. In addition, it is also meant to be a sounding board for discussing problems in working as a professional social worker. In some sessions, the focus will be on a review and enhancement of topics already covered in the classroom curriculum such as generalist practice behaviors, confidentiality, social work processes and methods, special intervention techniques, documentation and understanding of at-risk vulnerable populations of South Florida. 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 beginning professional social workers. Participation in FAU's Office of Interprofessional Education's (OIPE) Interprofessional Education (IPE) program is required, and includes online modules, and Senior Aging Geriatrics Education (SAGE) visits are part of this course and will provide the student with opportunities for cross discipline work with the FAU College of Medicine, FAU College of Nursing, and the Palm Beach Atlantic University School of Pharmacy focusing on the aging population of South Florida.

Students are asked to take an active role in their learning by critically examining previous and current classroom learning with the field education experience. Students will apply critical thinking skills to clinical/community concentration practice at the advanced level in a variety of settings and with a wide range of client populations. Attention will be directed to practice issues surrounding a range of populations.

Site Visits – During the spring semester, sometime near or after the midterm, the seminar instructor, or a member of the field faculty will arrange a time for a conference call with the student and field instructor. Should problems arise in field, extra site visits, corrective action planning or student reviews may be used to correct problems.

Prerequisites/Corequisites

Corequisite(s):

Subject	Course Number
SOW	6618

Required Texts/Materials

NASW Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

FAU School of Social Work Manual

<https://www.fau.edu/sw-cj/documents/field-education-manual.pdf>

Course Objectives/Student Learning Outcomes

Relevance to the Educational Program:

The Council on Social Work Education (2022) describes practicum education as the “signature pedagogy” of social work education. This term indicates that practicum education is central to social work education, helping students “build a habit of mind that allows them to think and act in the same manner as experts in the field” (p. 21). Following the academic model, students will be required to apply and demonstrate the core CSWE (2022) competencies of generalist social work practice. This integration of theory and practice will be further facilitated by work done as part of this Generalist Practicum Education and Integrative Seminar. Students must successfully complete a minimum of 400 hours of practicum education, with 200 hours being completed in the fall (SOW 6532) and 200 hours in the spring semester (SOW 6533).

Educational Learning Objectives:

Engagement:

Develop a culturally responsive therapeutic relationship.

Attend to the interpersonal dynamics and contextual variables that both strengthen and potentially threaten the therapeutic relationship.

Establish a relationally based process that encourages clients to be more equal participants in the establishment of treatment goals and expected outcomes.

Assessment:

Use multi-dimensional, evidence-based, bio-psycho-social-spiritual assessment tools. Assess client's readiness for change.

Assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances, and events.

Select and modify appropriate intervention strategies based on continuous clinical assessment.

Use differential and multi-axial diagnosis.

Intervention:

Critically evaluate, select, and apply best practices and evidence-based interventions.

Collaborate with other professionals to coordinate treatment interventions.

Use clinical evaluation strategies to assess the effectiveness of their interventions.

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

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/.

Course Evaluation Method

COURSE ASSIGNMENTS AND GRADING:

The Generalist Year Integrative Seminar II is a 3-credit course that includes 200 hours of actual supervised practicum education practice including the requirements for the IPE&P. The student will be responsible for completing their practicum in a community social service agency and participating in a three-hour concurrent integrative seminar on scheduled dates.

The student will receive a combined grade based on performance in both the supervised community field education experience, IPE, and the field integrative seminar. All of the competencies and practice behaviors will be the primary area of evaluation. The grade for the field education and integrative seminar is given by the seminar instructor, and takes into consideration timely completion and quality of course assignments, seminar attendance and participation, observed ability to integrate theory and practice as demonstrated in seminar discussions and the agency field supervisor's evaluation of student performance.

If a student leaves the placement without permission of the School of Social Work Field Education Program, it will be considered unethical behavior and abandonment of the internship and the student may not be replaced in another internship.

The final grade is based on practicum education experience, the seminar class, and IPE work products. Students must receive a passing grade in the integrative seminar and an overall satisfactory rating in the field education and IPE experience; (and seminar class attendance which is required) in order to satisfactorily pass the course. Students may not proceed to the next semester of coursework in the field with a grade below a "C" or an incomplete in field education from a previous semester. There will be a 10 point deduction per class, for missing the required class attendance.

All required documents are due to be uploaded into Canvas by 11:59 PM on the date indicated in the Course Outline. Students will need to use a proper scanner device to upload and transmit the completed assignments to Canvas. The University and public libraries have scanners that students can use. Students will need to upload the individual specific assignment under that assignment name. Assignments uploaded under a different assignment name is incorrect will not be accepted. No smart phone pictures of assignments will be accepted. Please give yourself sufficient time for on time submission of assignment. No e-mail submission will be accepted. This means no JPG files, only PDF submissions.

Assignments more than 7 days late will receive a 50 percent reduction in that assignment.

Graded Assignments:

1. Participation/Attendance (10 points each class – 30 points total)

Students are expected to actively participate in every class and add meaningful and appropriate discussion to the seminar. Seminar is a dynamic process where we all grow through our interactions together. It is therefore necessary that everyone actively participate. Please be sure to come to class prepared to discuss a case, assessment, or intervention with your peers.

2. Journal-Field Reports (10 points each - 20 points total):

There will be two journal-field reports assigned throughout the semester. The journal – field reports will inform me of what and how you are doing in your field placement. It is imperative that you are thorough in these reports so that I can monitor to ensure your placement is progressing as it should. Each journal – field report posting will be worth 10 points. The assignment must be submitted into Canvas by due date using the template provided.

3. Summative Field Reports (5 points):

This form is available on the Canvas and is a summary of field agency experiences and evaluation of agency. The assignment must be submitted into Canvas by due date

4. Process Recording (15 points):

Each student will complete a process recording with an individual client. The process recording should be discussed in at least the first supervision meetings with your field instructor so that you have enough time to complete the assignment. Total interaction time with the client should be about 30 minutes to successfully complete the process recording assignment. Up to 5 points will be deducted if there are no comments from the field instructor in the assigned column. Also up to 5 points will be deducted if there are no Field Instructor comments and signature. Please make sure that your supervisor is aware of this assignment during your first supervision meeting in order to allow time to be assigned a client. The format will be provided and posted on Canvas with the due date.

5. OIE&P/IPE Requirements (10 points):

All Generalist students participate in The Office of Interprofessional Education & Practice events for fall and spring semesters.

Generalist students will be invited to the OIE&P Canvas Course to complete modules and events for the fall and spring semester: See schedule in chart below:

Spring 2025	
Module 5 (online)	1/13/25 - 1/26/25
Module 6 (online)	1/20/25 - 1/26/25
Meet & Greet / Geriatric ROS	1/28/25 (Virtual)
Sage Visit 1	Tuesday, February 25 1-4 PM (in person)
Sage Visit 2	Date & time TBD by team

6. Discussions Board Assignment (10 points each - 20 points total):

Using Supervision (10 points)

Cultural Competency and Humility (10 points)

These will be original postings on the discussion board. The postings will respond to reflective essay question(s) from assigned readings, videos, PowerPoint, or experiences from the agency field placement. All postings must be between 300-600 words and posted by 11:59pm on Friday (Eastern Time) on the due date. The students will have until the following Sunday at 11:59 to respond to at least two peers. (ie: Discussion Post is due Friday, responses to peers are due 9 days later on Sunday). Each discussion board posting will be worth 10 points each (Please review the rubric which informs how you will be graded on each assignment). The discussion is guided by the format provided by the seminar instructor and can be found on Canvas.

As part of the course assignments, you will be asked to post an original submission to the discussion board and reply to at least 2 other learners' posts with a substantive response. A substantive response adds value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. "I agree," "Ditto" and the like are not acceptable replies. Rules of Netiquette must be followed. Full sentences, proper spelling, proper source citations, etc., are expected.

Ensure that postings contain detailed responses to each question and that course contents are applied in your discussion responses. For example, consider taking a new approach in presenting reading or video content, cite new examples, present external research (paraphrase, avoid unnecessary and/or lengthy quotations; do not plagiarize, cite references).

Ungraded Assignments:

Note that all ungraded assignments are still required to successfully complete the course

1. Log of Field Hours

Students are to use the log of field hours provided on Canvas to record their hours spent in the agency. A copy of the log should be submitted via Canvas to the seminar instructor by the due dates on Canvas. If your final log of hours was incomplete for fall, it is imperative that you submit that along with your first log submission for this spring semester.

The student will retain the original log until the end of the semester when it is submitted online via Canvas. Prior to submission the log needs to be signed off by the agency field instructor verifying the student's attendance at the field agency.

2. Midterm Student Evaluation

The agency field instructor completes a mid-term Student Evaluation by the date specified on the facilitation form and syllabus. The field instructor will be sent a link to the InPlace Database by which they will complete the midterm evaluation by the date listed on Canvas. Students are responsible for reviewing and submit the midterm evaluation by the date due on Canvas..

3. Final Student Evaluation

The agency field instructor completes a final Student Evaluation by the date on Canvas. The field instructor will be sent a link to the Database in which they will complete the final evaluation. The student must earn an overall competency rating of 3 or better on the final field evaluation to satisfactorily pass the course. The student is to review and submit the final evaluation by the date due on Canvas.

4. Final Log of Hours

This submission is a continuation of your Midterm Log of Hours - *do not start a new log of hours after the midterm submission*. The final submission must have all initials, signatures, and dates to be complete. Prior to submission the log needs to be signed off by the agency field instructor verifying the student's attendance at the field agency.

Your final grade will be based on the following points distribution:

Journal-Field Reports	20
Summative Field Report	5
Process Recording	15
IPE/SAGE Requirements	10
Discussions Boards	20
Attendance	30
Total	100

Passing Policy

The final grade for this course is based on (both) field education experience by successfully completing the field placement hours and earning a passing grade at the integrative field seminar course. Students must receive a grade of B or better in the integrative field seminar class and an overall competency rating of 3 or better on the final field evaluation to pass the course. If a student receives a 1 or 2 in any competencies in the final evaluation, the student will earn an F in the field seminar course.

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](#).

Attendance Policy Statement

Students are expected to attend all 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 without any reduction in the student's final course grade as a direct result of such absence.

Religious Accommodation Policy Statement

In accordance with the 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 regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Class Attendance, Timeliness, and Participation

Social work education is designed to help you prepare for professional practice. To model ethically appropriate practice, **please treat coming to classes and participation in online assignments 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 may result in a reduction of the final grade. **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.

You may be asked to present documentation 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, you may be required to withdraw or retake the class. Whether or not there is a documented, excused absence, if a student misses more than 2 classes (or the equivalent of 6 hours of class time), the student will 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 will be asked to withdraw from the course and re-register in a future term.**

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.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Expectations of Professional Behavior and Practice

The FAU Sandler School of Social Work is mandated by the [Council on Social Work Education](#) to foster and evaluate professional behavioral development for all students in the social work program. The Sandler 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.*
 - *Participate in online discussions and assignments in a timely manner.*
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, whether communicating in-person or through digital technology.*
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.)*
 - *Do not use the actual names of clients or disclose other identifying client information in the classroom or in written or online assignments.*
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 all books, handouts, syllabus, pens, and technology as requested by the instructor.*
 - *Access appropriate support when having difficulties to ensure success in completing course requirements.*
 - *Take responsibility for the quality of completed tests and assignments.*
 - *Work toward greater awareness of personal issues that may impede your effectiveness with clients.*
5. **Integrity:** Practice being honest with yourself, your peers, and your instructors.
- *Constantly strive to improve your social work knowledge, skills, critical thinking, and ethical practice.*
 - *Do your own work and take credit only for your own work.*
 - *If you make use of other's work in your assignments, cite the other person's work using APA format.*
 - *Acknowledge areas where improvement is needed.*
 - *Invite and make use of constructive feedback from instructors and classmates.*

Submission of Papers or Assignments: When students register for a social work course, they agree that all required papers, projects, or assignments may be subject to submission for textual similarity review to Turnitin or 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. 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, 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 verbal, written, and digital communication skills as these skills are used heavily in interactions with clients and peers, as well as with client records.

- *Demonstrate assertive communication with peers and instructors.*
- *Practice positive, constructive, respectful, and professional communications skills*
- *with peers and instructor, including body language, empathy, and listening.*
- *Use professional communication skills, including proper grammar, in all communications, including email and other digital communications.*

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, families, groups, and communities.*
- *Strive to learn methods of empowering populations and enhancing social and economic justice at micro, mezzo, and macro levels.*

Course Grading Scale

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

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

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 digital 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. 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.

Use of Artificial Intelligence in Social Work Courses

When considering whether or how to make use of Artificial Intelligence (AI) to complete course assignments, it is important to apply the ethical principles of integrity, responsibility, and competence. In terms of integrity, be open and honest about your use of AI. Check with your instructor about whether specific uses of AI are allowed to complete particular assignments. Do not use AI tools to plagiarize the work of others. Cite your use of AI when you submit work that you generated from AI. Do not presume that AI responses are accurate or infallible. You are responsible for ensuring that the content of your work is accurate, respectful, and documented with reliable sources of information. Remember that you are responsible for developing the competencies that you will need for ethical and effective social work practice. Although AI may be a valuable tool, refrain from overreliance on AI to the extent that it hinders your ability to develop core social work knowledge, strategies, and skills. Maintain a responsible approach to learning that fosters your growth as a competent social worker.

Policy on Make-up Tests, Late work, and Incompletes

Assignments more than 7 days late will receive a 50 percent reduction on that assignment. All assignments in Canvas are open and not locked - students are encouraged to submit assignments before deadline as to not be late!

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001.](#)

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

Social Media

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.) should 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 should block client access to involvement in the students' social networks. Confidential client information should not be shared in any form of electronic media, including any information that might lead to the identification of a client or information that may 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 Sandler 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, within the university, and throughout the broader community. 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. Students should also maintain appropriate professional boundaries with professors, field educators, and other professionals at their field agencies.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Counseling and Psychological Services (CAPS) Center

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 therapy, group therapy, and crisis services, to name a few - offered to

help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#).
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#).
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Course Topical Outline

COURSE OUTLINE AND ASSIGNMENTS

The following outline may change as the course progresses given student interests and needs.

Please note all assignments, including discussion posts, are due on Friday by 11:59pm. Discussion responses to at least two peers by the following Sunday at 11:59pm. Please consider your classmates when posting. If you post late, your classmates are unable to respond to your post.

Class/Module	Topics	Assignments
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		Readings /Due Dates / Tests
Module 1		Assignment Due 1/10
1/4/25 - 2/1/25	<ul style="list-style-type: none"> • Welcome • Review Semester Plans and field concerns • Review syllabus and semester assignments expectations and objectives 	<ul style="list-style-type: none"> • Updated Facilitation form (if supervisor or agency changed) • Update Competency Based Learning Contract (if agency changed or learning objectives were changed)
CLASS 1 – 1/7/24		Assignment Due: 1/24/25 <ul style="list-style-type: none"> • Discussion Board #1: Cultural Competency and Humility
		IPE Module 5 & 6- 1/26 <ul style="list-style-type: none"> • Meet & Greet (1/28) (see Canvas Interprofessional Education Course for additional directions)
		Required Reading: <ul style="list-style-type: none"> • Educational Field Manual (http://sw-cj.fau.edu/ssw/wp-content/uploads/sites/11/Field-Education-Manual-2-14-18-final.pdf)
		Required Reading & Video: <ul style="list-style-type: none"> • Fisher-Borne,M.,& Martin,S. (2015). From Mastery to Accountability: Cultural Humility as an Alternative to Cultural Competence

		<p>(vol.34,No.2 165-181). Social Work Education</p> <p>https://youtu.be/SaSHLbS1V4w?t=3</p>
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<p>Module 2</p> <p>2/2/25 - 3/1/25</p> <p>CLASS 2 - 2/25/25</p>	<ul style="list-style-type: none"> • Review article <p>Cultural Competence and Humility</p> <ul style="list-style-type: none"> • Post and respond to the questions in Canvas to at least two of your peers • Post should be between 300-600 words. <p>Professional Relationships & Supervision</p> <ul style="list-style-type: none"> • Explore interpersonal and professional relationships • Explore issues related to dual relationships • Identify effective communication and conflict resolution • Explore collaboration with other professionals 	<p>Assignment Due 2/7</p> <ul style="list-style-type: none"> • Field Report #1 <p>Assignments Due 2/21:</p> <ul style="list-style-type: none"> • Discussion Board #2: Using Supervision <p>IPE/SAGE Meeting (2/25)</p> <ul style="list-style-type: none"> • SAGE Visit 1-4pm (see Canvas Interprofessional Education Course for additional directions) <p>Required Reading: NASW Code of Ethics</p>

	<ul style="list-style-type: none"> • Explore effective involvement in supervision and varying supervisory styles • Student will reflect on their own supervision at the agency • Student will read the article and answer the questions in canvas 	<p>Required Reading</p> <ul style="list-style-type: none"> • VanCleave ,D., & Ketner,M. (2017). The Meaning and Value of Supervision in Social Work Field Education (vol. 7.2). Field Educator.
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Module 3		Assignments Due 3/7:
3/2/25 - 3/22/25	<p>Policy Practice / Human Rights & Justice</p> <ul style="list-style-type: none"> • Explore how human rights and social and economic justice are demonstrated • Explore how policy impacts social work practice • Explore how policy advances social and economic well-being • Develop an awareness of one's own knowledge base regarding diversity 	<ul style="list-style-type: none"> • Midterm Evaluation – Upload to Canvas • Midterm Log of Hours <p>Assignments Due: 3/14</p> <ul style="list-style-type: none"> • Process Recording • Field Report #2

	<ul style="list-style-type: none"> • Explore barriers to culturally competent practice in agencies 	
Module 4 3/23/25 - 4/5/25	Engagement, Assessment, Intervention and Evaluation with Individuals, Families and Groups <ul style="list-style-type: none"> • Explore effective social work practice to prepare and work with clients • Explore resistance and the “difficult client” 	IPE/SAGE 3/26: <ul style="list-style-type: none"> • SAGE Visit (see Canvas Interprofessional Education Course for additional directions)
Module 5 4/6/25 - 4/30/25 CLASS 3 - 4/8/25	Evaluation / Termination <ul style="list-style-type: none"> • Explore the use of research-informed practice and practice-informed research • Explore the use of evaluation and assessment in social work practice • Review year's progress 	Assignments Due: 4/11 <ul style="list-style-type: none"> • Summative Field Report • Final Student Field evaluation – Upload to Canvas • Final Signed Log of Field Hours • ALL IPED/SAGE Documentation & Attendance Completed

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

Catalog Language Change Requests (in red, requested deletions struck through).

Master's Program

Social Work

Master of Social Work (M.S.W.)

(Requires 60 credits, Regular Program; 30 credits, Advanced Standing Program)

Mission and Goals

The mission of the M.S.W. program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families and groups. M.S.W. 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.

The M.S.W. program has five goals:

Goal 1 (evidence-based, clinical social work practice):

To prepare competent and compassionate M.S.W. graduates for evidence-based clinical social work practice for clients across the lifespan, based on the integration of self-awareness, knowledge, professional values and ethics, critical thinking and interpersonal skills.

Goal 2 (community-engaged/located):

To prepare M.S.W. graduates to become community-engaged practitioners and leaders who understand and can work effectively with diverse populations and contemporary societal issues in South Florida.

Goal 3 (state licensure):

To prepare M.S.W. graduates with the academic foundation for obtaining state licensure for clinical social work practice.

Goal 4 (lifelong learning):

To provide M.S.W. graduates with an appreciation for how knowledge is discovered, Challenged and transformed, including a desire to pursue continued professional development through lifelong learning.

Goal 5 (post-M.S.W. studies):

To provide M.S.W. graduates with the intellectual and practical foundation that they will need if they choose to pursue post-M.S.W. studies, such as a Ph.D., D.S.W. or other advanced social work education and training.

The student will acquire a foundation of theoretical knowledge, practice skills and professional values necessary for delivering quality social work services. Additionally, the student will acquire an advanced level of knowledge and skill in clinical-community practice. Clinical-community practice refers to an integrated approach to social work assessment and intervention in which practitioners use a variety of advanced theories for understanding and practice at the macro, mezzo and micro levels. Within the clinical-community area of study, students will take advanced clinical courses in serving children, adolescents, adults, elders and families. Coursework focuses on practice, social welfare history and policy, human behavior and the social environment, research, advanced practice and field education. The M.S.W. curriculum provides the

opportunity to meet the educational requirements for licensure in the State of Florida as a Licensed Clinical Social Worker.

Admission Requirements

An undergraduate degree from an accredited institution is required for admission. No particular undergraduate major is required, but a broad liberal arts preparation is essential. While a major in Social Work is seen as desirable, other undergraduate majors are given equal consideration for the two-year program. A grade point average (GPA) of 3.0 or higher in the last 60 credits of undergraduate coursework is required. In addition to the University application, M.S.W. applicants must also submit the M.S.W. application, including a personal statement and three recommendations (on School of Sandler Social Work forms). The supplemental M.S.W. application will be completed online. Meeting minimal standards does not guarantee admission. The total application packet will be considered in making admission decisions.

Students are admitted for the fall, spring and summer semester each academic year. The application deadline for fall is May 1, for spring is October 1 and for summer is February 1 of each year. For international students, it is six weeks earlier. Selection for admission to FAU's M.S.W. program is a highly competitive process. Contingent upon the admission committee's holistic assessment of each individual application packet, offers of admission may be awarded on a full-time or part-time basis. If accepted for admission into the M.S.W. program, all incoming students are required to attend an M.S.W. orientation conducted during the week prior to the beginning of their admission term.

All students applying for spring admission to the M.S.W. program apply to the part-time program, whether traditional or advanced standing. They are eligible to apply for the relevant field placement, generalist or specialist, that fall or the following fall.

Students not admitted to the M.S.W. program will not be permitted to take SOW courses. Exceptions may be made for individuals with L.C.S.W. from out of state who need to satisfy Florida licensing requirements. Permission must be granted by M.S.W. program coordinator.

Students who are dismissed from the Social Work program may not return to take any Social Work classes.

Admission Requirements for Advanced Standing Students

The Advanced Standing Program is available to applicants who have completed their Bachelor of Social Work (B.S.W.) degree within the last five years. The B.S.W. must have been earned from a Council on Social Work Education (CSWE)-accredited program or an equivalent program recognized through CSWE's international Social Work Degree Recognition and Evaluation Service, or must be covered under a memorandum of understanding with international social work accreditors.

Applicants must meet previously stated admission requirements and have a GPA of 3.5 or better in the last 60 credits of undergraduate coursework. Also, one of the letters of recommendation must be an outstanding recommendation from the student's program director of field education. Students admitted to this program will follow the Advanced Year Curriculum, which consists of 30 credits.

Undergraduate coursework will be examined by the admissions committee. Meeting minimal standards does not guarantee admission. The total application packet will be considered in making admissions decisions. Highly promising applicants who do not precisely meet the GPA admission requirements may petition the Sandler School of Social Work graduate admissions committee for exceptional consideration.

Admission Requirements for International Students

Graduates of colleges or universities outside of the United States who have completed an academic program equivalent to a regionally accredited American bachelor's degree may apply for admission. All international applicants whose transcripts are from non-U.S. institutions must have their credentials evaluated course by course, including the GPA, by a professional evaluation service. A service may be found

at www.NACES.org or applicants may request to have their credentials evaluated by FAU. Click [here](#) for more information.

Non-native speakers of English must provide evidence of proficiency in English from: Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). The minimum University requirement for TOEFL is 500 (paper-based test) and 61 (Internet-based test). The minimum University requirement for IELTS is a band score of 6.0. Please note: Applicants are responsible for making arrangements to schedule the test(s).

In addition, international applicants must have had previous experience in the social welfare field in their own countries prior to application to the M.S.W. program.

Lastly, international applicants must also possess and provide a sound financial plan to cover the costs of tuition, living expenses and round-trip transportation, as determined by the FAU Graduate College.

Transfer Credit

Students transferring from another CSWE-accredited M.S.W. program may transfer a maximum of 30 graduate credits for the 60-credit program. No transfer credits are accepted for the Advanced Standing Program. M.S.W. courses completed at other universities must be evaluated as to their relevance and similarity to FAU courses prior to review of the student's application. All courses that are applied to the degree must have been successfully completed within five years of entrance into the FAU program, and the student must have earned a grade of "B" or above. A grade of "B-" or below does not meet this requirement and is not accepted. No graduate credit is granted for life experience or work experience.

Course Scheduling

The Sandler School of Social Work endeavors to schedule classes to accommodate full-time and part-time students. Note that the School makes no guarantees regarding class meeting times or days.

Enrollment in M.S.W. Courses

M.S.W. courses are limited to those students who have been fully admitted to the M.S.W. program. The School of Social Work closely manages its accredited, licensed graduate program to ensure that its students are functioning within cohorts based upon admission year and program type. Non-matriculated students who register for an M.S.W. course will be instructed to withdraw from the course. It is the student's responsibility to seek any associated fee refunds through other University channels.

Attendance on First Day of Class

All students enrolled in the M.S.W. program are required to attend the first class in all M.S.W. courses.

Time Limitation

Candidates for the Master of Social Work degree must complete all degree requirements within five consecutive years after initial registration.

Academic and Professional Standards

Continuation in the M.S.W. program requires satisfactory progress toward degree completion. This includes registering for courses from the approved curriculum, following the proper program structure, earning grades of at least "B-" or above in all courses, maintaining a 3.0 cumulative GPA and adhering at all times to the National Association of Social Workers (NASW) Code of Ethics.

Students who receive one grade of "C-" or below may be recommended for dismissal regardless of their cumulative GPA. Students who receive a grade of "C+" or below are not automatically permitted to re-take the course. Under exceptional circumstances, and only with prior permission from the M.S.W. program coordinator, are students permitted to re-take the course.

Students who fail to meet the academic standards of the program or violate the NASW Code of Ethics may be recommended for dismissal.

Additional Academic Standard for 60-Credit Program

Students admitted to the regular 60-credit program are allowed a maximum of two “C+” or “C” grades, and with faculty permission, may retake the course and continue in the program. Students who receive more than two “C+” or “C” grades may be recommended for dismissal regardless of their cumulative GPA.

Additional Academic Standard for Advanced Standing Program

Students admitted with advanced standing are allowed a maximum of one “C+” or “C” grade, and with permission, may retake the course and continue in the program. Students who receive more than one “C+” or “C” grade may be recommended for dismissal regardless of their cumulative GPA.

Grades below "C"

Grades below "C" (e.g., "C-" to "F") reflect unsatisfactory progress toward the degree. Students earning such grades are therefore recommended for dismissal from the Master of Social Work degree program. Students dismissed from the M.S.W. program subject to University Regulation 4.001 for academic and/or behavioral reasons shall not be permitted to enroll in the Bachelor of Social Work program.

Degree Requirements

The Master of Social Work degree is a two-year, 60-credit program. It is designed for full-time or planned part-time students. Full-time students take 15 credits each semester, which includes coursework within the classroom and a field practicum.

The M.S.W. contains two program options: the regular 60-credit program and the Advanced Standing Program. The regular 60-credit program consists of the Generalist Year Curriculum (30 credits) and the Specialist Year Curriculum (30 credits). The Advanced Standing Program consists of the Advanced Year Curriculum (30 credits). In addition to these program options, students may enroll either full-time or part-time. Students designate the program for which they are applying. Requests for changes after being admitted must be made in writing and approved by the M.S.W. coordinator. Program options and associated academic progression are configured as follows:

The Regular M.S.W. Program (60 credits). Students may enroll and progress as either:

- Full-time — graduate within two years of initial program registration; or
- Part-time — graduate within four years of initial program registration.

The Advanced Standing Program (30 credits). Students may enroll and progress as either:

- Full-time — graduate within two semesters of initial program registration; or
- Part-time — graduate within two years of initial program registration.

The full- and part-time Master of Social Work degree is designed as follows:

Full-Time Regular Program - Two-year program, 60 credits

Generalist Year - Fall Semester

Generalist Social Work Practice with Individuals	SOW 6305
Human Behavior and the Social Environment 1	SOW 6105 ^
Human Behavior and the Social Environment 2	SOW 6106 ^
Social Work Research	SOW 6404 ^
Field Instruction and Integrative Seminar 1	SOW 6532 ^

Generalist Year - Spring Semester

Clinical Social Work with Groups	SOW 6618
Social Welfare History and Policy	SOW 6235
Generalist Social Work Practice with Organizations and Communities	SOW 6306
Psychopathology in Clinical Social Work Practice	SOW 6125
Field Instruction Practicum Education and Integrative Seminar 2	SOW 6533 ^

Specialist Year - Fall Semester

Advanced Theory and Social Work Practice with Adults and Families	SOW 6348
Advanced Theory and Social Work Practice with Elders and Families	SOW 6646
Advanced Year Field Instruction and Integrative Seminar 1	SOW 6535 ^
Elective	SOW
Elective	SOW

Specialist Year - Spring Semester

Advanced Theory and Social Work Practice with Children, Adolescents and Families	SOW 6655
Advanced Year Field Instruction and Integrative Seminar 2	SOW 6536 ^
Clinical Social Work Practice with Families	SOW 6611
Elective	SOW
Elective	SOW

Part-Time Regular Program - Four-year program, 60 credits**Generalist Year One - Fall Semester**

Human Behavior and the Social Environment 2	SOW 6106 ^
Social Work Research	SOW 6404 ^

Generalist Year One - Spring Semester

Psychopathology in Clinical Social Work Practice	SOW 6125
Social Welfare History and Policy	SOW 6235

Generalist Year One - Summer Semester

Human Behavior and the Social Environment 1	SOW 6105 ^
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Generalist Year Two - Fall Semester

Generalist Social Work Practice with Individuals	SOW 6305
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Field Instruction and Integrative Seminar 1	SOW 6532 ^
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Generalist Year Two - Spring Semester

Generalist Social Work Practice with Organizations and Communities	SOW 6306
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Clinical Social Work with Groups	SOW 6618
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Field Instruction Practicum Education and Integrative Seminar 2	SOW 6533 ^
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Specialist Year Three - Fall Semester

Elective	SOW
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Elective	SOW
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Specialist Year Three - Spring Semester

Elective	SOW
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Advanced Theory and Social Work Practice with Elders and Families	SOW 6646
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Specialist Year Three - Summer Semester

Advanced Theory and Social Work Practice with Adults and Families	SOW 6348
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Elective	SOW
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Specialist Year Four - Fall Semester

Advanced Year Field Instruction and Integrative Seminar 1	SOW 6535 ^
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Advanced Theory and Social Work Practice with Children, Adolescents and Families	SOW 6655
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Specialist Year Four - Spring Semester

Advanced Year Field Instruction and	SOW 6536 ^
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Integrative Seminar 2	
Clinical Social Work Practice with Families	SOW 6611

Full-Time Advanced Standing Program - 30 Credits

Advanced Year - Fall Semester

Psychopathology in Clinical Social Work Practice	SOW 6125
Advanced Theory and Social Work Practice with Adults and Families	SOW 6348
Advanced Year Field Instruction and Integrative Seminar 1	SOW 6535 ^
Advanced Theory and Social Work Practice with Elders and Families	SOW 6646
Elective	SOW

Advanced Year - Spring Semester

Advanced Theory and Social Work Practice with Children, Adolescents and Families	SOW 6655
Advanced Year Field Instruction and Integrative Seminar 2	SOW 6536 ^
Clinical Social Work Practice with Families	SOW 6611
Elective	SOW
Elective	SOW

Part-Time Advanced Standing Program - 30 Credits

Advanced First Year - Fall Semester

Psychopathology in Clinical Social Work Practice	SOW 6125
Elective	SOW

Advanced First Year - Spring Semester

Elective	SOW
Advanced Theory and Social Work Practice with Children, Adolescents and Families	SOW 6655

Advanced First Year - Summer Semester

Advanced Theory and Social Work Practice with Adults and Families	SOW 6348
Elective	SOW

Advanced Second Year - Fall Semester

Advanced Year Field Instruction and Integrative Seminar 1	SOW 6535 ^
Advanced Theory and Social Work Practice with Elders and Families	SOW 6646

Advanced Second Year - Spring Semester

Advanced Year Field Instruction and Integrative Seminar 2	SOW 6536 ^
Clinical Social Work Practice with Families	SOW 6611

Electives*

SOW courses may be used to fulfill any elective credit requirement above. Students may select from among the

Social Work and Trauma	SOW 6116
Cognitive-Behavioral Theory and Techniques for Social Work	SOW 6128
Social Work and Human Sexuality	SOW 6153
Social Work and Positive Well-Being	SOW 6156
Conflict Resolution	SOW 6158
Social Justice and Social Work: Issues and Responses	SOW 6214
Ethical Issues in Contemporary Social Work Practice	SOW 6296
Case Management	SOW 6349 #
Administration and Supervision	SOW 6377 #
Advanced Context of Social Work Practice within Healthcare	SOW 6605 #
Social Work and Spirituality	SOW 6626
Social Work with Aging Populations	SOW 6641
Social Work Practice with Vulnerable Children and Families	SOW 6653 ^
Child Welfare	SOW 6656 ^
Inclusive Social Work Practice	SOW 6671
Loss and Grief: Individual, Family and Cultural Perspectives	SOW 6678 #
Intervention in the Field of Addictions	SOW 6712 #
Social Work Practice in Behavioral/Process Addictions	SOW 6714
Social Work Practice with Survivors of Human Trafficking	SOW 6786 # +
Mindfulness and Social Work Practice	SOW 6803

* Electives may be taken outside the College with permission from the M.S.W. program coordinator. A syllabus must be provided for review.

^ This course is also available online.

This is an online course.

+ This online course is also [QM designated](#).

Field Education Requirements

Prior to applying to Field Education, students must exhibit appropriate professional behavior in the academic setting. Students found to be out of compliance with the NASW Code of Ethics will not be permitted to enter the field. Academic credit for previous work experience will not be given in lieu of the Field Education internship.

Students will review a mandatory field orientation the spring/summer semester prior to entering the field and meet individually with field faculty. See www.fau.edu/ssw for complete eligibility criteria.

The internship for Generalist students involves 16 hours per week of generalist practice under the direction of an agency-based field instructor and attendance at a three-hour-per-week integrative seminar. The Generalist student participates at the foundational level in the [Office of Interprofessional Education and Practice](#) in the fall and spring semesters. The internship for Specialist and Advanced Standing students consists of approximately 20 hours per week of advanced clinical practice under the direction of an agency-based field instructor and attendance at a three-hour-per-week integrative seminar. The Specialist and Advanced Standing student participates in two interprofessional activities: One in the fall and one in the spring. Dates are shared in advance for all interprofessional activities. Students are expected to make arrangements to be in attendance. Part-time Specialist and Advanced Standing students have the option to extend their internship beginning in the fall of Year 3 and completing 16 hours per week through the following summer semester, graduating in August.

Due to the limited number of agencies that can provide evening and weekend hours for internships, as well as appropriate social work activities and supervision after hours, the Sandler School of Social Work requires that students set aside a minimum of eight weekday/daytime hours (Monday through Friday, 8 a.m. to 5 p.m.) for their internships each week. Generalist M.S.W. students (part-time and full-time) participate in an interprofessional program with the colleges of Medicine and Nursing that requires daytime hours.

Criminal background checks and/or substance abuse testing may be required by the field agency and the Sandler School of Social Work prior to or during Field Education. Prior criminal conviction may negatively impact the ability of the Sandler School of Social Work Field Education to place the student with an agency for the purpose of completing a field education and thus the student may be unable to obtain a Social Work degree. Within the State of Florida, a felony history may make an individual ineligible to become a licensed social worker.

Students who receive a positive substance abuse test result may face disciplinary action or action in accordance with the [CSWE Core Competencies and Practice Behaviors](#).

Students who abandon or leave their internship without permission from the field educator or faculty may be asked to leave the Social Work program.

Additions

Graduate Certificate

(Minimum of 27 credits required)

In an effort to combat the growing crisis of addiction in our country, the Sandler School of Social Work has collaborated with the Florida Certification Board (FEC) to offer the Addictions certificate. Through this 27-credit certificate, students interested in specializing in this field may have a jump start on earning their credential as either a Certified Addiction Professional (CAP) or a Master's Level Addiction Professional (MCAP). An MCAP credential identifies a practitioner as a specialist in the field of addiction and meets the requirements for a qualified professional under Chapter 397, Florida Statutes, allowing practitioners to make substance use disorder diagnoses and bill under Florida's State Medicaid.

Admission Requirements

The certificate is offered to second year (Specialist) or Advanced Standing M.S.W. students only.

Curriculum

The MCAP designated competency has been obtained through content-specific training in the domains of Clinical Evaluation; Treatment Planning; Counseling; Case Management and Referral; Client, Family and Community Education; Documentation; Clinical Supervision; and Professional Responsibility.

The FCB approved the following courses to meet the 350 hours of content-specific training required for certification. All courses must be completed with a grade of "B."

Required Courses - 27 credits

Psychopathology	SOW 6125
Advanced Theory and Social Work Practice with Adults and Families	SOW 6348
Advanced Year Field Instruction and Integrative Seminar 1	SOW 6535
Advanced Year Field Instruction and Integrative Seminar 2	SOW 6536
Clinical Social Work with Families	SOW 6611
Advanced Theory and Social Work Practice with Elders	SOW 6611
Cognitive-Behavioral Theory and Techniques for Social Work Interventions	SOW 6128
Interventions in the Field of Addictions	SOW 6712
Social Work Practice in Behavioral/Process Addictions	SOW 6714

In addition to the approved coursework, students will receive 600 hours of specialized clinical training through their field internship, which may be applied toward the 4,000 hours of required related work experience.

CAP/MCAP Certification Requirements

CAP

Content Specific Training – 350 total clock hours met by the approved course list

Related Work Experience – 6,000 hours (approximately three years of full-time work) of addiction-specific, professional-level work experience

MCAP

Content Specific Training – 350 the approved course list

Related Work Experience – 4,000 two years of full-time work) of professional-level work experien

	field placement will go toward the
On-the-Job Supervision – 300 hours of direct one-on-one clinical supervision	On-the-Job Supervision – 200 hours of direct one-on-one clinical supervision
Recommendations – three professional letters of recommendation for certification	Recommendations – three professional letters of recommendation for certification
Exam – Florida Certified Addiction Professional Exam	Exam – Florida Master’s Level Certified Addiction Professional Exam
	16 hours of training in supervision 4 hours approved through SOW

Child Welfare

Graduate Certificate

(Minimum of 12 credits required)

The graduate-level Child Welfare certificate program, open only to students enrolled in the Sandler School of Social Work, prepares students for a career in working with abused or neglected children and their families. The 12-credit certificate, available in person or fully online, provides a foundation of knowledge in practice, policy and programs that impact vulnerable children's lives. Students develop practice skills in areas relevant to children's services, including substance abuse and family violence. Depending on funding, internships may be available. Call 561-297-3234 for information.

Program Requirements

1. Six credits of SOW courses that focus on child welfare;
2. Six credits of master's level Field Education placements (SOW 6535 and SOW 6536) with the Department of Children and Families (DCF) or a private agency approved by the Sandler School of Social Work that has contracted with the DCF to provide the same child protection services as the public agency;
3. Completion of a Master of Social Work degree.

Healthy Aging

Graduate Certificate

(Minimum of 15 credits required)

With the continuing increase in aging populations in Florida and throughout the United States, the delivery of social work services for diverse groups of elders will become increasingly critical. Service needs currently exist and will continue to develop along a continuum of care in public, private-not-for-profit and private-for-profit settings. In response to these evolving needs, the Sandler School of Social Work developed a certificate program to ensure that there are competently prepared, master's-level social workers to meet the biopsychosocial and spiritual needs of South Florida's diverse elder populations. This certificate program is open only to M.S.W. students.

Program Requirements

1. SOW 6646, Advanced Theory and Social Work Practice with Elders and Families;

2. Two approved SOW graduate-level courses related to practice with elders;
3. One master's-level Field Education placement (6 credits) specializing in service outreach to diverse elders;
4. A Master of Social Work degree.

SEXUALITY AND GENDER EDUCATION GRADUATE CERTIFICATE

(Minimum of 12 credits required)

This collaborative certificate program between the Sandler School of Social Work and the Center for Women, Gender, and Sexuality Studies is available for master's and doctoral students. It provides a flexible curricular framework for a focus on Sexuality and Gender Studies within social work and related professions. More information can be found [here](#).

Social Justice Graduate Certificate

(Minimum of 12 credits required)

A graduate certificate in Social Justice prepares students to address current issues of social justice through inclusive practice and policy advocacy change within the larger societal systems. This 12-credit certificate:

1. Prepares students for evidence-based practice in assessing and addressing issues related to social justice through community development, advocacy, policy formation and other social work strategies.
2. Provides students with community-engaged learning and reflective practice with regard to social justice and inclusive practice methods.

Program Requirements

Students enrolled in the Master of Social Work degree program at FAU may earn the graduate certificate by completing the following courses.

Social Welfare Policy and Provisions	SOW 3232
Social Welfare History and Policy	SOW 6235
Social Welfare Practice with Communities and Organizations	SOW 4343
Generalist Social Work Practice with Organizations and Communities	SOW 6306
Social Justice and Social Work: Issues and Responses	SOW 6214
Inclusive Social Work Practice	SOW 6671

Catalog Changes (Under Course Descriptions)

Field Instruction and Integrative Seminar 1 (SOW 6532) 3 credits

Corequisite: SOW 6305

Seminar for integration of field experience with evidence-based coursework.

Field Instruction Practicum Education and Integrative Seminar 2 (SOW 6533) 3 credits

Corequisite: SOW 6618

Seminar for integration of field experience with evidence-based coursework.

Advanced Year Field Instruction and Integrative Seminar 1 (SOW 6535) 3 credits

Assists concentration year students to integrate theoretical models and concepts with field practice.

Advanced Year Field Instruction and Integrative Seminar 2 (SOW 6536) 3 credits

Corequisite: SOW 6611

This is the second semester seminar for concentration year field practice. The course is designed to assist students with the integration of theories with practice.