

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	<b>Department</b> School of Social Work <b>College</b> Social Work and Criminal Justice		
<b>Current Course Prefix and Number</b> SOW 6536		<b>Current Course Title</b> Advanced Year Field Instruction and Integrative Seminar 2	
Syllabus must be attached for <b>ANY</b> changes to current course details. See <a href="#">Template</a> . Please consult and list departments that may be affected by the changes; attach documentation.			
<b>Change title to:</b> Specialist Practicum Education Integrated Seminar 2  <b>Change prefix</b> <b>From:</b> <b>To:</b>  <b>Change course number</b> <b>From:</b> <b>To:</b>  <b>Change credits*</b> <b>From:</b> <b>To:</b>  <b>Change grading</b> <b>From:</b> <b>To:</b>  <b>Academic Service Learning (ASL) **</b> Add <input type="checkbox"/> Remove <input type="checkbox"/>		<b>Change description to:</b>   <b>Change prerequisites/minimum grades to:</b>   <b>Change corequisites to:</b>   <b>Change registration controls to:</b>     Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
<b>Effective Term/Year for Changes:</b> Fall 2025		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b> Joy McClellan; jmccl2@fau.edu; 561 297 2864			
<b>Approved by</b> Department Chair _____ College Curriculum Chair <u>Danielle Linton</u> College Dean <u>Naela Luna</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		<b>Date</b> 1-13-25 _____ 1-14-25 _____ 2/7/25 _____ _____ _____ _____ _____ _____	

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.



**FLORIDA ATLANTIC UNIVERSITY**

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**SOW 6536**

**Adv Year Prct Edc & Sem 2**

**3 Credit(s)**

**Spring - 1 Full Term**

## **Instructor Information**

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**Email:**

**Office:**

**Office Hours:**

**Phone:**

## **Course Description**

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Advanced Year Practicum Education n and Integrative

Seminar 2 Corequisite: SOW 6611

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

The purpose of this seminar is to assist social work graduate students matriculating in the specialist curriculum in integrating theoretical models and concepts with practice experience gained in concurrent field education. The specialist seminars and concurrent practice prepare students to integrate skills and knowledge acquired through participation in courses throughout the entire social work curriculum. It provides opportunities for the sharing of clinical cases to assist the student in integrating the community/clinical concentration with practice experience.

Students are asked to take an active role in their learning by critically examining previous and current classroom learning with the practicum education experience. Discussion and role-play provide the student with the opportunity to gain professional and peer feedback regarding the application of clinical/community social work knowledge. 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 vulnerable and diverse populations.

## Prerequisites/Corequisites

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### Corequisite(s):

Subject	Course Number
SOW	6611

The student must successfully complete SOW6535 field seminar course with B or higher grade.

## Instructional Method

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### Fully Online Class

100% of the course is delivered online.

## Required Texts/Materials

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Required course materials are included in each assignment on Canvas.

## Recommended Readings and Materials

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### Field Education Manual

### NASW Code of Ethics

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

## Course Objectives/Student Learning Outcomes

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Upon successful completion of this course, learners will be able to:

- Utilize professional values and ethics in practice, including the effective use of self- disclosure and boundaries.

- Effectively engage in therapeutic relationships with diverse populations, reflective of their context of practice.
- Prepare to apply for and obtain licensure as a Licensed Clinical Social Worker in the State of Florida.
  - Choose appropriate interventions for clients, based on evidence-based practice.
  - Engage in self-care collaboratively with other students or clinicians within their agency.
  - Explore options for post-MSW development and education.

## **Faculty Rights and Responsibilities**

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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**

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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/](http://www.fau.edu/sas/).

## **Academic Service Learning (AS-L) Designated Course**

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This course is designated as an “academic service-learning” course. The assistance you provide to the

agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in AS-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development.

Academic service-learning notation of hours will post to your transcript with submission of hours to your faculty instructor. An Academic Service-Learning

This course contains multiple assignments designed to help students conduct research and inquiry at an intensive level. If this class is selected to participate in the university-wide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at [www.fau.edu/ouri](http://www.fau.edu/ouri).

Projects are expected to achieve all six of the following Student Learning Outcomes (SLOs):

- SLO 1: Knowledge. Students are expected to demonstrate content knowledge, and knowledge of core principles and skills.
- SLO 2: Formulate Questions. Students are required to formulate research questions, scholarly or creative problems in a manner appropriate to the planning discipline.
- SLO 3: Plan of Action. Students are expected to develop and implement a plan of action to address research and inquiry questions or scholarly problems.
- SLO 4: Critical Thinking. Students are expected to apply critical thinking skills to evaluate information, their own work, and the work of others.
- SLO 5: Ethical Conduct. Students are expected to identify significant ethical issues in research and inquiry and/or address them in practice.
- SLO 6: Communication. Students will convey all aspects of their research and inquiry (processes and/or products) in appropriate formats, venues, and delivery modes

Student Survey is required to be taken at the end of your AS-L project. Please visit the Weppner Center for LEAD & Service-Learning website, [www.fau.edu/leadandserve](http://www.fau.edu/leadandserve), for the survey link and more information on FAU's Academic Service-Learning program.

Minimum project hours: 10

Assumption of Risk Statement for Student\*

I understand that there are certain physical risks inherent in every form of service-learning. I understand the risks associated with this Academic Service-Learning assignment. I nonetheless agree to assume those risks so as to gain the benefits from participation in this valuable learning experience. I hereby release the State of Florida, the Board of Trustees, Florida Atlantic University

and its agents and employees from any and all liability associated with my participation in this assignment at Florida Atlantic University.

If you are selected to participate in the university-wide Academic Service-Learning program, you will be required to document a minimum of 10 hours of student service to the community agency.

## Course Evaluation Method

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Assignments	Grades
Syllabus Quiz	10
Student Introduction	5
Clinical Field Report 1	10
Summative Clinical Field Report	10
Setting Goals for the Semester	10
Group Presentation: Boundaries and Ethics	20
Registered Intern Application	10
Developing a Career Plan	10
Boundaries and Self-Disclosure	15
Research-Informed Practice in Your Organization	10
Developing an Expertise in Social Work	10
Log of Hours	Complete/Incomplete
Final Log of Hours	Complete/Incomplete
Midterm Evaluation	Complete/Incomplete
Final Evaluation	Complete/Incomplete
Total	120

The Specialist Curriculum Practicum & Integrative Seminar is a 3-credit course that includes a minimum of 300 hours of actual supervised field education practice. The student will be responsible for completing their practicum in a community social service agency and participating in a three-hour concurrent integrative seminar that meets on scheduled dates during the semester. **The course is completed through successful participation in (both) this course and supervised practicum community social service agency.**

This course is a graded course. The student will receive a grade of based on performance in both the supervised community field education experience and the integrative seminar. 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.

The final grade is based on practicum education experience and seminar work. **Students must receive a grade of B or better in the integrative seminar class and an overall competency rating of 3 or better on the midterm and final evaluations to satisfactorily pass the course.**

If a student leaves the placement without permission of the School of Social Work Practicum Education Program, it will be considered unethical behavior and abandonment of the internship and the student may not be replaced in another internship. It is the students' responsibility to keep the Seminar Instructor informed of any difficulties around the field experience.

## **Code of Academic Integrity**

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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**

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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.

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, treat class assignments and discussions as you would treat working at an agency.

Online participation will occur by email class announcements. Students must check class emails and announcements periodically. Students are expected to keep up with class communication.

**Students are expected to participate in an interactive framework between students and professor. Students are expected to complete the readings and should be well prepared to participate in discussion posts. Failure to keep up with the weekly activities/assignments, and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade.**

***You are expected to login at least three times per week to ensure you do not miss pertinent postings, messages, or announcements. Failure to meet this obligation may be viewed as course abandonment, and you will be dropped from the course.*** Being dropped from the course is irrevocable, and you will not be instated. If you are experiencing major illnesses, absences due to academic duties, or other large-scale issues, contact the instructors immediately to formulate a resolution (if possible). Notifying your instructors after the fact will not be sufficient to prevent being dropped.

As part of participation grade students will engage in online discussions, which may include client case presentations and consultation with each other, as well as a face to face visit with your seminar instructor. Students should be prepared to discuss issues related to engagement, assessment, intervention, termination, and evaluation. The client system may be an individual, family, group, organization, or community. Students should be prepared to discuss how their work with the client is informed by theory and research (according to the principles of evidence-based practice). Students should also highlight any ethical concerns, such as questions about confidentiality, informed consent, safety, conflict of interest, and client self-determination. Students should protect client's confidentiality by not disclosing any identifying information and by asking their field instructors whether they need to obtain client consent before presenting the client situation to class. Refer to the Field Manual, Academic Irregularities and Students' Academic Grievances for further information.

Other course readings may be distributed in class or via CANVAS (see <http://canvas.fau.edu>). Please set notifications on CANVAS, including whether you want email notifications to go to your FAU email or another address (using FAU email is generally preferred). If you are experiencing problems logging onto MyFAU or CANVAS, please contact the helpdesk at 561.297.3999.

## **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](http://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

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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

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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

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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

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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)

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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

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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

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### ***Late Submission Deduction:***

1 day late	grace period
2 days late	20% reduction
3 days late	40% reduction
4 days late	60% reduction

5 days late	80% reduction
6 days late	100% reduction

It is your responsibility to ensure that you provide your agency field instructor with any needed material to be signed or provide feedback in a timely manner in order to meet your assignment deadlines. It is the student's responsibility to ensure timely submission of all assignments, including those that require the field supervisor's feedback. Late submission for these assignments will only be approved with an email from the supervisor explaining the delay and with a date when it will be submitted.

Also, note that grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

***All written assignments are due by 11:59 on the due date indicated. Failure to submit an assignment on time may result in a grade deduction (as listed below) and it may result in a failing grade.***

## Artificial Intelligence Preamble

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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**

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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.

## **Special Course Requirements**

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Students must have access to a computer and internet connection to successfully complete this course.

### Computer Requirements

- Operating System
  - o A computer that can run Mac OSX or Win XP or higher

- Peripherals
  - A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.
- Software
  - Please visit Canvas to check for LMS compatibility with your computer (Google Chrome tends to work best). Make sure your Internet browser is compatible and that you have all the recommended plug-ins installed.
  - Other software may be required for specific learning units and/or modules, but the links to download and install it will be provided within the applicable unit and/or module. You may also need headphones with a microphone for videoconferencing sessions.

### Technical Problem Resolution Procedure

In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

1. Contact the eSuccess Advisor, Eduardo Santiago for assistance - eLearning Success Advisor - 561-297-3590.
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit <http://en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux>.
3. Complete a Help Desk Ticket. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. Canvas also has its own help system (including chat and phone options)
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.



## Minimum Technical Skills Requirements

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Accessing Internet.
- Using Canvas (including taking tests, attaching documents, etc.).
- Using email with attachments.
- Creating and submitting files in commonly used word processing program formats such as Microsoft Office Tools.
- Copying and pasting functions.
- Downloading and installing software.
- Using presentation, graphics, and other programs.
- Posting and commenting in an online discussion.
- Searching the FAU library and websites.

## Technical Support

In the online environment, technical issues are always possible (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides

## Additional Technical Support

1. Contact the eLearning Success Advisor for assistance: (561) 297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see Print Screen instructions.
3. Complete a Help Desk ticket. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information to assist

you properly. This includes:

1. Select "Canvas (Student)" for the Ticket Type.
2. Input the Course ID.
3. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
4. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

## **Policy on the Recording of Lectures**

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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.

### **INCOMPLETE POLICY**

A grade of incomplete will be considered by the instructor to be a privilege, not a right. Therefore, it must be earned and the following criterion met:

The student must be performing satisfactory level work on all assignments due to date at the time that the "incomplete" is requested. In addition, evidence of adult responsibility on the student's part will be considered in evaluation of the request. Following the completion of the semester, it will be the student's responsibility to complete the agreed upon assignments in a timely manner.

The student must enter into a written contract with the instructor outlining the work that must be completed and the deadline for completing the work. If the work is not completed, the “Incomplete” will automatically become an Unsatisfactory grade as outlined in the contract or by one year from the date of the beginning of the semester in which it is earned or by the end of the grading period prior to graduation, whichever is sooner. It is the student’s responsibility to arrange a time to complete the written contract prior to accruing the incomplete.

Students completing the field placement over two semesters must enter into a written contract with the instructor outlining this plan. Students will receive an Incomplete at the end of the first semester and will receive their course grade at the end of the second semester or when the total of 400 hours is completed. The seminar must be completed in the first semester with the beginning of the field placement. Completing the field placement over two semesters may affect your eligibility for financial aid in the second semester as the course registration for all 12 credits of field is due in the first semester in which you are enrolled. The Social Work Department has no control over this possibility, and it is something you should research and consider before undertaking the completing of field placement over two semesters.

#### **EXTENDED PRACTICUM PLACEMENTS AND INCOMPLETE POLICY**

Students completing the field placement over two semesters must enter into a written contract with the instructor outlining this plan. Students will receive an Incomplete at the end of the first semester and will receive their course grade at the end of the second semester or when the total of 400 hours is completed. The seminar must be completed in the first semester with the beginning of the field placement. Completing the field placement over two semesters may affect your eligibility for financial aid in the second semester as the course registration for all 12 credits of field is due in the first semester in which you are enrolled. The Sandler School of Social Work has no control over this possibility and it is something you should research and consider before undertaking the completing of field placement over two semesters.

### **Counseling and Psychological Services (CAPS) Center**

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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

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- [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

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Due	Assignment	Type	Description	Points
01/13/2025	Syllabus Quiz - Required	Quiz	Please review the course Syllabus. Once you understand the policies in the Syllabus, please complete this agreement quiz.	10
01/13/2025	Student Introduction	Discussion Board	See instructions on Canvas	5

Due	Assignment	Type	Description	Points
01/19/2025	Setting Goals for the Semester	Discussion Board	See instructions on Canvas	10
02/02/2025	Clinical Field Report 1	Assignment	See instructions on Canvas	10
02/09/2025	Boundaries and Self-Disclosure	Assignment	See instructions on Canvas	15
02/18/2025	Log of Field Hours	Assignment	See instructions on Canvas	Complete/In compl
02/23/2025	Group Presentation: Boundaries and Ethics	Video Presentation	See instructions on Canvas	20
03/02/2025	Midterm Evaluation	Required Field Document	See instructions on Canvas	Complete/In complete
	Research-Informed		See instructions on	
03/09/2025	Practice in Your Organization	Discussion	Canvas	10
03/16/2025	Registered Intern Application	Assignment	See instructions on Canvas	10
03/23/2025	Developing an Expertise in Social Work	Discussion	See instructions on Canvas	10
04/06/2025	Developing a Career Plan	Assignment	See instructions on Canvas	10
04/18/2025	Clinical Field Report - Summative	Assignment	See instructions on Canvas	10
			Document	
04/18/2025	Final Evaluation	Required Field		See instructions on

Canvas

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Due	Assignment	Type	Description	Points
04/18/2025	Final Log of Hours	Assignment	See instructions on Canvas	Complete/In complete

## Title IX Statement

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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](mailto: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.

## Important Reminders to Pass this Course

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1. Students MUST login to this online course at least 3x per week.
2. Review the course syllabus and its content.
3. Carefully watch the videos in each module.
4. Review the material in each module before completing each assignment (there is very important information in each module essential to pass this course).
5. Review the rubric for each assignment.
6. Late assignments will result in the deduction of points (see assignment rubric).
7. Pay close attention to the instructions for each assignment (your quality of work reflects the documentation skills you bring to this field).
8. You must do well in both, the internship and in this class, to pass this course.
9. All assignment submissions must be scanned and in pdf format. Pictures of assignments and forms are not acceptable as it does not reflect the description of professional social work documentation (especially those showing parts of tables and surfaces). Any submission in the picture format will receive a zero grade.
10. As an adult learner, you are responsible for your growth as you will determine your academic success.

## **Site Visit**

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The seminar instructor, member of the field staff or other faculty will either visit the student and the field instructor at their agency or do a site visit using an electronic platform (zoom) at least once during the semester to review the student learning assignments in the agency, student progress in achieving their learning plan, and their overall performance within the agency. Should problems arise in field, extra site visits, additional hours, corrective action planning or Student Success Conference may be used to correct problems.



## **Requested Catalog Changes (in red font, request 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](http://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 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 <del>Field Instruction</del> Practicum Education 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
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Social Welfare History and Policy	SOW 6235
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**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 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 <del>Field Instruction</del> Practicum Education and Integrative Seminar 2	SOW 6536 ^
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Clinical Social Work Practice with Families	SOW 6611
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**Full-Time Advanced Standing Program - 30 Credits*****Advanced Year - Fall Semester***

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

Advanced Theory and Social Work Practice with Children, Adolescents and Families	SOW 6655
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Advanced Year <del>Field Instruction</del> Practicum Education and Integrative Seminar 2	SOW 6536 ^
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Clinical Social Work Practice with Families	SOW 6611
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Elective	SOW
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Elective	SOW
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**Part-Time Advanced Standing Program - 30 Credits*****Advanced First Year - Fall Semester***

Psychopathology in Clinical Social Work Practice	SOW 6125
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Elective	SOW
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***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 <del>Field Instruction</del> Practicum Education 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
Special Topics	SOW 6930

\* 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](http://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.

## **Addictions**

### **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 <del>Field Instruction</del> Practicum Education 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
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Social Work Practice in Behavioral/Process Addictions	SOW 6714
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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	MCAP
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Content Specific Training – 350 total clock hours met by the approved course list	Content Specific Training – 350 total clock hours met by the approved course list
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Related Work Experience – 6,000 hours (approximately three years of full-time work) of addiction-specific, professional-level work experience	Related Work Experience – 4,000 hours (approximately two years of full-time work) of addiction-specific, professional-level work experience
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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
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Recommendations – three professional letters of recommendation for certification	Recommendations – three professional letters of recommendation for certification
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Exam – Florida Certified Addiction Professional Exam	Exam – Florida Master’s Level Certified Addiction Professional Exam
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16 hours of training in supervision and field placement 4 hours approved through SOW 6712 or 6714
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### 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 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 Practicum Education~~ 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.