 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department School of Social Work College Social Work and Criminal Justice		
Current Course Prefix and Number SOW 6655		Current Course Title Advanced Theory and Social Work Practice with Children, Adolescents	
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: Clinical Social Work Practice with Children and Adolescents Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Academic Service Learning (ASL) ** Add <input type="checkbox"/> Remove <input type="checkbox"/>		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes: Fall 2025		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Joy McClellan; jmccl2@fau.edu; 561 297 2864			
Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 1-13-25 _____ 1-14-25 _____ 1-14-25 _____ 02/05/2025 _____ 02/05/2025 _____ 02/05/2025 _____ _____ _____	

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



FLORIDA ATLANTIC UNIVERSITY

SOW 6655

Clinical Social Work Practice with Children and Adolescents

Date:

3 Credit(s)

Spring - 1 Full Term

Instructor Information

Email:

Instructor:

Office:

Office Hours:

Course Description

Clinical Social Work Practice with Children and Adolescents

Prerequisites: SOW 6306 and SOW 6533, with minimum grades of "B-"

Focuses on the application of theories, concepts, and principles in direct treatment of children and adolescents.

Clinical Social Work Practice with Children and Adolescents is a required concentration course selection. This course focuses on the application of theories, concepts and principles in the direct treatment of children and adolescents. A systems perspective serves as the framework for assessing the child and adolescent in the context of family and environment. A range of intervention modalities is presented, including individual, family and group treatment, and play therapy, as well as interdisciplinary collaboration and psycho-educational approaches. This course adapts the fundamentals of social work practice to work with children and adolescents. Assessment and treatment include an understanding of family, cultural and community factors. Various skills and methods, such as work with the family and school, are presented, together with group and individual

approaches. Detailed case materials illustrate ethical and practice challenges in working with children and adolescents who live in out-of-home placements, in substance disordered families, and with victims and witnesses to violence. The special circumstances of children and adolescents at risk are emphasized. Policy issues impacting children and families will be discussed.

Prerequisites/Corequisites

Prerequisite(s): All of the following:

- SOW 6306 Graduate / Undergraduate (Minimum Grade of B-)
- SOW 6533 Graduate / Undergraduate (Minimum Grade of B-)

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

Social Work Practice with Children

ISBN: 9781462537556

Authors: Webb, N. B.

Publisher: Guilford Press

Publication Date: 2019

Edition: 4th

Social Work Practice with Children

ISBN: 9781462537563

Publisher: Guilford Press

Edition: 4th

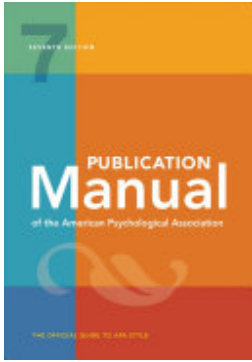
Recommended Readings and Materials

Publication Manual of the American Psychological Association

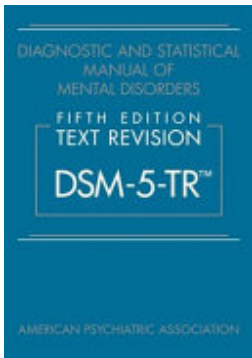
ISBN: 9781433832161

Authors: American Psychological Association

Publisher: American Psychological Association (APA)



Publication Date: 2019-10-01



Diagnostic and Statistical Manual of Mental Disorders

ISBN: 9780890425763

Authors: American Psychiatric Association

Publication Date: 2022-01-01

Available free through FAU Library (online access)

Course Objectives/Student Learning Outcomes

By the end of this course, students will be able to:

1. Describe the importance of utilizing a systemic and/or ecological lens in understanding and working with children, adolescents, and families.
2. Reflect on personal experiences as a youth and/or in one's own family of origin to identify potential bias, transference, or countertransference when working with children, adolescents, and families.
3. Apply knowledge of ethical social work practice, diversity and cultural competence, social and economic justice, and relevant theory in the assessment and diagnosis of children, adolescents, and families.
4. Analyze diverse and complex case scenarios of children, adolescents, and families in order to identify client needs and relevant treatment goals and/or objectives.
5. Demonstrate knowledge and/or application of multiple evidence-based interventions for treating children, adolescents, and families.
6. Critically appraise social work theory and/or evidence-based interventions in meeting the needs of diverse children, adolescents, and families.
7. Utilize oral and written communication to convey professional judgment in the assessment and treatment of children, adolescents, and families.

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

Class Format & Attendance

- Our class incorporates a blend of **synchronous** and **asynchronous** virtual (online) learning
 - --> **In the modules tab, each class is designated as synchronous or asynchronous** - this will help you plan out your semester & allocate your time. The Zoom link is provided within each synchronous module - click to log on for class.
 - **Synchronous classes are live** - attendance is required (camera, mic, participation). Synchronous classes follow the same attendance and rules as in-person classes (see below).
 - **Asynchronous classes consist of work you complete on your own time throughout the week** - there is no 'live' component or required class attendance.

All course assignments add up to 100 points = the student's final course grade. Therefore, course assignments are not weighted (i.e., an assignment worth 10 points = 10% of course grade). A zero for any assignment will significantly impact a students' overall course grade.

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.

- Attendance is required at all classes designated as synchronous; all students have 1 absence without penalty (excused or unexcused; no questions asked)
 - 10 minutes late = tardy; 3 tardies = 1 absence
 - arriving >30 minutes late or leaving >30 minutes early (or missing 30 minutes in the middle of class) = 1 absence
 - 2+ absences will impact your overall course grade
- Lowest module grade is dropped to align with attendance/absences policy.
- Expectations for synchronous classes:
 - Attendance is required at all classes designated as synchronous; all students have 1 absence without penalty (excused or unexcused; no questions asked)
 - 10 minutes late = tardy; 3 tardies = 1 absence

- arriving >30 minutes late or leaving >30 minutes early (or missing 30 minutes in the middle of class) = 1 absence
- 2+ absences will impact your overall course grade
- Be mindful of your appearance, your background, and your setting/location. Each student should be fully dressed (e.g., not in pajamas in bed).
- Camera and microphone are required. Class incorporates active participation and small group work in breakout rooms.
- The following do not count as being in attendance for class:
 - Driving
 - Working
 - Providing childcare
 - Entertaining company/friends/family
 - Texting
 - Working on other tasks in other browser tabs or computer apps
 - Music or movies in the background
 - Engaging in another activity during class does not count as attending class.
 - Faulty technical issues (e.g., being in the car with poor internet connection) - plan ahead to prevent these.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

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

Class Attendance, Timeliness, and Participation

Social work education is designed to help you prepare for professional practice. To model ethically appropriate practice, **please treat coming to classes and participation in online assignments as you would treat working at an agency**. Given the Council on Social Work Education's requirements for professional behavior, attendance for all classes is required. More than one unexcused absence,

excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. **The effect of absences upon grades is determined by the instructor**, and the University reserves the right to deal at any time with individual cases of non-attendance.

You may be asked to present documentation from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, even with excused absences, you may be required to withdraw or retake the class. Whether or not there is a documented, excused absence, if a student misses more than 2 classes (or the equivalent of 6 hours of class time), the student will receive a substantial decrease in the final grade. As per FAU policy, **attendance at the first class is mandatory. If a student misses the first class, that student will be asked to withdraw from the course and re-register in a future term.**

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University- approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed.

Time Commitment Per Credit Hour

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

Expectations of Professional Behavior and Practice

The FAU Sandler School of Social Work is mandated by the [Council on Social Work Education](#) to foster and evaluate professional behavioral development for all students in the social work program. The Sandler School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the [NASW Code of Ethics](#).

Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.

- *Participate in group activities and assignments at a comparable level to peers.*
- *Complete work in a timely fashion and according to directions provided.*
- *Come to class prepared, with readings and other homework completed.*
- *Participate in online discussions and assignments in a timely manner.*

2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.

- *Listen while others are speaking.*
- *Give feedback to peers in a constructive manner.*
- *Approach conflict with peers or instructors in a cooperative manner.*
- *Use positive and nonjudgmental language, whether communicating in-person or through digital technology.*

3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.

- *Maintain any information shared in class, dyads or smaller groups within that unit.*
- *Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)*
- *Do not use the actual names of clients or disclose other identifying client information in the classroom or in written or online assignments.*

4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.

- *Come to class with all books, handouts, syllabus, pens, and technology as requested by the instructor.*
- *Access appropriate support when having difficulties to ensure success in completing course requirements.*
- *Take responsibility for the quality of completed tests and assignments.*
- *Work toward greater awareness of personal issues that may impede your effectiveness with clients.*

5. **Integrity:** Practice being honest with yourself, your peers, and your instructors.

- *Constantly strive to improve your social work knowledge, skills, critical thinking, and ethical practice.*
- *Do your own work and take credit only for your own work.*
- *If you make use of other's work in your assignments, cite the other person's work using APA format.*
- *Acknowledge areas where improvement is needed.*
- *Invite and make use of constructive feedback from instructors and classmates.*

Submission of Papers or Assignments: When students register for a social work course, they agree that all required papers, projects, or assignments may be subject to submission for textual similarity review to Turnitin or SafeAssign for the detection of plagiarism. All submitted papers will be included as source documents in the SafeAssign reference database solely for the purpose of detecting plagiarism of such papers. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

- *Maintain speech free of racism, sexism, heterosexism, or stereotyping.*
- *Exhibit a willingness to serve diverse groups of persons.*
- *Demonstrate an understanding of how values and culture interact.*

7. **Communication:** Strive to improve verbal, written, and digital communication skills as these skills are used heavily in interactions with clients and peers, as well as with client records.

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

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

- *Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals, families, groups, and communities.*
- *Strive to learn methods of empowering populations and enhancing social and economic justice at micro, mezzo, and macro levels.*

Course Grading Scale

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

Grade Appeal Process

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

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

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

Online Etiquette (Netiquette)

Due to the casual communication common in online environments, students are sometimes tempted to relax their grammar, spelling, and/or professionalism when using discussion boards, email, or other digital technologies; however, remember you are adult students and professionals—your communication should be appropriate whether it is online or otherwise. You are expected to use correct spelling and grammar, writing complete sentences for your online responses. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. Sarcasm can come across very negative, so this form of communication should be avoided. When

conducting peer reviews or responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

Use of Artificial Intelligence in Social Work Courses

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

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

NOTE: All assignments are due on time. Late assignments will not be accepted. Part of professional practice is ensuring documents are submitted on time. Technological difficulties are not a valid excuse for a late submission (i.e., assignments should be emailed by the deadline if there is ever a Canvas interruption). All assignments should be written in APA format (no abstract) unless specified by the instructor.

All assignments must be submitted through Canvas. All assignments must be submitted to pass the course.

All assignments are due on time; assignments submitted late do not earn full credit. There is a 48-hour window after the assignment due date in which students can submit late for up to 50% possible credit. After 48 hours, assignments do not earn credit (a zero is entered)

Assignments that are completed in-class only cannot be made up - the lowest in-class assignment grade is automatically dropped to align with the absence 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.

Special Course Requirements

Team-Based Learning

This course incorporates Team-Based Learning to facilitate students' mastery of social work policy practice. During weeks 2, 4, 10, and 12 each class will utilize team-based learning (TBL). Students must be present for the full duration of class to earn credit – please note these grades cannot be made up. Students with excused absences should contact the instructor to discuss alternate assignments.

Overview of Team Based Learning (TBL)

TBL advocates self-directed learning of course content and will facilitate your application of new knowledge within small collaborative teams and full classroom discussions. TBL requires you to be prepared for and attend all classes. Your participation will provide you with the opportunity to learn from your peers as well as work and negotiate within your team.

What makes the TBL classroom unique is that it brings students and instructors together where they can learn from each other. TBL capitalizes on this feature. In a TBL class, lectures are limited and are used to clarify questions and facilitate discussion.

In TBL, students work in small groups. Members of the team learn together and from each other, meaning that coming to class prepared is essential to your success and that of your team. Since the central role of the lecture is reduced in TBL, students need to learn the basics before they get to class. To give you an incentive to do that preparation, in each module there will be two Readiness Assessment Tests (RAT) based on readings and short videos that must be completed before the RAT.

Each RAT is completed twice: first individually (the iRAT), then as a team (the tRAT). We will also have many teams activities, usually requiring some preparation, that allow you to refine your understanding of material and improve your ability to use the economic lens.

What TBL is *not*:

- It is not normal group work – there will be no group work required outside of the classroom.
- It will not be a drag on your grade.
- It is not an excuse to slack off – Your participation will be evaluated by your peers and that will affect your grade.

TBL in SOW 6655:

We will utilize TBL to learn, apply, and master social work practice with children and adolescents. Using TBL will facilitate both learning and application of essential content to prepare students as they enter field education.

Individual and Team Readiness Assurance Tests (I-RAT & T-RAT)

In each TBL module, students will complete Readiness Assurance Tests (RAT) individually at the beginning of class. Each RAT will consist of 10 multiple-choice questions derived from the readings for that week's class. Students will be provided with a reading guide to facilitate preparation for each week's RATs and class activities.

Following completion of the individual RAT (I-RAT), students will complete the same RAT in small teams (T-RAT), allowing for collaboration in synthesizing course material. Student grades for these assignments will be the average of the I-RAT and T-RAT scores.

Following the individual and team RATs, the groups will each be provided with a mini-case study/description in which they will discuss and apply the ethical principle from that week's course content (tested in the RATs). Students will work within their groups and ultimately across groups to determine how to apply ethical principles to social work cases.

For more detailed information, students should review the *Team-Based Learning* course page in Canvas.

During asynchronous weeks (weeks 3, 6, 14, & 15) students will complete an individual module that includes a reading guide, RAT/quiz, and brief activity. Individual modules are due at 11:59pm on scheduled class dates and will be available in Canvas for 1 week for students to complete asynchronously.

The course includes a total of 8 modules: 4 Team-Based Learning modules and 4 individual modules. The lowest module score is dropped from the student's course grade.

Policy on the Recording of Lectures

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

Counseling and Psychological Services (CAPS) Center

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

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>

Student Support Services and Online Resources

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

- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

AI Language Specific To This Course

Students are not permitted to utilize AI for any course assignments in SOW 6655. This course is direct preparation for social work practice and therefore requires students to utilize their own knowledge, insight, and expression in order to meet the profession's practice and ethical standards. **Any work submitted that is determined to be the product of AI will not receive credit.**

Course Topical Outline

**a reading/preparation guide for each Team-Based Learning Module is included in Canvas*

<u>Week 1 (5/13): Welcome & Introduction</u>
<ul style="list-style-type: none"> • Course Introduction & Overview • Common Issues and Themes in Working with Youth • Ethics and Legal Considerations • Self-Disclosure, Self-reflection, & Self-care <p>Read:</p> <ul style="list-style-type: none"> • Introductory Course Site Content • Webb Ch. 1 & 2 <p><i>In-Class: "Sorting Hat" Quizzes</i></p>
<u>Week 2 (5/20): Engaging the Child/Adolescent Client</u>
<ul style="list-style-type: none"> • Team-Based Learning Module #1: Engaging the Child/Adolescent Client*
<u>Week 3 (5/27): Biopsychosocial Assessment (Asynchronous - Happy Memorial Day)</u>
<ul style="list-style-type: none"> • Team-Based Learning Module #2: Biopsychosocial Assessment*
<u>Week 4 (6/3): Diagnostic Assessment & Psychopathology</u>
<ul style="list-style-type: none"> • Team-Based Learning Module #3: Diagnostic Assessment & Psychopathology *
<u>Week 5 (6/10): Clinical Documentation & Interventions</u>

Clinical Documentation: What (& How) to Write

Read: Morrison Chapter 10

Review: Genogram, Ecomap, & Culturagram

Treatment Planning & Selecting Interventions

Implementation & Evaluation of Evidence-Based Practices

- Read:
 - Webb Ch. 5
 - Gammer pp. 155-169
 - Sample treatment plan objectives/goals on Canvas

Due 6/16: Clinical Case Vignette #1

Week 6 (6/17): The Family Life Cycle

- **Team-Based Learning Module #4: The Family Life Cycle ***

Week 7 (6/24): Case Presentations & Discussion

In Class: Case Presentations & Discussion (Part 1)

Due 6/30: Biopsychosocial Assessment (all components)

Week 8 (7/1): Case Presentations & Discussion

In Class: Case Presentations & Discussion (Part 2)

Due 7/7: Self-Evaluation

Week 9 (7/8): Interventions: Cognitive-Behavioral Therapies

- **Team-Based Learning Module #5: Cognitive-Behavioral Therapies***

Week 10 (7/15): Interventions: Existential & Creative Therapies

- **Team-Based Learning Module #6: Existential & Creative Therapies***

Due 7/21: Clinical Case Vignette #2

Week 11 (7/22): Interventions (Asynchronous - No Class)

- Trauma-Focused Cognitive Behavioral Therapy: Attachment, Separation, & Trauma
- Children in Families Affected by Substance Use
- Multisystemic Family Therapy: Conduct & Juvenile Justice System

Due 7/28: Interventions Quiz

Week 12 (7/29): Finals Week (Online/Asynchronous)**Due 8/2 11:59pm: Take-Home Final Exam****Course Topical Outline**

Due	Assignment	Type	Description	Points
5/20; 5/27; 6/3; 6/17; 7/8; 7/15 (in class only)	Team-Based Learning Modules (6)			25 (6 modules @ 5 points each - lowest is dropped)
6/16	Clinical Case Vignette #1			10
6/30	Biopsychosocial Assessment (all components)			25
6/24 & 7/1 (in class only)	Case Consultation & Discussion			10
7/7	Self-Evaluation			5
7/21	Clinical Case Vignette #2			10
7/28	Interventions Quiz			5
8/2	Take-Home Final Exam			10

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at

<https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

Catalog Revisions

Additions is Red font, Deletions in strikethrough font

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 Clinical Social Work Practice with Children and Adolescents	SOW 6655
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Advanced Year Field Instruction 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 Regular Program - Four-year program, 60 credits

Generalist Year One - Fall Semester

Human Behavior and the Social Environment 2	SOW 6106 ^
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Social Work Research	SOW 6404 ^
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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 Clinical Social Work Practice with Adults	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 Clinical Social Work Practice with Children and Adolescents	SOW 6655
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Specialist Year Four - Spring Semester

Advanced Year Field Instruction 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
Elective	SOW

Advanced Year - Spring Semester

Advanced Theory and Social Work Practice with Children, Adolescents and Families Clinical Social Work Practice with Children and Adolescents	SOW 6655
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Advanced Year Field Instruction 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
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Advanced Theory and Social Work Practice with Children, Adolescents and Families Clinical Social Work Practice with Children and Adolescents	SOW 6655
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Advanced First Year - Summer Semester

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

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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Advanced Second Year - Spring Semester

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

Electives*

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

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

Social Work Graduate Courses**Human Behavior and Social Environment 1 (SOW 6105) 3 credits**

Students apply social theories, including systems, social exchange, conflict and social constructionism, to historical and social problems. They analyze how macro forces shape human behavior, as well as how human behavior impacts social systems. Emphasis is given to the issues of social and economic justice.

Human Behavior and Social Environment 2 (SOW 6106) 3 credits

Study of biological, psychological, social and spiritual development of individuals across the lifespan as it applies to the delivery of culturally competent, evidence-based practice with diverse and vulnerable populations.

Social Work and Trauma (SOW 6116) 3 credits

Prerequisite: SOW 6533 with minimum grade of "B-"

This course explores and develops an understanding of trauma in its many forms and guides social workers in selecting empirically based interventions. The course informs social workers on the prevention of secondary trauma.

Psychopathology in Clinical Social Work Practice (SOW 6125) 3 credits

Prerequisite: SOW 6305 with minimum grade of "B-"

Focuses on mental health issues with children, adolescents, adults, elders and families. Built on the identification, analysis and implementation of empirically based assessment tools that have incorporated statistically valid reliability and validity studies. Major classification systems, such as diagnostic, statistical, manual of mental disorders and other schemes for assessing and understanding human behavior are covered.

Cognitive-Behavioral Theory and Techniques for Social Work (SOW 6128) 3 credits

Prerequisite: SOW 6533 with minimum grade of "B-"

Advanced clinical theory course presents theory and practice applications for advanced curriculum.

Social Work and Human Sexuality (SOW 6153) 3 credits

Prerequisite: SOW 6533 with minimum grade of "B-"

This course takes a biopsychosocial approach to addressing issues in clinical practice related to human sexuality. It is designed to increase Social Work students' comfort level and sensitivity to the diversity of sexual issues people experience.

Social Work and Positive Well-Being (SOW 6156) 3 credits

Prerequisite: Completion of M.S.W. Foundation Curriculum

Consistent with the social work focus on the strengths and well-being of the individual, this course emphasizes mental wellness, positive emotions and optimal well-being.

Conflict Resolution (SOW 6158) 3 credits

Prerequisite: Completion of M.S.W. Foundation Curriculum

M.S.W. practice course where students explore the theoretical basis for a conflict resolution approach and gain experience in how to put the techniques into practice.

Social Justice and Social Work: Issues and Responses (SOW 6214) 3 credits

This course is designed to critically analyze social justice issues in social work and social policy.

Social Welfare History and Policy (SOW 6235) 3 credits

Students develop knowledge and competencies on how social service policies and programs are designed to address specific social problems in the United States. Students examine and critically analyze historical and current state and federal social welfare policies and programs. This is an Academic Service Learning (ASL) course.

Ethical Issues in Contemporary Social Work Practice (SOW 6296) 3 credits

Helps social work students become more effective in dealing with complex ethical issues in professional social work practice.

Generalist Social Work Practice with Individuals (SOW 6305) 3 credits

Corequisite: SOW 6532

Students develop knowledge and competencies in applying the generalist practice model (engagement, assessment, treatment planning, intervention, evaluation and termination) with individual clients. Students learn how to integrate National Association of Social Workers code of ethics and the principles of evidence-based practice through all stages of the social work process.

Generalist Social Work Practice with Organizations and Communities (SOW 6306) 3 credits

Students develop knowledge and competencies in applying the generalist practice model to influence macro change with institutions, policies and environments using evidence-based practice and NASW Code of Ethics. Macro social work history and theories are examined. This is an Academic Service Learning (ASL) course.

Generalist Social Work Practice with Families and Groups (SOW 6324) 3 credits

Covers evidence-supported theories and practice techniques when working with groups and families. Students apply the generalist social work practice model: engagement, assessment, planning, implementation, evaluation, termination and follow up, and engage in self-reflective and practice-based learning throughout the course.

Advanced Theory and Social Work Practice with Adults and Families (SOW 6348) 3 credits

Prerequisites: SOW 6306 and SOW 6533, with minimum grades of "B-"

Prepares students for advanced clinical practice with adults and families in varied settings with diverse populations.

Case Management (SOW 6349) 3 credits

Provides an in-depth examination of case management service modality for social work practice.

Couple Therapy in Social Work Practice (SOW 6353) 3 credits

Prerequisite: SOW 6533 with minimum grade of "B-"

This course introduces students to the theoretical foundations and practice techniques of couple therapy. The major models of couple therapy are explored. Students are encouraged to integrate theory with clinical practice with couples.

Administration and Supervision (SOW 6377) 3 credits

Demonstrates how management activities contribute to service effectiveness for clients and staff.

Social Work Research (SOW 6404) 3 credits

Students develop knowledge and competencies to identify and evaluate ethical quantitative and qualitative research methodology, especially evidence-based interventions for clinical practice.

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 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.

Advanced Context of Social Work Practice within Healthcare (SOW 6605) 3 credits

Focuses on the context (policy, organization, technology) of social work practice and explores practice decisions that structure the helping relationship across multiple settings.

Advanced Social Work Practice and Policy in Mental Health Settings (SOW 6606) 3 credits

Prerequisite: Completion of Foundation Curriculum

Course focuses on social work practice and policy issues in mental health settings at three levels of intervention: prevention/health promotion, remediation of existing mental health problems, and coping with chronic mental health problems.

Clinical Social Work with Families (SOW 6611) 3 credits

Prerequisite: SOW 6535

Corequisite: SOW 6536

This course enables the student to understand, analyze and apply social work knowledge, values and skills to generalist and clinical practice with families, from the family systems, developmental and clinical perspectives.

Clinical Social Work with Groups (SOW 6618) 3 credits

Prerequisite: SOW 6305

Corequisite: SOW 6533

This course provides students with the knowledge, skills, self-awareness and values to practice generalist and clinical social work with groups.

Social Work and Spirituality (SOW 6626) 3 credits

Examines issues pertaining to spiritually-sensitive social work practice regarding clients of diverse religious and philosophical ideologies.

Social Work with Aging Populations (SOW 6641) 3 credits

Prerequisite: M.S.W. majors only

An introduction to social gerontology for graduate-level social work students. Provides a biopsychosocial introduction to social gerontology from a social work perspective.

Advanced Theory and Social Work Practice with Elders and Families (SOW 6646) 3 credits

Prerequisites: SOW 6306 and SOW 6533, with minimum grades of "B-"

Focuses on the study of ageism, concepts of aging, physical and mental health concerns of elders, long-term care, direct practice with elders, and policy-related issues. This is an Academic Service Learning (ASL) course.

Social Work Practice with Vulnerable Children and Families (SOW 6653) 3 credits

Prerequisite or Corequisite: SOW 6656

Provides a framework of knowledge and skills necessary to practice with children and their families.

~~Advanced Theory and Social Work Practice with Children, Adolescents and Families~~ Clinical Social Work Practice with Children and Adolescents (SOW 6655) 3 credits

Prerequisites: SOW 6306 and SOW 6533, with minimum grades of "B-"

Focuses on the application of theories, concepts, and principles in direct treatment of children and adolescents.

Child Welfare (SOW 6656) 3 credits

Prerequisite: Completion of Foundation Curriculum

Course examines the issues of professional practice in child welfare that will enable students to bring skills and knowledge to their practice in assessing and intervening in situations of abuse and neglect involving children and families.

Inclusive Social Work Practice (SOW 6671) 3 credits

This course is designed to provide students with knowledge, skills and strategies required to promote social change from an agency- and community- level using an anti-oppression framework. In this course, students explore the oppressive experiences of people from various backgrounds.

Animal-Assisted Therapy (SOW 6672) 1 credit

Prerequisite: Completion of M.S.W. Foundation Curriculum

A seminar that explores human-animal bonding. Human-animal bond and the potential for intervention will be discussed within therapeutic settings and across diverse populations with individuals, families, and groups.

Loss and Grief: Individual, Family, Cultural Perspectives (SOW 6678) 3 credits

Prerequisite: Completion of Foundation Curriculum

Course gives students an opportunity to explore and understand their perceptions and beliefs on death and dying and how individual cultural differences influence that experience. The course prepares students to work with clients dealing with feelings of grief and loss.

Transition Course (SOW 6693) 3 credits

Prerequisite: Bachelor of Social Work required

Course assists students transitioning from undergraduate-level coursework to graduate-level coursework in the M.S.W. program.

Intervention in the Field of Addictions (SOW 6712) 3 credits

Prerequisite: Completed M.S.W. Foundation Curriculum

Course prepares students to assess and intervene with clients affected by substance and abuse.

Social Work Practice in Behavioral/Process Addictions (SOW 6714) 3 credits

Prerequisite: M.S.W. majors only

This course provides an overview of the principles of behavior/process addictions and the processes and mechanisms that underlie addiction. Students are introduced to the epidemiology and developmental course of addiction. They are also introduced to risk and protective influences that act throughout the course of addiction resulting in adverse health consequences. Genetic and environmental underpinnings are discussed, and effective interventions and treatment modalities are identified.

Social Work Practice with Survivors of Human Trafficking (SOW 6786) 3 credits

Prerequisite: M.S.W. majors only

This course explores the topic of human trafficking and helps students to better understand this form of modern day slavery. The readings, videos and assignments center around current events and current topics of discussion in the trafficking field, as well as where the movement originated and what the future holds. During this course, students learn terminology, the different types of trafficking and how cultural issues and vulnerabilities can contribute to trafficking. They also learn and understand the scope of the problem through current statistics and reports, both domestic and global.

Mindfulness and Social Work Practice (SOW 6803) 3 credits

Prerequisite: Completion of M.S.W. Foundation Curriculum

Students learn and experience specific practices that enhance their ability to purposefully attend to and manage their thoughts and feelings so that they can experience more balanced, stable and peaceful lives. In addition, they transfer this knowledge into their social work practice with individuals and/or groups. During class, students learn the theoretical foundations as well as the practical elements of mindfulness, including sitting and moving meditations.

Directed Independent Study (SOW 6905) 1-3 credits

This course assists the student in implementing an independent study project under the guidance of a social work faculty advisor.

Special Topics (SOW 6930) 3 credits

Study relating to topics in social work. This is an Academic Service Learning (ASL) course.

Special Topics (SOW 6932) 1-6 credits

Prerequisites: Completion of M.S.W. Foundation Curriculum

Special topic variable credit courses for M.S.W. students.

Study Abroad (SOW 6957) 3 credits

Prerequisite: Completion of M.S.W. Foundation Curriculum

An interdisciplinary course to provide students with opportunities to experience a foreign country from within and focusing on native social services.

Psychopathology in Advanced Clinical Social Work (SOW 7129) 3 credits

Prerequisite: D.S.W. students only

Course explores diagnostics and treatment of psychopathology in clinical social work practice. Current DSM is considered as well as evidence-informed practices used by clinical social workers in working with mental health services consumers.

Advanced Clinical Social Work Practices with Individuals, Groups and Families (SOW 7369) 3 credits

Prerequisite: D.S.W. students only

This course focuses on evidence-based advanced clinical social work practice with individuals, groups, and families. It seeks to provide the student with a methodology for incorporating best social work clinical practices as grounded in the evidence-based research literature.

Behavioral Science Statistics in Advanced Clinical Social Work (SOW 7417) 3 credits

Prerequisite: For D.S.W. students only

This course describes the use of quantitative methods for inquiry in the social and behavioral sciences. The course expands on using SPSS for data analysis and introduces students to the advantages and challenges of working with secondary data. Students gain hands-on experience with the preparation and data analysis of data sets.

Clinical Social Work Research and Statistics (SOW 7433) 3 credits

Prerequisite: For D.S.W. student s only

Course examines evidence-based clinical social work research methods to improve clinical practice and clinical measurement tools and to engage in various social work research methodologies. As a result, implementation of evidence-based clinical social work interventions and therapies occur.

Quantitative Research in Clinical Social Work (SOW 7494) 4 credits

D.S.W. students

The course provides core concepts of rigorous research methodology, inferential statistics, statistical interpretation and critical analysis of empirical studies to inform advanced clinical social work practice.

Qualitative Research in Clinical Social Work (SOW 7496) 3 credits

Prerequisite: D.S.W. students only

This course reviews areas of research in clinical social work utilizing qualitative methods, including design methods data collection and analysis. The course also provides information relevant to publishing qualitative research for strengthening social work practice.

Advanced Clinical Social Work Capstone: Proposal Writing (SOW 7498) 4 credits

Prerequisite: D.S.W. students only

In this seminar, students learn how to write, orally present and critique proposals. Students learn

the different types and settings for various practice and research proposals, apply writing tips to their own proposal and critique samples of proposals from both the field and academia. *Grading: S/U*

Clinical Social Work Supervision and Administration (SOW 7619) 3 credits

Prerequisite: For D.S.W. students only

This course focuses on administration and clinical supervision for social workers. Frameworks and critical tasks involved in administration and supervision of social workers are examined.

Interpersonal Neuroscience and Advanced Clinical Social Work (SOW 7696) 3 credits

Prerequisite: D.S.W. students only

This course integrates clinical, developmental and behavioral science theories with current interpersonal neurobiology and brain science.

Emerging Theories and Methods in Advanced Clinical Social Work (SOW 7698) 3 credits

Prerequisite: D.S.W. students only

This course focuses on gaining an understanding of the current emerging trends in clinical social work treatment environments by exploring theories and interventions that are emerging in response to new understandings of human behavior and psychopathology as well as technological advances that affect service delivery.

Theories and Epistemology of Advanced Clinical Social Work Practice (SOW 7757) 3 credits

Prerequisite: For D.S.W. students only

This course prepares students for subsequent courses on clinical social work theory, research and practice by providing them with a contextual understanding of social work, including the history of social work theory, research, values, ethics, alternate models of practice, the role of technology and inter-professional perspectives.

Social Work Pedagogy (SOW 7776) 3 credits

Prerequisite: For D.S.W. students only

Students use evidence-based clinical social work practices for curriculum design, course design, course delivery and evaluations. They examine the educational standards (EPAs) of the Council on Social Work Education and learn to help B.S.W./M.S.W. students develop the competencies identified by the CSWE.

Advanced Clinical Social Work Capstone: Defense and Dissemination (SOW 7910) 6 credits

Prerequisite: SOW 7913; For D.S.W. students only

In this seminar, students demonstrate their ability to discuss, defend and disseminate their work. *Grading: S/U*

Advanced Clinical Social Work Capstone: Implementation (SOW 7913) 3 credits

Prerequisite: D.S.W. students only

In this seminar, DSW candidates complete the activities associated with their proposed capstone project. Capstone Implementation should be approximately completed in a 14–16-week window from launch to wrap-up. As activities and specific timelines will vary by capstone type, the main deliverables in this course will be capstone progress reports, and a final assignment of a draft outline of the capstone paper. *Grading: S/U*

Special Topics (SOW 7938) 3 credits

Prerequisite: D.S.W. students only

This is a special topics course in the D.S.W. program for D.S.W. students, advancing knowledge and skills appropriate for doctoral level clinical practice scholars.









Advanced Clinical Social Work Practicum (SOW 7940) 3 credits

Prerequisite: D.S.W. students only

This course offers students the option to pursue a clinical research practicum 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.

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By:	Robert Stackman (rstackma@fau.edu)
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