 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____	
	<b>Department</b> Social Work  <b>College</b> College of Social Work & Criminal Justice (To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a> )			
<b>Prefix</b> SOW  <b>Number</b> 7913	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) <b>Lab Code</b>	<b>Type of Course</b> Lecture	<b>Course Title</b> Advanced Clinical Social Work Capstone: Implementation	
<b>Credits</b> (See <a href="#">Definition of a Credit Hour</a> )  3	<b>Grading</b> (Select One Option)  <b>Regular</b> <input type="radio"/> <b>Sat/UnSat</b> <input checked="" type="radio"/>	<b>Course Description</b> (Syllabus must be attached; see <a href="#">Template</a> and <a href="#">Guidelines</a> ) 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.		
<b>Effective Date</b> (TERM & YEAR)  Spring 2024				
<b>Prerequisites</b>   <i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</i>		<b>Academic Service Learning (ASL) course</b> <input type="checkbox"/> Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		
		<b>Corequisites</b>	<b>Registration Controls</b> (For example, Major, College, Level) DSW Students only	
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field).		<b>List textbook information in syllabus or here</b> Please see syllabus		
<b>Faculty Contact/Email/Phone</b> Dani Groton, dgroton@fau.edu, 561-297-386		<b>List/Attach comments from departments affected by new course</b>		

<b>Approved by</b> Department Chair _____ <i>Heather Johnson, PhD, ncsu</i> College Curriculum Chair _____ <i>Danielle Groton</i> College Dean _____ <i>Naelys Luna</i> UGPC Chair _____ <i>Paul R. Peltow</i> UGC Chair _____ <i>Paul R. Peltow</i> Graduate College Dean _____ <i>Robert W. Johnson</i> UFS President _____ Provost _____	<b>Date</b> 9/26/2023 _____ 9/26/23 _____ 9/26/23 Oct 12, 2023 _____ Oct 12, 2023 _____ Oct 13, 2023 _____ _____ _____
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.

**FLORIDA ATLANTIC UNIVERSITY**  
**Phyllis and Harvey Sandler School of Social Work**  
**DSW PROGRAM**  
**SOW 7913 Sec. (3 Credit Hours)**  
**Advanced Clinical Social Work Capstone: Implementation**

Semester:  
Start/End Date:  
Instructor:  
Phone:

Classroom: Distance-learning  
Class Times:  
Office Hours:  
Email:  
Web: [www.fau.edu/ssw](http://www.fau.edu/ssw)

## **DSW Program Mission**

The DSW program provides doctoral-level practitioners with educational experiences that will allow them to engage in advanced clinical social work practice, conduct advanced clinical research, teach evidence-based practice courses, and assume leadership roles in the social work profession. Upon completion, DSW graduates will be able to:

- Integrate social work, social, and behavioral sciences with other disciplines as the basis for the highest level of evidence-based social work practice.
- Demonstrate professionalism, leadership, ethical principles, and scientific integrity in advanced social work practice, education, and research.
- Provide collaborative leadership in the development of social work evidence-based practice models and standards of care for diverse populations.
- Generate client, systems, practice, and outcomes research.
- Analyze theory, empirical research, and other evidence to guide improvements in social work practice.
- Utilize information systems and technology to enhance social work education and practice.

## **COURSE DESCRIPTION:**

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.

The below table illustrates potential implementation tasks for this course, by capstone type:

Table 1.

Research-Focused	Practice-Focused	Education-Focused
<ul style="list-style-type: none"><li>• IRB approval</li><li>• Project timeline</li></ul>	<ul style="list-style-type: none"><li>• IRB approval (if applicable)</li><li>• Project timeline</li></ul>	<ul style="list-style-type: none"><li>• IRB approval (if applicable)</li><li>• Project timeline</li></ul>

<ul style="list-style-type: none"> <li>• Progress reports (Updates on recruitment, data collection, and analysis)</li> <li>• Outline of capstone paper (formatted as peer reviewed manuscript)</li> </ul>	<ul style="list-style-type: none"> <li>• Progress reports (Updates on measure validation, process of translating intervention protocols to new format; review of legislation for policy analysis, etc.)</li> <li>• Outline of capstone paper (formatted as peer reviewed manuscript, policy analysis, or training manual)</li> </ul>	<ul style="list-style-type: none"> <li>• Progress reports (Updates on stakeholder interviews; curriculum drafting process; piloting of educational program/curriculum, etc.)</li> <li>• Outline of capstone paper (formatted as peer-reviewed manuscript or education proposal)</li> </ul>
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## RELEVANCE TO EDUCATIONAL PROGRAM

In an architectural context, a capstone is the top-most stone that completes a building. In an academic context, a capstone is the final class that completes a student's curriculum. Capstone classes provide students with an opportunity "to demonstrate comprehensive learning in their major through some type of product or performance" (Palomba & Banta, 1999, p. 124). In other words, a capstone is a class in which doctoral level students are required to pull together what they have learned in their previous classes and use this integrating experience to demonstrate they are capable of doing what they should be able to do when they graduate from the program (e.g., think critically, perform research, write in APA style, develop a realistic plan to pursue a career in clinical social work, and disseminate their knowledge to relevant stakeholders). This process serves a dual purpose. First, it provides students with a final opportunity to practice and demonstrate the skills they will need to succeed after graduation. Second, it provides the School of Social Work with a final opportunity to assess whether or not it has been successful in its mission to produce doctoral level clinical social workers.

## COURSE OBJECTIVES:

Upon successful completion of this course, students will be able to demonstrate the following competencies:

- Manage an independent scholarly project.
- Create and maintain a project timeline.
- Write professional status reports.

## Instructional Method:

This class is designated as a "fully online class" with no on-campus requirements.

## Course Notes

The capstone is the culminating experience in the Doctor of Social Work program. Students are expected to work with a high level of self-motivation. Successful students exercise initiative and exhibit strong communication skills in working with their professor.

This course requires individual effort that is overseen by the course instructor with support from the DSW committee. Bi-weekly class meetings will be primarily discussion-based to allow students to provide updates on their progress, develop strategies to mitigate challenges, and peer review project status reports. At the end of the semester, students will submit an outline of their capstone manuscript.

Upon successful completion of the status reports and capstone outline, the student will receive a Satisfactory or Unsatisfactory grade.

### Description and Assessment of Assignments

#### *Verification of IRB Acceptance (10% of grade)*

The FAU IRB reviews and approves protocol for research involving human subjects and ensure that appropriate steps are taken to protect their rights and welfare. While not all projects will require approval from the IRB, all students should first verify that their project does not require IRB approval by logging into Novelution and using the assessment tool to determine exempt status. Students may either submit their IRB approval or exempt status. Please note that for projects requiring IRB approval, the project must receive IRB approval prior to implementation. **As noted in the DSW student handbook, students are expected to submit IRB materials during the summer between Capstone 1 and Capstone 2.**

#### *Timeline (10% of grade)*

Students will create and submit a timeline for their project implementation tasks. Capstone Implementation should be approximately completed in a 12–14-week window from launch to wrap-up. This timeline should conclude with submission of the manuscript outline in the 15<sup>th</sup> week of the semester.

#### *Status Reports (20% of grade)*

Students will submit bi-weekly status reports on their project. These reports will vary in length depending on the stage of the project and any concerns that the student may have. Status reports should include a summary of the project to-date, whether the project is still on track for the established timeline (if not, the report should include a description of action taken to still finish implementation on time), and note any concerns that the student has or would like feedback on.

#### *Manuscript Outline (60% of grade)*

Students will create a full outline of their capstone manuscript. The outline will be based on the student's capstone proposal (e.g., problem statement/rationale, literature review, theoretical framework [conceptual model], and methods) and implementation (e.g., results/findings,

implications, limitations, etc.). An outline template is available in the appendix of the DSW Student Handbook.

## GRADING

The grading scale for this course is satisfactory/unsatisfactory. While the grading scale for this course is Satisfactory/Unsatisfactory--kindly note that the grade of Satisfactory or Unsatisfactory will be predicated on the following grade scale:

94-100= A	80-83= B-	67-69= D+
90-93= A-	77-79= C+	64-66= D
87-89= B+	74-76= C	60-63= D-
84-86= B	70-73= C-	0-59= F

B is the minimum grade that a doctoral can obtained in a course for credit to be granted. A final course grade of Satisfactory will be granted for course work that has met the grading criteria of a grade of B or higher.

## Policy on Makeup Tests, Late Work, and Incompletes

Late and missed assignments are not accepted. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Please 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.

## REQUIRED TEXTBOOK AND READINGS

Typically, courses like this do not have any specific textbooks to which students are not already exposed. In fact, you will find many of the textbooks and materials used in other courses useful here.

## SUGGESTED TEXTBOOKS

American Psychological Association. (2019). Publication manual of the American Psychological Association. (7<sup>th</sup> Ed.). Washington, DC: Author.

Heppner & Heppner (2004). Writing and Publishing your Thesis, Dissertation, and Research: A Guide for Students in the Helping Professions (1<sup>st</sup> Ed.) Pacific Grove, CA: Cengage

Rubin, A. & Babbie, E. R. (2011). Research methods for social work (7th ed.). Pacific Grove, CA: Cengage.

Rubin, A. (2013). Statistics for Evidenced Based Practice and Evaluation. Pacific Grove, CA: Cengage.

## Course Schedule

Please note this course only meets biweekly, to give students time to complete implementation tasks.

Date	Tasks
Week 1	Introductions Discuss setting realistic project timelines <ul style="list-style-type: none"><li>• Submit IRB approval or exempt letter</li><li>• Submit timeline</li></ul>
Week 3	Class Discussion: Progress and Challenges <ul style="list-style-type: none"><li>• Submit Status Report</li></ul>
Weeks 5	Class Discussion: Progress and Challenges <ul style="list-style-type: none"><li>• Submit Status Report</li></ul>
Week 7	Class Discussion: Progress and Challenges <ul style="list-style-type: none"><li>• Submit Status Report</li></ul>
Week 9	Class Discussion: Progress and Challenges <ul style="list-style-type: none"><li>• Submit Status Report</li></ul>
Week 11	Class Discussion: Progress and Challenges <ul style="list-style-type: none"><li>• Submit Status Report</li></ul>
Week 13	Class Discussion: Progress and Challenges <ul style="list-style-type: none"><li>• Submit Status Report</li></ul>
Weeks 15	Reflections on implementation process Class Discussion: Project Strengths & Limitations <ul style="list-style-type: none"><li>• Submit Manuscript Outline</li></ul>
Week 16	Optional meetings to discuss manuscript outline.

\* In the event of a hurricane warning, see [www.fau.edu](http://www.fau.edu) or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

## DSW Student Policies

For professional expectations of student behaviors, attendance, late assignment submission, academic integrity, and other DSW student policies, please see the DSW student handbook.

## BIBLIOGRAPHY / SUGGESTED READINGS

Bloomberg, L. D., & Volpe, M. F. (Eds). (2008). Completing your qualitative dissertation: A roadmap from beginning to end. Thousand Oaks, CA: Sage.

- Cunningham-Erves, J., Mayo-Gamble, T., Vaughn, Y., Hawk, J., Helms, M., Barajas, C., & Joosten, Y. (2020). Engagement of community stakeholders to develop a framework to guide research dissemination to communities. *Health Expectations*, 23(4), 958-968.
- Grinnell, R. M. (2010). *Social work research and evaluation: Foundations of evidence-based practice* (9th ed.). New York: Oxford University Press.
- Roberts, C. A. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Rubin, A., & Babbie, E. (2010). *Research methods for social work* (7th ed.) Belmont, CA: Brooks/Cole.

## **Standard Course Policies**

### **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 online 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. As a result, 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.

### **Social Media Policy**

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.) must 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 are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including any information that might lead to the identification of a client or 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 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, the university community, and the broader area communities.

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. As a student, you should also maintain professional boundaries with professors, field educators, and other professionals at your field agencies.

#### SAFEWALK – Night Owls

Boca Raton 561-297-6695   Davie 954-236-1902   Ft. Lauderdale 954-762-5611   Jupiter 561-799-8700

Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

#### STUDENT ACCESSIBILITY SERVICES

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/)

#### DISCRIMINATION OR HARASSMENT – 561-297-3004

Students with concerns about on-campus discrimination or harassment (including sexual harassment) can contact the Office of Equity, Inclusion, and Compliance for assistance ( <https://www.fau.edu/eic> ). The Boca Raton office is located in Administration Building Room 265. FAU’s full Nondiscrimination Policy is posted at <http://www.fau.edu/regulations/chapter5/Reg%205.010%206-2015.pdf>

#### RELIGIOUS HOLIDAYS

Please advise the instructor at the beginning of the term if you require accommodations for religious holidays.

#### ATTENDANCE

Students are expected to attend all of 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

Please advise the instructor at the beginning of the term if you require accommodations for religious holidays.

#### 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](#).

#### COUNSELING & PSYCHOLOGICAL SERVICES (CAPS) CENTER

additional information on student rights and responsibilities, please see the FAU Catalog at 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 counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

#### ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php> and DSW policies at <http://cdsi.fau.edu/ssw/current-students/dsw>

The instructor reserves the right to adjust this syllabus as necessary.











# SWCJ 2/2

Final Audit Report

2023-10-13

Created:	2023-10-12
By:	Christine Kraft (kraftc@fau.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAR26E_d3PDU_WVxz3pfAUf4RMICxzaNxn

## "SWCJ 2/2" History

-  Document created by Christine Kraft (kraftc@fau.edu)  
2023-10-12 - 7:37:16 PM GMT
-  Document emailed to ppeluso@fau.edu for signature  
2023-10-12 - 7:40:25 PM GMT
-  Email viewed by ppeluso@fau.edu  
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-  Signer ppeluso@fau.edu entered name at signing as Paul R. Peluso  
2023-10-12 - 8:22:40 PM GMT
-  Document e-signed by Paul R. Peluso (ppeluso@fau.edu)  
Signature Date: 2023-10-12 - 8:22:42 PM GMT - Time Source: server
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-  Email viewed by rstackma@fau.edu  
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-  Signer rstackma@fau.edu entered name at signing as Robert W. Stackman Jr.  
2023-10-13 - 11:27:37 AM GMT
-  Document e-signed by Robert W. Stackman Jr. (rstackma@fau.edu)  
Signature Date: 2023-10-13 - 11:27:39 AM GMT - Time Source: server
-  Agreement completed.  
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