

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT SOCIAL WORK

COLLEGE FOR DESIGN & SOCIAL INQUIRY

RECOMMENDED COURSE IDENTIFICATION (TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)

EFFECTIVE DATE

PREFIX—SOW— COURSE NUMBER—**7198**— LAB CODE (IF APPROPRIATE, L-OR-C) _____

(first term course will be offered)

L = LAB COURSE; C = COMBINED LECTURE/LAB

COMPLETE COURSE TITLE: Psychopathology in Advanced Clinical Social Work Practice

__FALL 2017

CREDITS²

TEXTBOOK INFORMATION

American Psychiatric Association. (2015). *Diagnostic & Statistical Manual (5th Edition)*.

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Sadock, B.J. & Sadock, V.A. (2015). *Kaplan & Sadock's Synopsis of Psychiatry (11th Edition)*. Philadelphia: Lippincott Williams and Wilkins.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR _____ X _____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

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

PREREQUISITES*

COREQUISITES*

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*

Msw

DSW STUDENT

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: PHD/DSW OR OTHER CLINICAL DOCTORATE

MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD).

Faculty contact, email and complete phone number:

Michael Kane PhD, LCSW

mkane@fau.edu

561 297 3234

Please consult and list departments that might be affected by the new course and attach comments.³

Nursing, Education, Arts & Letters

Approved by:

Department Chair: _____

College Curriculum Chair: _____

College Dean: _____

UGPC Chair: _____

Graduate College Dean: _____

UFS President: _____

Provost: _____

Date:

6/23/16

6/23/16

8/2/16

1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf

2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf

3. Consent from affected departments (attach if necessary)

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting.

FAUnewcrseGrad—Revised March 2016

FLORIDA ATLANTIC UNIVERSITY
SCHOOL OF SOCIAL WORK, DSW PROGRAM
SOW 7198 Sec. ____ Call No. ____ (3 Credit Hours)
Psychopathology in Advanced Clinical Social Work Practice (3 cr.)
Boca Raton Campus

Semester:
Start/End Date: Months/Year
Instructor:
Phone:
Email:
Blackboard: <http://bb.fau.edu>

Classroom: SO 315 Boca Raton
Class Times:
Office Hours:
Office Location:
Web: 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 social work clinical practice courses, and assume social work 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

This course explores diagnostics and treatment of psychopathology in clinical social work practice. The current Diagnostic and Statistical Manual (DSM) is considered as well as evidence-informed practices used by clinical social workers in the working with consumers of mental health services.

Relevance to Educational Program

Clinical social workers provide assessment, diagnosis and treatment to clients who seek assistance for mental, emotional and other problems they experience in daily living. The State of Florida requires clinical social workers to be licensed to diagnose and provide psychotherapy to consumers of mental health services. This course in the DSW program seeks to provide students advanced assessment, diagnostic and treatment skills beyond those that were required for their MSW and licensure so that they may become leaders in service provision to specific client populations in which they have a desire to specialize.

Course Objectives

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

1. Describe advanced assessment, diagnostic and treatment issues and how these issues are affected in conceptual models, frameworks, and theories relevant to their proposed clinical social work practice, research, and teaching.
2. Describe and analyze contemporary social work practice models used in specific DSM classifications and the indication/contraindications for their usage.
3. Identify and attempt to correct potential conflicts between social work practice, other professions within the mental health community, third-party billing and other reimbursement systems.
4. Analyze a specific practice framework for a population that may impact clients investigated in an area of specific interest; especially those clients who will be considered in the Capstone Project for the DSW program.
5. Analyze an historical or theoretical- perspective and begin to analyze areas where possible innovation, extension, or critique might be possible.

Required Textbooks/Readings

The textbooks required for this course are:

American Psychiatric Association. (2015). *Diagnostic & Statistical Manual (5th Edition)*.

Sadock, B.J. & Sadock, V.A. (2015). *Kaplan & Sadock's Synopsis of Psychiatry (11th Edition)*. Philadelphia: Lippincott Williams and Wilkins.

These books are available at the campus bookstore.

Other course readings may be distributed in class. Please visit the **Blackboard Web site** for this course at <http://blackboard.fau.edu> for additional information. **IMPORTANT:**

Blackboard uses the email addresses assigned to you by FAU (see <http://myfau.fau.edu> or <http://mail.fau.edu>). If you are experiencing problems logging onto MyFAU, your email account, or Blackboard, you can contact the FAU helpdesk at (561) 297-3999.

Safe Assign

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to 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.

Course Assignments and Grading

The grade for the course will be based on

- (1). Student led Presentation/Seminar (30%)
- (2) Student led Presentation/Seminar (35%)
- (3) Final paper (35%)

Presentation 1 & Presentation 2 - Student led presentations will occur in classes 4 to 16 inclusive. Each student will present in separate sessions TWO mental health issues (Presentation 1 & Presentation 2) that are related to their proposed capstone project and considered in the DSM. Each of these presentations should include information about the clinical picture/diagnosis as well as specific assessment protocols (including empirical assessments/tools) that are currently used or would be helpful in the diagnosis and assessment of clients with these particular mental health problems. Attention should then focus on evidence-informed treatment protocols that might be used in a clinical work practice specializing in working with clients who carry this DSM diagnosis. Treatment should consider multiple theoretical models (and be more varied than CBT). Each presentation should be approximately 60 minutes.

Final paper should be an exploration of one of the presentations already described with attention to all details outlined above. This paper should inform their intended capstone project. Due week 12.

The following is the criteria we use for evaluating the *final papers*.

Report on Final Papers:

Name of Students:	
Title of Paper:	

Mark for Paper: Mark for Oral Presentation: Mark for Participation: Final Mark Awarded:	
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Treatment of Material:

1. Sources

Original and Unusual Sources: Evidence of Wide Reading No Evidence of Wide Reading

Excellent	Good	Average	Below Average	Poor

2. Understanding Does the material used demonstrate an awareness of the complexities of the issue?

Clear Grasp of Material and Ideas Expressed In It Poor: Mere Regurgitation: Ideas not digested

Excellent	Good	Average	Below Average	Poor

3. Referencing: Are references current and appropriate to the topic?

Full, Accurate and Detailed Inadequate and Unclear References

Excellent	Good	Average	Below Average	Poor

Treatment of Topic:

1. Approach

Independent Ideas: Original Approach Descriptive: No Great Originality Shown

Excellent	Good	Average	Below Average	Poor

2. *Skill In Handling of the Subject. Is there a critical analysis of the material presented? Is there something original or creative about the paper? Are the arguments presented skilfully? Is the referenced material related to social theory/history issue(s)?*

Shows Real Command of Area: Excellent Overall Impression Weak Treatment

Excellent	Good	Average	Below Average	Poor

Presentation

Is there a logical sequencing to the paper? Are headings or introductory paragraphs used to facilitate reading of the paper? Are rules for referencing used properly? Is the paper grammatically correct? Is spelling accurate? Are references cited in the paper included in the Reference list? Good writing skills and grammar are required and marks may be lowered if writing style is inadequate. A consistent format for references must be utilised, i.e. A.P.A. Style or endnote format.

Argument Effectively Expressed Argument Poorly Expressed

Excellent	Good	Average	Below Average	Poor

Ideas Well-organised, Coherent Confused Presentation

Excellent	Good	Average	Below Average	Poor

Highly Readable and Interesting Heavy Going: Not Very Interesting

Excellent	Good	Average	Below Average	Poor

Ability to pose and discuss a researchable question, that is, that the student has ensured that the topic is manageable; that it is not too broad so as to be an impossible topic to be discussed in the allotted words; that it is not so narrow that little can be written about it.

Excellent	Good	Average	Below Average	Poor

General Comments:

The grading scale for this course is as follows:

93 – 100% = A	73 – 76% = C
90 – 92% = A-	70 – 72% = C-
87 – 89% = B+	67 – 69% = D+
83 – 86% = B	63 – 66% = D
80 – 82% = B-	60 – 62% = D-
77 – 79% = C+	0 – 59% = F

Course Outline

The following outline and readings may change as the course progresses, given student interests and needs. Please read the required readings prior to the class when we will be discussing them.

<i>Class</i>	<i>Topics</i>
Week 1	Advanced Clinical Social Work and Mental Health
Week 2	Reviewing the DSM- Major classification systems
Week 3	Reviewing the DSM – Specific diagnoses with relevance to Clinical Social Work
Week 4	Presentation I
Weeks 5	Presentation I
Week 6	Presentation I
Week 7	Presentation I
Week 8	Presentation I
Week 9	Presentation I
Week 10	Psychopharmacology for Clinical Social Work
Week 11	Presentation II
Week 12	Presentation II
Week 13	Presentation II
Week 14	Presentation II
Week 15	Presentation II
Week 16	Final Thoughts/the Future of Clinical SW Intervention

* In the event of a hurricane warning, see 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, academic integrity, and other DSW student policies, please see www.fau.edu/SSW/DSW

Bibliography

Alegria , M. ShROUT , P. E. Woo , M. (2007). Understanding differences in past year psychiatric disorders for Latinos living in the US. *Soc Sci Med* 2007;65(2):214-230. doi: [10.1016/j.socscimed.2007.03.026](https://doi.org/10.1016/j.socscimed.2007.03.026)

Aneshensel , C. S. Wight , R. G. Miller-Martinez , D. (2007). Urban neighborhoods and depressive symptoms among older adults. *J Gerontol B: Psychol Sci Soc Sci* 2007;62(1):S52-S59. doi: [10.1093/geronb/62.1.S52](https://doi.org/10.1093/geronb/62.1.S52)

Arntz , A. (2012). Imagery rescripting as a therapeutic technique: review of clinical trials, basis studies, and research agenda. *Journal of Experimental Psychopathology*, 3(2), 189-208. doi: [10.5127/jep.024211](https://doi.org/10.5127/jep.024211)

Braakman , M. H. Kortmann , F. A. van den Brink , W. (2009) Validity of 'post-traumatic stress disorder with secondary psychotic features': A review of the evidence. *Acta Psychiatr Scand.* 119:15-24. doi: [10.1111/j.1600-0447.2008.01252.x](https://doi.org/10.1111/j.1600-0447.2008.01252.x)

Beard , J. R. Blaney , S. Cerda , M. (2009). Neighborhood characteristics and disability in older adults. *J Gerontol B: Psychol Sci Soc Sci* 2009;64B(2):252-257. doi:

Chan, J.M., Lambdin, L., Graham, K., Fragale, C., & Davis, T. (2014). A picture-based activity schedule intervention to teach adults with mild intellectual disability to use an ipad during a leisure activity. *Journal of Behavioral Education*, Feb 4 , 2014, No Pagination Specified. doi: [10.1007/s10864-014-9194-8](https://doi.org/10.1007/s10864-014-9194-8)
[10.1093/geronb/gbn018](https://doi.org/10.1093/geronb/gbn018)

Li , H. Seidman , L. (2010) Engaging Asian American youth and their families in quality mental health services. *Asian J Psychiatry.* 3: 169-172. doi: [10.1016/j.ajp.2010.08.008](https://doi.org/10.1016/j.ajp.2010.08.008)

Masuda , A. Boone , M. S. (2011) Mental health stigma, self-concealment, and helpseeking attitudes among Asian American and European American college students with no help-seeking experience. *Int J Adv Couns.* 33: 266-279. doi: [10.1007/s10447-011-9129-1](https://doi.org/10.1007/s10447-011-9129-1)

McGlashan , T. H. Walsh , B. C. Woods , S. W. (2010) The psychosis-risk syndrome: Handbook for diagnosis and follow-up. New York: Oxford University Press Inc.

Nagaratnam, N., Nagaratnam, K., & O'Mara, D. (2013). Bayer-Activities of Daily Living scale in mild and moderate dementia of the Alzheimer type. *American Journal of Alzheimer's Disease and Other Dementias*, 28(8), 784-789.

SAFEWALK – Night Owls

Boca Raton 561-297-6695 Davie 954-236-1902 Jupiter 561-799-8700
Campus security will escort individuals, day or night. Please call ahead to make appropriate arrangements.

STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for FAU Student Accessibility services located in Boca Raton - SU 133 (561-297-3880), and follow all procedures.

DISCRIMINATION OR HARASSMENT – 561-297-4004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca Raton office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/nondiscrim.html>.

RELIGIOUS HOLIDAYS

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

CODE OF ACADEMIC INTEGRITY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, 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 http://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf.

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>, DSW policies at <http://www.fau.edu/ssw/dsw>.

Dear Dr. _____,

We are sending you this email and attachments because of your involvement at FAU in doctoral education. As you might be aware, the Board of Governors approved the Doctor of Social Work (DSW) degree this past winter. This degree program seeks to train clinical social work practitioners already possessing an MSW (Master of Social Work) degree. The program seeks to develop advanced clinical social work practitioners and clinical social work researchers. We are admitting the first cohort this fall. We believe these clinical scholars will advance professional social work and provide a much needed clinical faculty for current social work programs. Most of the courses for the first year of study have made their way through the GPC and various other committees this past spring. The School of Social Work plans to present the remaining courses to the GPC and the other committees early this fall.

These are courses for students who already possess a Master of Social Work degree and are licensed/license-eligible as social workers. Students from other disciplines are not accepted into the DSW program.

The Course Proposal form from Graduate Programs requests that we consult and list all departments that might be affected by the new courses and that we provide their comments, support, etc. I would appreciate that you direct any concerns to me at your earliest convenience.

I am attaching syllabi for the new courses that are being submitted for approval.

1. Advanced Clinical Social Work Research & Statistics
2. Advanced Clinical Social Work Capstone 1
3. Psychopathology in Advanced Clinical Social Work Practice
4. Advanced Clinical Social Work Evidence-based Practice with Families and Couples
5. Advanced Clinical Social Work Evidence-based Practice with Groups
6. Advanced Clinical Social Work Capstone 2
7. Advanced Clinical Social Work Practicum
8. Advanced Clinical Social Work Seminar

9. Advanced Clinical Social Work Capstone 3
10. Emerging Theories and Methods in Advanced Clinical Social Work
11. Qualitative Research in Clinical Social Work

Thank you in advance for all your help and support with this important process.

Diane G. Sherman, Ph.D., MSW
Professor
School of Social Work
Florida Atlantic University
5353 Parkside Dr.
Jupiter, FL 33458
TEL: 561-799-8349
dgreen@fau.edu

Robert Stackman

To: Diane Sherman

Re: DSW syllabi

July 15, 2016 at 6:26 PM

peopel to send dsw syllabi to 

RS



Dear Dr. Sherman,

I have received responses from my faculty regarding the syllabi of the proposed courses for the DSW program, and there appear to be no concerns. Therefore, I am fully in support of your proposed courses.

Best regards,

Bob

--

Robert W. Stackman Jr., Ph.D.
Florida Atlantic University
Interim Chair, Department of Psychology
Behavioral Sciences (BS), 101
777 Glades Road
Boca Raton, FL 33431-0991

email: rstackma@fau.edu

Boca (office): BS 522

Boca (phone): 561.297.2270

Jupiter (office): MC-19(RE), Rm 110

Jupiter (phone): 561.799.8052

From: Paul Peluso
Sent: Thursday, July 21, 2016 2:42 PM
To: Naelys Luna <ndiaz10@fau.edu>
Subject: Re: DSW syllabi

Dear Naelys,

I have looked through the syllabi, and find no conflict with the Counselor Education department of course offerings.

Best of luck in launching the DSW.

All the best,


-Paul

Paul R. Peluso, Ph.D., LMHC, LMFT
Professor and Chair

Past-President, International Association of Marriage and Family Counselors (IAMFC)

Editor in Chief, Measurement and Evaluation in Counseling and Development

Department of Counselor Education
Florida Atlantic University
777 Glades Rd.
Bldg 47, Rm 270
Boca Raton, FL 33431-0991
(561) 297-3625 (Office)
(561) 297-3602 (Dept.)
(561) 297-2309 (Fax)

Karethy Edwards 

July 7, 2016 at 10:03 AM

To: Diane Sherman Cc: Joy Longo

RE: DSW syllabi



Good morning,

These courses would not impact our programs.

Best wishes for continued success,

Karethy Edwards, DrPH, ARNP, FNP-BC
Professor and Associate Dean for Academic Programs
Christine E. Lynn College of Nursing
Florida Atlantic University
777 Glades Road, NU 304
Boca Raton, FL 33431
561-297-3318
edwardsk@fau.edu
FAX: 561-297-4122
www.fau.edu/nursing



The Christine E. Lynn College of Nursing is dedicated to Caring: advancing the science, practicing the art, studying its meaning and living it day-to-day.

[See More from Diane Sherman](#)