

 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 6535		Current Course Title Advanced Year Field Instruction and Integrative Seminar 1	
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: Specialist Practicum Education Integrated Seminar 1 Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: Academic Service Learning (ASL) ** Add ☐ Remove ☐		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 _____ 2/7/25 _____ 02/19/2025 _____ 02/19/2025 _____ 02/19/2025 _____ _____ _____	

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



FLORIDA ATLANTIC UNIVERSITY

SOW 6535

Adv Year Prt Edc & Seminar 1

3 Credit(s)

Fall 2024 - 1 Full Term

Instructor Information

Email:

Office:

Office Hours:

Phone:

Email:

Course Description

Advanced Year Practicum Education and Integrative Seminar 1

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

The purpose of this seminar is to assist social work graduate students matriculating in the specialist curriculum in integrating theoretical models and concepts with practice experience gained in concurrent field education. The specialist seminars and concurrent practice prepare students to integrate skills and knowledge acquired through participation in courses throughout the entire social work curriculum. It provides opportunities for the sharing of clinical cases to assist the student in integrating the community/clinical concentration with practice experience. Students are asked to take an active role in their learning by critically examining previous and current classroom learning with the field education experience. Discussion and role-play provide the student with the opportunity to gain professional and peer feedback regarding the application of clinical/community social work knowledge. Students will apply critical thinking skills to clinical/community concentration practice at

the advanced level in a variety of settings and with a wide range of client populations. Attention will be directed to practice issues surrounding vulnerable and diverse populations.
Corequisite: SOW 6611

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

Instructional Method

Fully Online Class

100% of the course is delivered online.

Required Texts/Materials

Required course materials are included in each assignment on Canvas

Course Objectives/Student Learning Outcomes

1. Develop a professional identity as a clinical social worker working with various populations in the community, which is characterized by competence in a broad range of social work skills, knowledge and values. (CO: 1)
2. Apply the values and ethics of the profession and develop the capacity to tolerate and work constructively with the value dilemmas, conflicts, and ambiguities inherent in the practice of social work. (CO: 2)
3. Develop a varied repertoire of practice skills fundamental to social work and relevant to a wide range of clients, modalities, and types of settings. (CO: 3)
4. Integrate theoretical models and concepts with practice experience gained in concurrent field education. (CO: 4)
5. Critically compare previous and concurrent classroom learning with the concurrent practicum experience. (CO: 5)
6. Apply critical thinking skills to clinical/community specialist practice at the advanced level and in a variety of settings. (CO: 6)

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/.

Academic Service Learning (AS-L) Designated Course

This course is designated as an “academic service-learning” course. The assistance you provide to the agency/organization during your academic service-learning (AS-L) experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you will be participating in AS-L activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your AS-L experience and the impact on the community as well as your professional development. Academic service-learning notation of hours will post to your transcript with submission of hours to your faculty instructor. An Academic Service-Learning

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

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

- SLO 1: Knowledge. Students are expected to demonstrate content knowledge, and knowledge of core principles and skills.
- SLO 2: Formulate Questions. Students are required to formulate research questions, scholarly or creative problems in a manner appropriate to the planning discipline.
- SLO 3: Plan of Action. Students are expected to develop and implement a plan of action to address research and inquiry questions or scholarly problems.

- SLO 4: Critical Thinking. Students are expected to apply critical thinking skills to evaluate information, their own work, and the work of others.
- SLO 5: Ethical Conduct. Students are expected to identify significant ethical issues in research and inquiry and/or address them in practice.
- SLO 6: Communication. Students will convey all aspects of their research and inquiry (processes and/or products) in appropriate formats, venues, and delivery modes

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

Minimum project hours: 10

Assumption of Risk Statement for Student

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

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

Course Evaluation Method

Assignments	Grades (points)
Student Introduction and Professional Identity	10
Syllabus & Course Agreement	10
Signature Page, Memo of Understanding	5
Competency-Based Learning Contract (CBLC)	5
Facilitation Form	5
Ethical Dilemmas (Discussion Board)	10
Ethics and Professional Conduct Quiz	7
Clinical Field Report One	10
Applying Theory to Practice Discussion Board	10
Log of Field Hours	complete/incomplete
Midterm Evaluation	complete/incomplete
Clinical Process Recording	10

Clinical Writing-SOAP Progress Note (Discussion Board)	10
Termination Plan (Discussion Board)	10
Client Termination Plan	10
Final Log of Field Hours	complete/incomplete
Final Clinical Field Report	10
Final Evaluation	complete/incomplete
Total	122

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

The course is completed through successful participation in (both) this course and supervised field practicum community social service agency.

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

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

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

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.

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

Online participation will occur on the class forum and by email. The forum will be located in the discussion section of CANVAS. I will post entries on the forum throughout the semester. I will also post required videos, blog posts, and professional literature on the forum. Students must check the forum at least twice a week. Students are expected to keep up with the online activities and discussion boards.

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

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

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

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

Religious Accommodation Policy Statement

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

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%

Letter Grade	Letter Grade
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

Late Submission Deduction:

1 day late	grace period
2 days late	20% reduction
3 days late	40% reduction
4 days late	60% reduction
5 days late	80% reduction
6 days late	100% reduction

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

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

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

Artificial Intelligence Preamble

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

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

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

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

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

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

Social Media

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers. Social work students who use social media (e.g., Facebook, Twitter, etc.) and other forms of electronic communication (e.g., blogs, etc.) should be mindful of how their communication may be perceived by clients, colleagues, faculty, future employers, and others. Social work students are expected to make every effort to minimize material that could be considered inappropriate for a professional social worker in training. Because of this, social work students should manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their

professional image. Students should consider the amount of personal information posted on these sites and should block client access to involvement in the students' social networks. Confidential client information should not be shared in any form of electronic media, including any information that might lead to the identification of a client or information that may compromise client confidentiality in any way. Additionally, students should critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the FAU Sandler School of Social Work and the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as the FAU School of Social Work while in the classroom, within the university, and throughout the broader community. To maintain appropriate professional boundaries, social work students should avoid "friending" clients, that is, allowing clients to connect with your personal Facebook, Twitter, or other personal social media accounts. Students should also maintain appropriate professional boundaries with professors, field educators, and other professionals at their field agencies.

Special Course Requirements

EXTENDED FIELD PLACEMENTS AND INCOMPLETE POLICY

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

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

Students extending the field placement over two semesters must enter into a contract with the instructor outlining this plan. Students will receive an incomplete at the end of the semester and will receive their course grade when the total field hours is completed.

Policy on the Recording of Lectures

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

requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Counseling and Psychological Services (CAPS) Center

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

Student Support Services and Online Resources

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

Important Reminders to Pass this Course

- 1. Students MUST login to this online course at least 3x per week.**
- 2. Review the course syllabus and its content.**

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

Site Visit

The seminar instructor, member of the field staff or another faculty will meet with the the student and the field instructor to discuss student's progress in their field placement. The site visit will be complete once per semester, in person or via an electronic platform (Zoom). The purpose of this meeting is to review the student's learning assignments in the agency, student progress in achieving their learning plan, and their overall performance within the agency. Should problems arise in field, extra site visits, additional hours, corrective action planning or Student Success Conference may be used to correct problems.

Course Competencies

The Council on Social Work Education's Educational Policy and Accreditation Standards (2022) identify 9 core competencies for social work programs. Upon successful completion of this course, students will be able to demonstrate these competencies and practice behaviors:

Competency 1: Demonstrate Ethical and Professional Behavior

Social Workers:

PB. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to the

context of clinical practice;

PB. Demonstrate professional demeanor in behavior, appearance, and communication (including oral, written, and electronic communication);

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social Workers:

PB. advocate for human rights at the individual, family, group, organizational and community system levels and

PB. engage in practices that advance human rights to promote social racial economic, and environmental justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) In Practice

Social Workers:

PB. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group organization, community, research and policy levels and

PB. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influences of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of the own lived experiences.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social Workers:

PB. Critically appraise relevant theory, research, social work ethics, client preferences, practice wisdom, and cultural factors to select, implement, and evaluate appropriate assessment, intervention, and evaluation tools for use with their clients.

Competency 5: Engage in Policy Practice

Social Workers:

PB. Recognize policies and laws that can impact a client's health, mental health, and well-being, and how laws can expand or contract opportunities and equality.

Competency 6: Engage with Individuals, Families, and Groups

Social workers:

PB. Develop positive therapeutic relationships with individuals, families, and groups using evidence-based techniques such as demonstrating respect, demonstrating unconditional positive regard, demonstrating genuineness, fostering hope, building on strengths, conscious use of self, and connecting with the clients' motivation for change.

Competency 7: Assess Individuals, Families, and Groups:

Social Workers:

PB. Incorporate the person-in-environment perspective in their assessments by analyzing the impacts of poverty, crime, social injustice, institutional racism, sexism, religious and/or ideological bias, homophobia, transphobia, and other environmental factors affecting their clients Competency

8: Intervene with Individuals, Families, and Groups

Social workers:

PB. Select and apply interventions based on a critical understanding of relevant theory, research, practice wisdom, client preferences, client culture, and social work ethics.

Competency 9: Evaluate Practice with Individuals, Families, and Groups

Social workers:

PB. Critically analyze, monitor, and evaluate interventions, clinical processes, outcomes, and client satisfaction using single system design.

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.

Requested Catalog Language Changes: (Red font, deletions struck through)

Master's Program

Social Work

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

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

Mission and Goals

The mission of the M.S.W. program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families and groups. M.S.W. graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths and with a desire to continue lifelong learning and professional development.

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

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

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

Goal 2 (community-engaged/located):

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

Goal 3 (state licensure):

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

Goal 4 (lifelong learning):

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

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

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

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

Admission Requirements

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

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

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

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

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

Admission Requirements for Advanced Standing Students

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

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

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

Admission Requirements for International Students

Graduates of colleges or universities outside of the United States who have completed an academic program equivalent to a regionally accredited American bachelor's degree may apply for admission. All international applicants whose transcripts are from non-U.S. institutions must have their credentials evaluated course by course, including the GPA, by a professional evaluation service. A service may be found at www.NACES.org or applicants may request to have their credentials evaluated by FAU. Click [here](#) for more information.

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

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

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

Transfer Credit

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

Course Scheduling

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

Enrollment in M.S.W. Courses

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

Attendance on First Day of Class

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

Time Limitation

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

Academic and Professional Standards

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

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

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

Additional Academic Standard for 60-Credit Program

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

Additional Academic Standard for Advanced Standing Program

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

Grades below "C"

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

Degree Requirements

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

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

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

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

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

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

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

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

Generalist Year - Fall Semester

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

Generalist Year - Spring Semester

Clinical Social Work with Groups	SOW 6618
Social Welfare History and Policy	SOW 6235
Generalist Social Work Practice with Organizations and Communities	SOW 6306
Psychopathology in Clinical Social Work Practice	SOW 6125
Field Instruction 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 Practicum Education and Integrative Seminar 1	SOW 6535 ^
Elective	SOW
Elective	SOW

Specialist Year - Spring Semester

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

Part-Time Regular Program - Four-year program, 60 credits

Generalist Year One - Fall Semester

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

Generalist Year One - Spring Semester

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

Generalist Year One - Summer Semester

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

Generalist Social Work Practice with Individuals	SOW 6305
Field Instruction and Integrative Seminar 1	SOW 6532 ^

Generalist Year Two - Spring Semester

Generalist Social Work Practice with Organizations and Communities	SOW 6306
Clinical Social Work with Groups	SOW 6618
Field Instruction and Integrative Seminar 2	SOW 6533 ^

Specialist Year Three - Fall Semester

Elective	SOW
Elective	SOW

Specialist Year Three - Spring Semester

Elective	SOW
Advanced Theory and Social Work Practice with Elders and Families	SOW 6646

Specialist Year Three - Summer Semester

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

Specialist Year Four - Fall Semester

Advanced Year Field Instruction Practicum Education and Integrative Seminar 1	SOW 6535 ^
Advanced Theory and Social Work Practice with Children, Adolescents and Families	SOW 6655

Specialist Year Four - Spring Semester

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

Full-Time Advanced Standing Program - 30 Credits

Advanced Year - Fall Semester

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

Advanced Year - Spring Semester

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

Part-Time Advanced Standing Program - 30 Credits

Advanced First Year - Fall Semester

Psychopathology in Clinical Social Work Practice	SOW 6125
Elective	SOW

Advanced First Year - Spring Semester

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

Advanced First Year - Summer Semester

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

Advanced Second Year - Fall Semester

Advanced Year Field Instruction Practicum Education 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 ^
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Clinical Social Work Practice with Families	SOW 6611
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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
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Cognitive-Behavioral Theory and Techniques for Social Work	SOW 6128
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Social Work and Human Sexuality	SOW 6153
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Social Work and Positive Well-Being	SOW 6156
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Conflict Resolution	SOW 6158
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Social Justice and Social Work: Issues and Responses	SOW 6214
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Ethical Issues in Contemporary Social Work Practice	SOW 6296
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Case Management	SOW 6349 #
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Administration and Supervision	SOW 6377 #
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Advanced Context of Social Work Practice within Healthcare	SOW 6605 #
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Social Work and Spirituality	SOW 6626
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Social Work with Aging Populations	SOW 6641
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Social Work Practice with Vulnerable Children and Families	SOW 6653 ^
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Child Welfare	SOW 6656 ^
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Inclusive Social Work Practice	SOW 6671
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Loss and Grief: Individual, Family and Cultural Perspectives	SOW 6678 #
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Intervention in the Field of Addictions	SOW 6712 #
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Social Work Practice in Behavioral/Process Addictions	SOW 6714
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Social Work Practice with Survivors of Human Trafficking	SOW 6786 # +
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Mindfulness and Social Work Practice	SOW 6803
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Special Topics	SOW 6930
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* Electives may be taken outside the College with permission from the M.S.W. program coordinator. A syllabus must be provided for review.

^ This course is also available online.

This is an online course.

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

Field Education Requirements

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

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

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

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

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

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

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

Addictions

Graduate Certificate

(Minimum of 27 credits required)

In an effort to combat the growing crisis of addiction in our country, the Sandler School of Social Work has collaborated with the Florida Certification Board (FEC) to offer the Addictions certificate. Through this 27-credit certificate, students interested in specializing in this field may have a jump start on earning their credential as either a Certified Addiction Professional (CAP) or a Master's Level Addiction Professional

(MCAP). An MCAP credential identifies a practitioner as a specialist in the field of addiction and meets the requirements for a qualified professional under Chapter 397, Florida Statutes, allowing practitioners to make substance use disorder diagnoses and bill under Florida's State Medicaid.

Admission Requirements

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

Curriculum

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

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

Required Courses - 27 credits

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

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

CAP/MCAP Certification Requirements

CAP	MCAP
Content Specific Training – 350 total clock hours met by the approved course list	Content Specific Training – 350 total clock hours met by the approved course list
Related Work Experience – 6,000 hours (approximately three years of full-time work) of addiction-specific, professional-level work experience	Related Work Experience – 4,000 hours (approximately two years of full-time work) of addiction-specific, professional-level work experience. 600 hours of clinical field placement will go toward the 4,000 hours
On-the-Job Supervision – 300 hours of direct one-on-one clinical supervision	On-the-Job Supervision – 200 hours of direct one-on-one clinical supervision
Recommendations – three professional letters of recommendation	Recommendations – three professional

Catalog Changes (Under Course Descriptions)

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

Corequisite: SOW 6305

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

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

Corequisite: SOW 6618

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

Advanced Year ~~Field Instruction Practicum Education~~ 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.

SWCJ_1

Final Audit Report

2025-02-20

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By:	Robert Stackman (rstackma@fau.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA9rmfQGx0PQhzUCcywUE31VB06fEB0qUP

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