

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)

PREFIX—SOW— COURSE NUMBER —**7328**— LAB CODE (IF APPROPRIATE, L-OR-C) _____
 L = LAB COURSE; C = COMBINED LECTURE/LAB

COMPLETE COURSE TITLE: **Advanced Clinical Social Work Evidence-Based Practice with Groups**

EFFECTIVE DATE

(first term course will be offered)

___SUMMER 2018___

CREDITS²

3

TEXTBOOK INFORMATION

Bieling, P.J., McCabe, R. E., & Antony, M. M. (2009). *Cognitive-Behavioral Therapy in Groups*. New York: Guilford Press.

Garvin, C.D. Gutierrez, L.M. & Galinsky, M.J. (Eds.). (2006). *Handbook of Social Work with Groups*. New York: Guilford Press.

Recommended Texts:

MacKenzie, K. R. (Ed.). (1996). *Classics in Group Psychotherapy*. Guilford Press.

Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2009). *Group counseling: Strategies & Skills (6th Ed.)*. Brooks/Cole.

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

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

This course focuses on evidence-informed advanced clinical social work practice with groups. This course provides the student with an understanding of best clinical social work practice with groups which is grounded in evidence-informed research literature.

PREREQUISITES*

MSW, DSW STUDENT

COREQUISITES*

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*

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

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: PHD, DSW OR OTHER CLINICAL DOCTORATES

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: Maedya Lusa

College Curriculum Chair: C. O'Hara

College Dean: Wesley Hankins

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.

FLORIDA ATLANTIC UNIVERSITY
SCHOOL OF SOCIAL WORK, DSW PROGRAM
SOW 7328 Sec. ____ Call No. ____ (3 Credit Hours)
Advanced Clinical Social Work Evidence-Based Practice with Groups

Boca Raton Campus

Semester: Fall/Spring/Summer A/B/C
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 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

This course focuses on evidence-informed advanced clinical social work practice with groups. This course provides the student with an understanding of best clinical social work practice with groups which is grounded in evidence-informed research literature.

Relevance to Educational Program

Students preparing to be doctoral level social work clinicians are expected to learn and develop advanced knowledge, skills and practices necessary to address a wide variety of issues in the context of clinical social work groups. In order to maximize the effectiveness of clinical interventions, social workers must be knowledgeable in empirically supported

interventions for groups. This course will specifically focus on various theoretical models for social work groups and will utilize research to inform best practice.

Course Objectives

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

- Examine foundational theories, models and methods of assessment and counseling intervention with emphasis on systems theory.
- Conceptualize individual, couple and family problems using a systemic framework.
- Understand the application of fundamental systemic therapy approaches to identify and resolve individual, couple, and family emotional and behavior difficulty
- Identify the dynamics of the emotionally healthy couple and family, as well as identify effective intervention for mental health and relationship problems which occur in the couple and family relationships.
- Explain how diversity and cultural background may impede the clinical process and methods for resolving these issues.
- Identify empirical research to support the effectiveness of identified therapeutic models for couple and family settings.
- Demonstrate competence in utilizing research to inform clinical practice

Required Textbooks/Readings

The textbooks required for this course are:

Bieling, P.J., McCabe, R. E., & Antony, M. M. (2009). *Cognitive-Behavioral Therapy in Groups*. New York: Guilford Press.

Garvin, C.D. Gutierrez, L.M. & Galinsky, M.J. (Eds.). (2006). *Handbook of Social Work with Groups*. New York: Guilford Press.

Recommended Texts:

MacKenzie, K. R. (Ed.). (1996). *Classics in Group Psychotherapy*. Guilford Press.

Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2009). *Group counseling: Strategies & Skills* (6th Ed.). Brooks/Cole.

Fischer, J. & Corcoran, K. (2007). *Measures for Clinical Practice and Research: A sourcebook*. (Volume I-Couples, Families and Children, or Volume II -Adults). Oxford University Press.

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 assignments for this course consist of presentations, group proposal, group facilitator assignment, mid-term, family psychosocial assessment, and class participation.

Assignment 1: PAPER - Social Work and Groups – Historical Review of Group Work (45%)

The purpose of this assignment is to develop knowledge & sensitivity to professional social work's distinctive relationship with clinical group work. Related to your current specific area of social work practice, or the area in which you intend to pursue your clinical research, investigate how professional social work has engaged this specific task/problem or population in group work. The paper should include the theoretical orientations which support specific interventions for the selected topic, any literature which reports efficacy, and how this topic/population is currently considered in the therapeutic group literature. Paper length- 15-20 pages. A group presentation of 45 minutes is the second part of this assignment.

Assignment 2: Proposal Paper About Group Composition and Presentation (45%)

The overall purpose of this assignment is to prepare a cutting-edge plan based on evidence-based group practice for a psycho-educational or therapeutic group that you are doing, going to (or potentially could) develop and lead (15-20 pages, APA format, 12-inch font, 1-inch margins, no abstract, include reference list). This proposal should be a realistic one that is relevant for a social work setting drawn from evidence-based practice theories. The group topic should be discussed with the instructor. The presentation includes a 45 minute oral summary of the proposal to the class using a PowerPoint presentation.

Include information grounded in evidence-based theory about group composition (how to select members), required skill of a leader/facilitator for this type of group and theoretical approach, identifying goals, etc. The paper should focus specifically on relevant group practice models which have been identified as clinically effective.

This paper should connect evidence-based group theory with best practice skills, specific problems/tasks/challenges that members will engage. If this group is predicated on a specific population as the focus (e.g., Latin American women, African American teens, or lesbian and gay elders), literature specific to this population must be included. Ideally, select a client population that you are currently working with or that fits with your current course of study.

EVALUATION:

- a) Clarity and conciseness of writing and presentation;
- b) Logical presentation;
- c) Soundness of rationale for decisions;
- d) Comprehensive of key issues for proposal;

PARTICIPATION (10%)

GRADING SYSTEM

Grading:

The grading scale for this course is as follows:

| | | |
|-----------|-----------|-----------|
| 93-100=A | 80-83= B- | 67-69= D+ |
| 90-92= 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 |

The following is the criteria we use for evaluating the paper, presentation and proposal.

Report on Paper, Presentation and Proposal:

| | |
|-----------------------------------|--|
| <i>Name of Student(s):</i> | |
| <i>Title of Paper:</i> | |

| | |
|--|--|
| Mark for Paper: Mark for Oral Presentation: Mark for Proposal Mark for Participation: Final Mark Awarded: | |
|--|--|

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 |
|-----------|------|---------|---------------|------|
| | | | | |

Is there a logical sequencing to the paper/presentation/proposal? Are headings or introductory paragraphs used to facilitate understanding? Are rules for referencing used properly? Is the paper/presentation/proposal grammatically correct? Is spelling accurate? Are references cited in the paper/presentation/proposal 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 utilized, 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 |
|-----------|------|---------|---------------|------|
| | | | | |

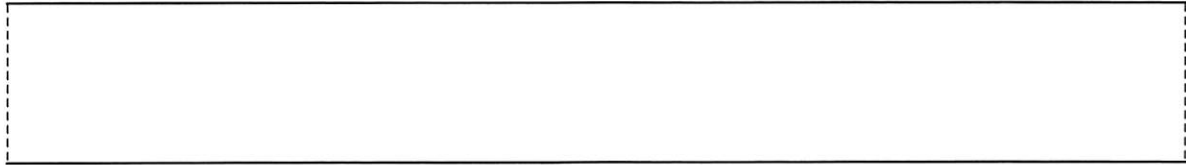
Highly Readable and Interesting Heavy Going: Not Very Interesting

| 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:



DSW Student Policies

For professional expectations of student behaviors, attendance, academic integrity, and other DSW student policies, please see

www.fau.edu/SSW/DSW

COURSE READINGS

Course Outline and Reading Assignments

| <i>Class</i> | <i>Topics</i> | <i>Readings (read in advance of each class) & Assignment Due Dates</i> |
|--------------|---|---|
| 1 | History of SW Groups | Garvin 1-3 |
| 2 | Empowerment, Ethics, Values, Mutual Aid | Garvin 4,5, 6 |
| 3 | Group Work Approaches related to purpose/support, self-help, psychoeducational, prevention | Garvin 8-10 |
| 4 | Group work related to setting – Physical, mental health, involuntary, child welfare, older adults | Garvin 11, 12, 13, 14, 16, |
| 5 | Presentations begin | Paper 1 Due |
| 6 | Presentation continues | |
| 7 | Group work in organizational settings – social action, interdisciplinary teamwork, | Garvin 18-20, 22 |
| 8 | Group evaluation – instrumentation, | Garvin 25, 26, 27 |
| 9 | CBT groups, group process | Bieling, chapter 1, 2 |
| 10 | Cognitive & Behavioral strategies in CBT | Bieling, chapter 3, 4 |
| 11 | Structure and implementation of CBT groups; overcoming obstacles | Bieling, chapter 5-6 |
| 12 | Special populations & CBT | Bieling, chapters 7-15 |

| | | |
|----|---------------------------------|------------------------|
| 13 | Comorbidity & Future directions | Bieling, chapter 16-17 |
| 14 | Presentations begin | |
| 15 | Presentation continues | |
| | Presentations end | |

Group Social Work and Therapy

- American Group Psychotherapy Association (2002). Guidelines for ethics. Retrieved August 26, 2008 from <http://www.agpa.org/group/ethicalguide.html>.
- Association for Specialists in Group Work (n.d.). Group standards. Retrieved August 8, 2008 from <http://www.asgw.org>.
- Barlow, C. A., Blythe, J. A., & Edmonds, M. (1999). *A handbook of interactive exercises for groups*. Boston, MA: Allyn & Bacon.
- Bergart, A. M. (2004). Group work as an antidote to the isolation of bearing on invisible stigma. *Social Work with Groups*, 26(30), 33-44.
- Corey, G. (2008). *Theory & practice of group counseling* (7th ed.). Belmont, CA: Brooks/Cole - Cengage.
- Corey, M. S., & Corey, G. (2006). *Groups: Process and practice*. (7th ed.). Belmont, CA: Brooks/Cole.
- Corey, G., Corey, M. S., Callanan, P., & Russell, J. M. (2004). *Group techniques* (3rd ed.). Belmont, CA: Brooks/Cole.
- DeLucia-Waack, J. L., & Donigian, J. (2004). The practice of multicultural group work: Visions and perspectives from the field. Belmont, CA: Brooks/Cole.
- Eller, J. (2004). *Effective group facilitation in education: How to energize meetings and manage difficult groups*. Thousand Oaks, CA: Sage.
- Fatout, M., & Rose, S. R. (1995). *Task group in the social services*. Thousand Oaks, CA: Sage.
- Garvin, C. D., Gutiérrez, L. M., Galinsky, M. J. (2004). *Handbook of social work with groups*. New York: Guilford. [HV45 .H26]
- Gitterman, A. & Shulman, L. (2005). *Mutual aid groups, vulnerable populations and the life cycle* (3rd ed.). New York: Columbia University Press.
- Gladding, S. T. (1999). *Group work: A counseling speciality*. Upper Saddle River, NJ: Prentice Hall.
- Haney, H., & Leibsohn, J. (2001). *Basic counseling responses in groups: A multimedia learning system for the helping professions*. Belmont, CA: Brooks/Cole.
- Haslett, D. C. (2005). *Group work activities in generalist practice*. Belmont, CA: Brooks/Cole.
- Henry, S., East, J., & Schmitz, C. (2002). *Social work with groups: Mining the gold*. Binghamton, NY: Haworth. (<http://www.routledge.com>)
- Ivey, A. E., Pederson, P. B., & Ivey, M. B. (2001). *Intentional group counseling: A microskills approach*. Belmont, CA: Brooks/Cole.
- Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2009). *Group counseling: Strategies and skills* (6th ed.). Belmont, CA: Brooks/Cole.
- Kelly, T. B., Berman-Rossi, T., Palombo, S. (Eds.). (2001). *Group work: Strategies for strengthening resiliency*. Binghamton, NY: Haworth. (<http://www.routledge.com>)
- Kraybill, R. S. (2005). *Group facilitation: Skills to facilitate meetings and training exercises to learn them*. Harrisonburg, VA: Riverhouse ePress. (epress@gmail.com)
- Kraybill, R. S. (2005b). *Structured dialogue: Cool tools for hot topics*. Harrisonburg, VA: Riverhouse ePress.
- McClure, B. A. (1990). The group mind: Generative and regressive groups. *Journal for Specialists in Group Work*, 15, 159-170.
- Toseland, R. W., & Rivas, R. F. (2009). *An introduction to group work practice* (6th ed.). Boston: Allyn & Bacon.
- Ukens, V. L. (1996). *Getting together: Ice breakers and group energizers*. San Francisco: Jossey-Bass. (available through Inter-Library Loan)
- Ukens, V. L. (2004). *The new encyclopedia of group activities* (with CD). San Francisco: Jossey-Bass.
- Viers, D. (2007). *The group therapists notebook: Homework, handouts, and activities for use in psychotherapy*. Binghamton, NY: Haworth. (Ft. Lauderdale Main Library - 616.89152 GR)
- Yalom, I. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.
- Zastrow, C. (2009). *Social work with groups: Using the class as a group leadership laboratory* (7th ed.). Belmont, CA: Brooks/Cole.

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/ct/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

people 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
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Bldg 47, Rm 270
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(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
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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](#)