

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department _____ College _____		
Current Course Prefix and Number		Current Course Title	
Syllabus must be attached for ANY changes to current course details. See Template . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Academic Service Learning (ASL) ** Add _____ Remove _____ <small>* See Definition of a Credit Hour.</small> <small>** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.</small>		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:		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone			
Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____			Date 8/20/2025 8/20/2025 08/21/2025 _____ _____ _____ _____ _____

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

Rationale for change

The Sandler School now refers to our BSW and MSW internship program as 'practicum', and so the current title and description of the course has created confusion among students that they will be doing a clinical or teaching internship. The course is focused on translational science and clinical social work practice, and the practicum is related to students conducting community-focused educational training or a research presentation. The syllabus is not changing other than the adjustments shown below, which are also requested in the catalog.

Requested Catalog Changes

Advanced Clinical Social Work **Research** Practicum (SOW 7940) 3 credits

Prerequisite: D.S.W. students only

In This course, offers students the option to pursue a clinical research practicum through the application of evidence-based practice and translational science using students' current social work practice. As part of the course, students will be expected to complete a translational research presentation or training to community stakeholders. or a pedagogical experience. A formal learning plan adopted by the D.S.W. coordinator, the student and a practicum consultant must be in place prior to enrollment in this course.



FLORIDA ATLANTIC UNIVERSITY

SOW 7940-001

Adv Clinical SW Research Practicum

Date: Tuesday 5:00 PM - 6:20 PM 3

Credit(s)

Fall - 1 Full Term

Instructor Information

Email:

Office Hours:

Office Location: zoom

Course Description

Prerequisite: DSW Students Only

In this course, students pursue a clinical research practicum through the application of evidence-based practice and translational science using students' current social work practice. As part of the course, students will be expected to complete a translational research presentation ~~1/1/2020~~ to community stakeholders.

This course provides doctoral social work students with a broad understanding of evidence-based practice and translational science in the behavioral and social sciences as a means of improving human health and well-being. This course will address the application of evidence-based practice to assessment, intervention, and evaluation of social work practice, as well as the types of research that are conducted under the translational science umbrella and how this research impacts the public at large. This examination will be predicated on the Multicontextual Life Cycle Framework and other relevant theories and frameworks pertinent to understanding intersectionality in social work practice. The course will also compare and contrast current impediments to clinical research. Issues relative to the transportability and adoption of evidence-based or informed clinical practice will be reviewed.

Instructional Method

Online Live Lecture

100% of the course is delivered online, with synchronous meeting times. (The course will meet live on the specified meeting days and times.)

Required Texts/Materials

Research for the Public Good

ISBN: 9781433811685

Publisher: American Psychological Association

Expanding Family Life Cycle, The

ISBN: 9780134001180

Publisher: Pearson Lifetime eBooks

Edition: 5th

Pearson eText Expanding Family Life Cycle, The: Individual, Family, and Social Perspectives -- Instant Access

ISBN: 9780205999699

Publisher: Pearson+ Subscriptions

Edition: 5th

Expanding Family Life Cycle (w/out Access)

ISBN: 9780205968060

Publisher: Pearson

Edition: 5th

Pearson eText Expanding Family Life Cycle, The: Individual, Family, and Social Perspectives -- Instant Access

ISBN: 9780205999699

Publisher: Pearson+ Subscriptions

Edition: 5th

Expanding Family Life Cycle, The

ISBN: 9780134001180

Publisher: Pearson Lifetime eBooks

Edition: 5th

Research for the Public Good**ISBN:** 9781433811685**Publisher:** American Psychological Association**Expanding Family Life Cycle (w/out Access)****ISBN:** 9780205968060**Publisher:** Pearson**Edition:** 5th

Recommended Readings and Materials

**Publication Manual of the American Psychological Association****ISBN:** 9781433832178**Authors:** American Psychological Association**Publisher:** American Psychological Association (APA)**Publication Date:** 2019-10-01

Course Objectives/Student Learning Outcomes

Required Reading Con't:

As part of the course schedule and assignments, each student will have the opportunity to identify and assign reading(s) to be used in conjunction with a course assignment. Students who are presenting will assign the reading(s), and students who are not presenting will be responsible for reading the assigned materials. Reading assignments could include articles/chapters from other courses, if appropriate, and may consist of theoretical articles, empirical research studies, or other types of readings that will support the course assignment and learning objectives. The instructor may provide feedback or supplement weekly readings to ensure course goals are met.

Other course readings may be presented online.

Course Objectives/Student Learning Outcomes

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

- Describe features of selected social problems, psychosocial conditions or clinical/mental health disorders and explain the atypical or maladaptive individual, family, and social processes affecting these conditions.
- Differentiate between translational science, evidence-based practice, diffusion of innovations and reflective practice and understand the connection among these.
- Describe common translational science tools and treatment strategies and explain how these are developed and implemented.
- Analyze and interpret translational case studies leading to real-life human health and well-being treatment and solutions.
- Reflect on the importance of translational science and evidence-based practice—within the context of the Multicontextual Life Cycle Framework and the Diagnostic and Statistical Manual of Mental Disorders' Cultural Formulation—and implications for clinical practice and scientific knowledge advancement.
- Apply the Multicontextual Life Cycle Framework and the Diagnostic and Statistical Manual of Mental Disorders' Cultural Formulation to a detailed individual or family-centered treatment case study.
- Plan and implement a clinically-informed dissemination-of-knowledge professional event in a selected and approved treatment setting or human service organization.
- Describe future trends in the field of translational behavioral science.

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

Learning Environment

Each student should participate in every class session as a co-creator of the learning experience and environment. The course objectives will be accomplished through the instructor's provision of a stimulating schedule of assigned readings, lectures, assignments, and discussions by class participants. This course will also include in-class time to work on assignments, as feedback from the instructor and other students may help enhance the quality of the work. Emphasis is placed on active student participation during all class sessions. The course is designed to maximize self-directed learning by applying course concepts in discussions, activities, and course assignments. Students should read assigned material prior to class and follow the course schedule in completing and submitting assignments. During class sessions, students will discuss completed assignments and assigned reading.

In-person or electronic video appointments with the instructor are available regarding concerns about performance in the course or specific learning needs or challenges that can be addressed to strengthen participation and learning in the course.

Course Assignments and Evaluation

Student course performance will be predicated on the successful completion of the assignments described below. All assignments will be discussed during class with ample time for questions, and assignments should be in APA format unless specified by the instructor. Please note the details of the course assignment and its percentage worth.

1. Clinical Case Presentation (40%): Using experience from your current practice and development as a doctoral practitioner, you will select a complex client/client group and clinical issue to present on. You will take the role of educator and facilitator to the class. You will be evaluated on (1) the content, synthesis, and critical thinking of the target client/issue in your presentation; (2) the quality and relevance of the materials selected for your presentation; and (3) your ability to elicit and facilitate a meaningful discussion with the class in both synchronous and asynchronous format (i.e., your ability to engage, appropriately respond, and enhance the knowledge of your peers). Each student will develop a 45-60 minute class lesson focused on the following components:

(1) Prepare a brief case study of the client and clinical issue for classmates to read prior to coming to class.

(2) Identify 3-4 readings to accompany your lesson – include research articles and at least one chapter from the McGoldrick et al. (2016) text (consult with the instructor as needed). Articles can include empirical studies, theoretical articles, intervention research, evidence-informed models of practice, etc.

(3) Provide a case review considering micro/mezzo/exo/macro contexts of the client using the questions below. This should include the presenting problem(s), demographic information, diagnostic information, family history, and other information pertinent to the client (e.g., biopsychosocial, cultural, and social justice considerations, etc.). This should also include a critical assessment and differential diagnosis information (if appropriate) that is relevant to the case. Engage your peers in a discussion of the case and potential evidence-based interventions. You are expected to elicit a thoughtful discussion of relevant practice models and how the practice models could be relevant and helpful.

(4) End the presentation with a selected intervention and evaluation plan that includes the use of two or more evidence-informed models of practice/intervention.

(5) Provide your peers with a suggested reading and resource list pertaining to you client/issue.

(6) Provide assessments, activities, or any other relevant materials for asynchronous Canvas. This must include one activity/reflection/resource designed to extend learning and discussion beyond the synchronous class session.

*Materials/handouts should be electronic unless requested by peers or instructor. Please get the materials to the instructor at least 10 days before class so they can be posted in the course site.

Criteria for Developing the Case Study

Use the following questions as guidelines for developing the various components of your case study, focusing on what you see as most relevant for the client scenario you have selected. Include illustrations from your client scenario to support the use and importance of the Multicontextual Life Cycle Framework and the Diagnostic and Statistical Manual of Mental Disorders' Cultural Formulation, the way you conceptualize the client problem, and the way you approach the therapeutic process with the identified client. Your case study must be presented as a narrative, not in question and answer format. You may organize the presentation around the major headings provided, or develop your own organizational structure. Please choose the most relevant questions for your case keeping in mind the presentation time limit.

Key Concepts to Consider and/or Address in Your Presentation

- Explain why have you selected the Multicontextual Life Cycle Framework and the Diagnostic and Statistical Manual of Mental Disorders' Cultural Formulation in your work with the identified client, and what is the rationale for your selection?
- What are the underlying assumptions of the selected Framework and Interview?
- How does the Multicontextual Life Cycle Framework and the Diagnostic and Statistical Manual of Mental Disorders' Cultural Formulation help you understand how the client's problems have developed?
- What are the primary characteristics of both the Multicontextual Life Cycle Framework and the Diagnostic and Statistical Manual of Mental Disorders' Cultural Formulation? What are the major areas of focus, emphasis and fundamental ideas of both the Framework and Interview?
- What implications do the Multicontextual Life Cycle Framework and the Diagnostic and Statistical Manual of Mental Disorders' Cultural Formulation have for your work with the identified client? What will you focus on?

The Therapeutic Process

- What therapeutic goals will you set with this client? How do those goals support or reflect the basic constructs of the treatment model?
- In the context of the Multicontextual Life Cycle Framework and the Diagnostic and Statistical Manual of Mental Disorders' Cultural Formulation, what role will you assume as a therapist? What are your main tasks or functions? How active or directive will you be?
- What will you expect from the client? What is the client's role in the therapeutic process? How do you expect this client to react to that role?
- What type of relationship will exist between you (the clinician) and the client? How much responsibility for client change will each of you assume?

- What challenges do you anticipate in establishing your relationship with this client? How will you address those issues?
- How are your values, attitudes, worldview, and beliefs similar or dissimilar to those of the client? How might differences in perspective affect the treatment process?
- What is the role of interpersonal, systemic, or cultural factors in the client's problems? What other individual or systemic factors in the client's life might become important to the therapeutic process?

Techniques and Procedures

- What are the major techniques and methods associated with the treatment approach that you have employed in the psychosocial care of the identified client?
- Consistent with your chosen treatment approach, which therapy activities are most appropriate for the client's problems? What is your rationale for this selection?
- How do these treatment techniques and methods fit with the client's gender, family, cultural, ethnic, and socioeconomic backgrounds? What potential barriers exist? How might you overcome those barriers?
- What client resources, coping strategies, personal strengths, and other characteristics may facilitate the therapeutic/treatment process?
- What specific steps will you use to implement the Multicontextual Life Cycle Framework and the Diagnostic and Statistical Manual of Mental Disorders' Cultural Formulation with the identified client?
- Based on the use of the Multicontextual Life Cycle Framework and the Diagnostic and Statistical Manual of Mental Disorders' Cultural Formulation, what changes do you anticipate in the client's thoughts, feelings, behavior, relationships with others, and environment?

Evaluation

- How well do you anticipate that the Multicontextual Life Cycle Framework and the Diagnostic and Statistical Manual of Mental Disorders' Cultural Formulation will guide your treatment of the identified client, given the presenting problem/concerns?
- What are the potential limitations of the Multicontextual Life Cycle Framework and the Diagnostic and Statistical Manual of Mental Disorders' Cultural Formulation in addressing the needs of the identified client?

2. Dissemination of Knowledge Assignment (40%): This assignment includes four parts: (a) the development and implementation of a community presentation/workshop; (b) a professional PowerPoint that must be reviewed in class by instructor and students; (c) a written follow-up of your presentation; and (d) a 20-30 minute presentation during the final classes period describing your presentation and learning experience. The information from the McGoldrick et al. (2016) text and evidence-based practice should help you consider relevant research, conceptual material, and theory to support or frame your presentation.

(A) Development and Implementation of Community Presentation/Workshop (10%)

Prepare and deliver (in the format of a clinical presentation, workshop or grand rounds venue) a clinically-informed dissemination-of-knowledge presentation (e.g., individual and family treatment of adolescents diagnosed with inflammatory bowel disease; suicide prevention, assessment and intervention in school settings; counseling chronically homeless older adults: assessment, diagnosis and treatment; spirituality-informed psychotherapy with veterans diagnosed with PTSD) at your work setting or a selected human service/clinical organization (e.g., hospital, outpatient clinic, community mental health center, foster care agency). Your presentation should be delivered to a professional audience of clinical practitioners and it should be substantive in nature. The presentation should be at least one-hour in length, and it ought to generate discussion (via a period of questions and answers) between the participants and you. While you are encouraged to use your capstone project topic as the basis for the subject matter of your presentation, you are also free to select a different topic for this assignment.

(B) Professional PowerPoint (10%)

Develop a professional PowerPoint using the criteria listed above that must be reviewed by instructor and students via Canvas. Please use instructor and student feedback to make relevant revisions and enhancements prior to delivering the presentation.

Presentation/PowerPoint Outline

- Purpose and learning objectives for the presentation.
- Introduction, definition, and epidemiology (prevalence, incidence, and demographic information) of the social problem or selected topic, clinical syndrome or psychosocial condition that will be the subject matter of the presentation.
- Theories and models of etiology specific to the subject matter/topic.
- Salient review of the clinical research and evidence related to the subject matter.

- Clinical theories and models of assessment, diagnosis, and treatment (as appropriate). Describe best and evidence-informed practices specific to your subject matter.
- Underscore or note matters of legal, ethical, and/or safety concerns related to your topic.
- Highlight any issues of diversity, human rights and social justice that are vital in the clinical understanding and management of your chosen subject matter.

(C) Written Reflection of Community Presentation (10%)

Prepare a written reflection, which includes the following components:

Outline

- Description of the purpose of the presentation and the treatment setting/human service organization. Include information on their organization's purpose, function and mission.
- Describe how the presentation went, how participants responded or interacted with the speaker or material during the presentation, what went well, and what you would like to enhance (e.g., content, clarity, interaction, etc.) for future presentations.
- Include copies of hand-outs or other materials that you provided as supplements to your PowerPoint presentation.

(D) Presentation (10%)

Please prepare a brief PowerPoint presentation to deliver in-class, which includes the following components:

Outline

- Description of the purpose and learning objectives of the presentation, the organization/agency in which the presentation was delivered, and the setting of the presentation.
- Description of community presentation content
- Reflection on what it was like to provide the community presentation, participant reactions/engagement, what went well, and what could be enhanced. Feel free to reflect on other aspects of your experience, as relevant.
- Description of how content is associated with your research area/interests and professional growth as a clinical scholar.

3. Class Participation and Asynchronous Engagement (20%)

Active participation is essential to the learning community in this course. This grade includes meaningful contributions to synchronous class discussions as well as timely and thoughtful engagement in asynchronous activities on Canvas (e.g., discussion boards, peer responses, or posted materials). Participation will be evaluated based on consistency, depth of engagement, and responsiveness to peers and course content.

The following list of course requirements and percentages will be utilized in evaluating student course performance:

1. Clinical Case Presentation 40%
2. Dissemination of Knowledge Assignment 40%
3. Class participation and asynchronous engagement 20%

Total 100%

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

Refer to the code of ethics.

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 are due on the due date. No late work will be accepted unless it falls under a University policy.

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.

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>

AI Language Specific To This Course

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 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.

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)

The Center for Teaching and Learning (CTL)

The CTL has a variety of FREE TUTORING and other academic support services to help you succeed in your courses. You are encouraged to build your academic support team early in the term and meet with your team regularly. At the CTL, you can practice difficult course content, develop skills, and learn academic success strategies -- in person and online. Learn more about FAU academic support at www.fau.edu/ctl.

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/>

Course Topical Outline

The following course outline is based on 14 sessions of class meeting over the fall, and represents a best estimate of content to be covered. Rate of progress through this material may be modified by the Instructor as the semester proceeds. The syllabus and schedule are subject to change in the event of extenuating circumstances. No change will occur, however, unless proper and prior notice is given to students.

Required reading assignments are identified below.

Note:

The instructor may add or adjust readings to fit the nature or needs of the class. The instructor will take care to ensure adjustments are reasonable and appropriate to the needs of students and the course content.

Class 1

Introduction to Advanced Clinical Social Work Practicum; Introduction and Critiques of Evidence-Based Practice; Planning Time for Presentations

- Read:
 1. McGoldrick et al. (2016) Ch. 1

Class 2

Applications of Evidence-Based Practice; The Life Cycle in its Changing Context: Individual Family, and Social Perspectives; Planning Time for Presentations

Guest speaker

- Read:
 1. McGoldrick et al. (2016) Ch. 2

Class 3

Assessment and Evidence-Based Practice; DSM Cultural Formulation Interview; Family Life Cycle

- Read:
 1. McGoldrick et al. (2016) Ch. 3

Class 4

Introduction to Translational Science; Family Life Cycle

- Read:
 1. Online article(s)
 2. Wethington & Dunifon Introduction (p. 3-19)
 3. McGoldrick et al. (2016) Ch. 4

Class 5

Clinical Case Presentation #1

Translation in the Social and Behavioral Sciences: Looking Back and Looking Forward; Family Life Cycle

- Read:
 1. Wethington & Dunifon Ch. 1
 2. McGoldrick et al. (2016) Ch. 6
 3. Online article(s)

Class 6

Clinical Case Presentation #2

If Translational Research is the Answer, What's the Question? Who Gets to Ask it?; Family Life Cycle

- Read:
 1. Wethington & Dunifon Ch. 2
 2. McGoldrick et al. (2016) Ch. 24
 3. Online article(s)

Class 7

Clinical Case Presentation #3

Opportunities for the Challenges of Translating Educational and Developmental Research into Policy and Intervention; Family Life Cycle

- Read:
 1. Wethington & Dunifon Ch. 3
 2. McGoldrick et al. (2016) Ch. 5
 3. Online article(s)

Class 8

Clinical Case Presentation #4

A Systematic Review of Health Promotion and Disease Prevention Program Adaptations: How Are Programs Adapted?; Family Life Cycle

- Read:
 1. Wethington & Dunifon Ch. 4
 2. McGoldrick et al. (2016) Ch. 22
 3. Online article(s)

Class 9

Clinical Case Presentation #5

Methods of Translational Science: A focus on Implementation Research

- Read:
 1. Online article(s)
 2. McGoldrick et al. (2016) Ch. TBA

Class 10

Clinical Case Presentation #6

Pursuing and Sharing Knowledge to Inform Practice and Policy: The Value of Qualitative Research in Translational Research; Family Life Cycle

- Read:
 1. Wethington & Dunifon Ch. 5
 2. McGoldrick et al. (2016) Ch. TBA
 3. Online article(s)

Class 11

Clinical Case Presentation #7

Translational Research on Work and Family: Daily Stress Processes in Hotel Employees and their Families; Family Life Cycle

- Read:
 1. Wethington & Dunifon Ch. 6
 2. McGoldrick et al. (2016) Ch. TBA
 3. Online article(s)

Class 12

Clinical Case Presentation #8

The Science of Law & Memory; Family Life Cycle

- Read:
 1. Wethington & Dunifon Ch. 7
 2. McGoldrick et al. (2016) Ch. TBA

3. Online article(s)

Class 13 No class due to Veteran's Day

Class 14

Dissemination of Knowledge Presentations;

Researcher Partnerships in Aging: The Cornell Institute for Translational Research on Aging; Family Life Cycle

- Read:

1. Wethington & Dunifon Ch. 8
2. McGoldrick et al. (2016) Ch. TBA
3. Online article(s)

- Assignment(s):

- 1. Dissemination of Knowledge Written Portion & PowerPoint due**

Class 15

Dissemination of Knowledge Presentations;

Creating Meaningful Rituals for New Life Cycles Transitions; Course Termination

- Read:

1. Wethington & Dunifon Afterward (p. 191-198)
2. McGoldrick Ch. 20, 22, & 26

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.