

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 7494 LAB CODE (IF APPROPRIATE, L OR C) _____
L = LAB COURSE; C = COMBINED LECTURE/LAB
 COMPLETE COURSE TITLE: **Advanced Clinical Social Work Research & Statistics**

EFFECTIVE DATE

(first term course will be offered)

SPRING 2017

CREDITS²

FOUR (4)

TEXTBOOK INFORMATION

Rubin, A. (2013). *Statistics for evidence-based practice and evaluation* (3rd ed.). Belmont, CA: Cengage Learning.
 Rubin, A., & Babbie, E. R. (2017). *Research Methods for Social Work* (9th ed.). Belmont, CA: Thomson/Brooks/Cole.

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

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

The course builds on the SOW 7433 and provides core concepts of rigorous research methodology, inferential statistics, statistical interpretation and critical analysis of empirical studies to inform advanced clinical social work practice.

PREREQUISITES*

**SOW 7433
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 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, Arts & Letters, Education

Approved by:

Department Chair: Maelys Luna

College Curriculum Chair: E. O'Hara

College Dean: Wendy Haulwa

UGPC Chair: Wm. L. McDaniel

Graduate College Dean: Abraham Okey

UFS President: _____

Provost: _____

Date:

6/23/16

6/23/16

8/2/16

9/14/16

9-15-16

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 7494 Sec. ___ Call No. ___ (4 Credit Hours)
Advanced Clinical Social Work Research & Statistics

Boca Raton Campus

Semester: Fall/Spring/Summer A/B/C	Classroom: SO 315 Boca Raton
Start/End Date: Months/Year	Class Times:
Instructor:	Office Hours:
Phone:	Office Location:
Email:	Web: www.fau.edu/ssw
Blackboard: http://bb.fau.edu	

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.

I. Course Description

The course builds on the SOW 7433 and provides core concepts of rigorous research, inferential statistics, statistical interpretation and critical analysis of empirical studies to inform advanced clinical social work practice.

II. Relevance to Educational Program

In order to maximize services to client systems that are effective in achieving valued outcomes, and to minimize ineffective and harmful services, social workers must have the knowledge and skills to formulate well-structured and answerable questions about clinical practice, and locate, critically appraise, apply, and evaluate the best evidence for making practice and policy decisions.

This clinical research and statistics course provides advance knowledge and skills in research methods with special attention to analyzing and evaluating advanced social work practice. This course provides a basis for understanding inferential statistical methods and interpretation for the Capstone project and for potential self-directed advanced clinical social work research activities following graduation.

III. COURSE OBJECTIVES

At the end of the course it is expected that students will be able to:

- Demonstrate an understanding of advanced social work research skills pertinent to improving the profession of social work through (a) analysis of research data and (b) interpretation of research results.
- Apply critical thinking skills to peer-reviewed journal articles for the purpose of critiquing the appropriateness, accuracy, quality, and scientific rigor of study designs, methods, analyses, and results and conclusions;
- Analyze and evaluate research as a tool to define, design, monitor, and evaluate outcomes of clinical practice issues, and explain how research can be used to guide professional practice at all levels on the micro-macro continuum;
- Apply advanced research knowledge and skills to evaluate effective clinical practice and assess implications of research for professional practice;
- Interpret and analyze implications of applying social work values to past and future research on persons who historically have suffered disadvantage on the basis of race, ethnicity, gender, age, sexual orientation, or other devalued statuses;
- Evaluate the values of the profession as they relate to research and practice assessment; and
- Evaluate the utilization of research with the integration of knowledge, skills, and values in the field.
- Demonstrate application of research findings to improve practice knowledge, including practice with vulnerable populations.

V. LEARNING ENVIRONMENT

This course includes both real-time classroom and online class environments. The student is a co-creator of the learning experience and environment. It is the purpose of this course to provide knowledge and access to resources that will serve as a springboard for class collaboration and group projects. The course may include recorded lectures using voice-over graphic presentations, discussion blogs, reading assignments, assignments involving social media, online activities, and online group presentations.

VI. Required Textbooks

Required:

Rubin, A. (2013). *Statistics for evidence-based practice and evaluation* (3rd ed.). Belmont, CA: Cengage Learning.

Rubin, A., & Babbie, E. R. (2017). *Research Methods for Social Work* (9th ed.). Belmont, CA: Thomson/Brooks/Cole.

Recommended:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

These books are available at the campus bookstore.

Other course readings will post on Blackboard. 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.

VII. 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.

VIII. CLASS CODE

The primary goal of the School of Social Work is to prepare you for professional social work practice. Thus, it is important that you begin to demonstrate professionalism in every aspect of your behavior, including attendance, social interactions, and academic performance. The following guidelines provide a general overview of what is expected. ***Students requiring accommodation pursuant to the Americans with Disabilities Act should be registered with the OSD (Office for Students with Disabilities) and provide documentation of their needs at the first class meeting.***

IX. Information Literacy/Technological Resources

Parts of this course will be conducted online using Blackboard. Students must have a working knowledge of all aspects of Blackboard, particularly accessing assignments and learning resources, viewing presentations, submitting assignments, utilizing Blackboard for group work and group presentations, and communicating with the instructor and students.

X. Course Requirements, Assignments, Assessments, and Evaluation Methods

Attendance is required at all class sessions. Students who anticipate being absent from class for a legitimate reason (illness, family emergency) should notify the instructor in advance by e-mail. Students are responsible for any material missed due to absences. It is the student's responsibility to discuss extenuating circumstances related to absences with the instructor.

Mutual Learning. The instructor welcomes feedback about the course and the course will be viewed as a mutual learning process between students and the instructor. Students are encouraged to request and to provide feedback by e-mail and by appointment. The instructor may also utilize a mid-course evaluation to gain student feedback.

PLEASE schedule office appointments with the instructor if you have concerns about your performance in the course or if you have specific learning needs or challenges that can be addressed to strengthen your participation and learning in the course.

Email and Blackboard are forms of official correspondence with students. Students are responsible for reading email and Blackboard announcements for course-related information and announcements.

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

Definition of Grades

A = Significantly exceeds assignment/performance expectations (evidence of critical thinking, quality and quantity of research, and analysis that resulted in work additional to that set forth in the assignment directions)

B = Assignment/overall performance in course meets all the requirements with evidence of critical thinking, evidence of research effort, and analysis (i.e., coherence and integration of ideas)

C = Assignment/performance meets all requirements but lacks evidence of in-depth thinking and analysis and lacks evidence of having reviewed research from professional journals or recent or influential books

D = There are important gaps in the assignment both in terms of requirements and critical thinking and analysis

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 criteria met:

1. The student must be performing at least "C-level" work on all assignments, due to date at the time that the "Incomplete" is requested.
2. In addition, evidence of adult responsibility on the student's part will be considered in evaluating the request.
3. The student and faculty must complete an "Incomplete Contract."
4. Following the completion of the semester, it will be the student's responsibility to complete the agreed upon assignments in a timely manner, following the contract stipulations.

XI. ASSIGNMENTS

Assignment	Due Date	Percent of Grade (%)
Article Analyses		50
SPSS exercises		20
Real Data project		20
TOTAL		100

Article Analyses – Each candidate will read, and reflect on, articles that include an application of the different statistical methods discussed in class. This will provide candidates with opportunities to see educational applications of the statistical methods discussed in class.

We will also make use of the Discussion Board on Blackboard in a variety of ways. For example: students will judge the value of selected clinical social work research studies and the protection of human subjects by use of the following criteria.

- a. Describes selected research studies.
- b. Systematically critiques the research process in each study.
- c. Utilizes critical thinking to summarize the strengths and weaknesses of selected study.
- d. Evaluates the statistical analysis
- e. Following a systematic critique states and defends a decision regarding utilization of the findings in clinical practice.
- f. Communicates research findings clearly, concisely, and in a cogent manner.

SPSS Exercises - Each candidate will complete a set of exercises, some using the statistical software SPSS. This will provides candidates with opportunities to process and apply the statistical methods discussed in class.

Real Data Project - You may work individually (my preference) or in small groups of 2 students only by special approval (in which case a much more substantial project is expected and I'll conduct an informal "exit interview" to assess the contributions of the students). Keep your eyes open for real data opportunities; drop me an email if you have questions or if you find something you think you might be interested in. Students will be given a comprehensive statistics project, which covers both univariate, bivariate and/or multivariate statistics. Students will be given a dataset and several questions to respond to by conducting the statistical tests.

Policy on due dates and assignments

All assignments must be submitted by midnight on the due date. For each day that an assignment is late, 3 points will be deducted from the achieved grade. Assignments more than 5 days late will not be accepted and will be graded as F.

XII. COURSE OUTLINE

Session	Topic	Readings
	Introduction to EBP <ul style="list-style-type: none"> • Defining Evidence-Based Practice • Steps in the EBP Process EBP in clinical settings	Rubin: Chapter 2 Article: Drisko, J. W. & Grady, M. D. (2015). Evidence-Based Practice in Social Work: A contemporary Perspective Wike, Bledsoe, Manuel, Despard, M., Johnson, L. V., Bellamy, J. L., & Killian-Farrell, C. (2014).

		Evidence-based practice in social work: Challenges and opportunities for clinicians and organizations. <i>Clinical Social Work Journal</i> , 42, 161-170.
1	Type 1 and Type II Errors Selecting a significance level Influence of Sample Size	Rubin: Chapter 12 Article
2	Interpreting the strengths and importance of Relationships <ul style="list-style-type: none"> Correlation Coefficients Effect Size Clinical Significance Statistical power analysis	Rubin: Chapter 13
3	t-Test <ul style="list-style-type: none"> The One-samples t-Test The Paired-samples t-Test The Independent-Samples t-Test 	Rubin: Chapter 14 Rubin & Babbie; Chapter 22 Herrenkohl, T. I., Hong, S., Klika, J. B., Herrenkohl, R. C., & Russo, M. J. (2013). <i>Journal of Family Violence</i> , 28, 191-199.
5	Two-Factor Analysis of Variance Multivariate Analysis of Variance (MANOVA)	Rubin: Chapter 15 Gellis, Z. D., McGinty, J., Tierney, L., Jordan, C., Burton, J., & Misener, E. (2008). Randomized controlled trial of problem-solving therapy for minor depression in home care. <i>Research on Social Work Practice</i> , 18(6), 596-606.
6	Multiple Regression <ul style="list-style-type: none"> Multiple Regression Equation Standardized Beta Assumptions 	Rubin: Chapter 18 Schuler, B. R., Lee, B. R., Kolivoski, K. M., Attman, N. P., & Lindsey, M. A. (2014) Implementing a modular research-Supported treatment in child welfare: Effects and obstacles. <i>Research on Social Work Practice</i> , 1-11. DOI: 10.1177/1049731514563988

7	<p>Logistic Regression</p> <ul style="list-style-type: none"> • Equation of Logistic Regression • Coefficients of Logistic Regression • Assumptions 	<p>Cheung, M., Leung, P., & Tsui, V. (2013). Japanese Americans' health concerns and depressive symptoms: Implications for disaster counseling. <i>Social Work</i>, 58 (3), 201-211. doi: 10.1093/sw/swt0-6</p>
8	<p>Article Analysis:</p> <ul style="list-style-type: none"> • Data plan/analysis • Results • Discussion • Study limitations/strengths • Implications <p>Group Presentation</p>	<p>Kim, J. S., Brook, J., & Akin, B. A. (2016). Solution-focused brief therapy with substance-using individual: A randomized controlled trial study. <i>Research on Social Work Practice</i>, 1-11. DOI: 10.1177/1049731516650517</p>
9	<p>Article analysis: Systematic Reviews</p> <ul style="list-style-type: none"> • Searching the Literature • Information Management in Systematic Reviews/ • Using Reference Databases/ <p>Group Presentation</p>	<p>Yoon, S., Moon, S., & Pitner, R. (2015). Effective treatments of late-life depression in long-term care facilities: A systematic review. <i>Research on Social Work</i>, 1-11. doi:10.1177/1049731515621165</p>
10	<p>Article analysis: Systematic Reviews</p> <ul style="list-style-type: none"> • Gathering Information from Studies/Data Extraction Method <p>Group presentation</p>	<p>Trowbridge, K. & Lawson, L. (2016). Mindfulness-based interventions with social workers and the potential for enhanced patientcentered care: A systematic review of the literature. <i>Social Work in Health Care</i>, 55(2), 101-124. doi: http://dx.doi.org/10.1080/00981389.2015.1094165</p>
11	<p>Article analysis</p> <ul style="list-style-type: none"> • Data plan/analysis • Results • Discussion • Study limitations/strengths 	<p>Simmons, K., An, S., & Bonifas, R. (2016). Professional and practice characteristics associated with self-efficacy in assessment and intervention among social workers in aging. <i>Social Work in Health Care</i>, 55(5), 362-380.</p>

	<ul style="list-style-type: none"> • Implications 	
12	<p>Article analysis</p> <ul style="list-style-type: none"> • Data plan/analysis • Results • Discussion • Study limitations/strengths • Implications 	<p>Wagaman, M. A., Geiger, J. M., Shockley, C., & Segal, E. A. (2015). The role of empathy in burnout, compassion satisfaction, and secondary traumatic stress among social workers. <i>Social Work, 60</i> (3), 201-209. doi: 10.1093/sw/swv014</p>
13	<p>Article analysis</p> <ul style="list-style-type: none"> • Data plan/analysis • Results • Discussion • Study limitations/strengths • Implications 	<p>Webb, S. (2001). Some considerations on the validity of evidence-based practice in social work. <i>British Journal of Social Work, 31</i>(1), 57-79.</p>
14	<p>Article analysis</p> <ul style="list-style-type: none"> • Data plan/analysis • Results • Discussion • Study limitations/strengths • Implications 	<p>Younong, H, & Fengzhi, M. (2009). A reflection on reasons, preconditions, and effects of implementing evidence-based practice in social work. <i>Social Work, 54</i>(2), 177-181.</p>
15	Real Data Project presentation	
16	Real Data Project Presentation	
16	Real Data Project presentation	

VIII. DSW STUDENT POLICIES

For professional expectations of student behaviors, attendance, academic integrity, and other DSW student policies, please see www.fau.edu/SSW/DSW

IX. REFERENCES FOR SUPPLEMENTAL READINGS

- 1 Franklin, C., & Hopson, L. (2007). Facilitating the use of evidence-based practices in community organizations. *Journal of Social Work Education, 43*(3), 1–28.
- 2 Grinnell, R. M., & Unrau, Y. A. (2005). *Social work research and evaluation: Quantitative and qualitative approaches* (7th ed.). New York, NY: Oxford Press.

- 3,4,5 Gutheil, I. A., & Heyman, J. C. (2005). Communication between older people and their health care agents: Results of an intervention. *Health and Social Work, 30*(2), 107–116.
- Schneider, M. G., & Forthofer, M. S. (2005). Associations of psychosocial factors with the stress of infertility treatment. *Health and Social Work, 30*(3), 183–191.
- Campbell, D. T., & Stanley, J. (1963). *Experimental and quasi-experimental designs for research*. Chicago, IL: McNally.
- Allen, M. P., & Lane, B. A. (1990). Social work practice: Integrating qualitative and quantitative data collection technique. *Social Work 35*, 452–458.
- Cook, T. D., & Campbell, D. T. (1979). *Quasi-experimentation: Design and analysis for field settings*. Chicago, IL: Rand McNally.
- Collins, P. M., Kayser, K., & Platt, S. (1994). Conjoint marital therapy: A practitioner's approach to single-system evaluation. *Families in Society, 75*, 131–141.
- 6,7 Corcoran, K., & Fischer, J. (1987). *Measures for clinical practice*. New York, NY: Free Press.
- Miller, D. C. (1991). *Handbook of research design and social measurement* (5th ed.). Newbury Park, CA: Sage.
- 8 Disko, J. W. (1997). Strengthening qualitative studies and reports: students to promote academic integrity. *Journal of Social Work Education, 33*, 185–197.
- Glisson, C., & Gillespie, D. F. (1993). Toward the development of qualitative methods in social work research. *Journal of Social Service Research, 16*, 1–10.
- 9,10,11 Mair, M., Barlow, A., Woods, S. E., Kierans, C., Milton, B., & Porcellato, L. (2005). Lies, damned lies, and statistics? Reliability and personal accounts of smoking among young people. *Social Science & Medicine, 62*, 1009–1021.
- Stevens, J. (2002). *Applied multivariate statistics for the social sciences* (4th ed.). Hillsdale, NJ: Erlbaum.
- Gibson, J. W. (1992). Compensating for missing data in social work research. *Social Work Research and Abstracts, 28*, 3–8.
- 12,13 Brun, C. (1997). The process and implication of doing qualitative research. *Journal of Sociology and Social Welfare, 24*, 95–112.

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.

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 office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/public/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.

HONOR CODE

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/regulations/chapter4/4.001_Honor_Code.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/academic/registrar/univcatalog/welcome.htm>

and the BSW Student Manual at <http://www.fau.edu/ssw/pdf/BSWstudmanual32706.pdf>

or the MSW Student Manual at <http://www.fau.edu/ssw/pdf/MSWstudmanual.pdf>.

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)
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(561) 297-2309 (Fax)

Karethy Edwards @

July 7, 2016 at 10:03 AM

KE

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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561-297-3318
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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](#)