

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

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

DEPARTMENT SOCIAL WORK

COLLEGE COLLEGE FOR DESIGN & SOCIAL INQUIRY

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

EFFECTIVE DATE

(first term/course will be offered)

PREFIX SOW COURSE NUMBER 8757 LAB CODE (L or C) C

COMPLETE COURSE TITLE:

THEORIES & EPISTEMOLOGY OF ADVANCED CLINICAL SOCIAL WORK PRACTICE

FALL 2016

CREDITS
3

TEXTBOOK INFORMATION

- Agger, B. (2006). *Critical social theories: An introduction*. New York: Paradigm Publishers.
- _Ginsberg, B. (2012). *The Fall of the faculty: The rise of the all-administrative university and w* University Press. Edition 1.
 - _MacFarlane, B. (2012). *Intellectual leadership in higher education: Renewing the role of the u* New York: Routledge.
 - _Rogers, D.T. (2011). *Age of fracture*. Cambridge Mass: Harvard University Press
 - _Stoesz, D., Karger, H.J. and Carrillo, T.E. (2010). *A dream deferred: How social work educat* can be done. New Brunswick: Transaction

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

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

This course prepares students for subsequent courses on clinical social work theory, research, and practice by providing them with a contextual understanding of social work, including the history of social work theory, research, values, ethics, alternate models of practice, the role of technology, and inter-professional perspectives.

PREREQUISITES*

MUSTS HAVE COMPLETED AN MSW DEGREE

COREQUISITES*

NA

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*

MUST BE A DSW STUDENT

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

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

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:

David Landsman-Wohlsifer, Ph.D., LCSW
 School of Social Work
 561-297-3234
dlandsmanwohlsif@fau.edu

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

Nursing, Education, Arts and Letters

<p>Approved by:</p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Graduate College Dean: _____</p> <p>UFS President: _____</p> <p>Provost: _____</p>	<p>Date:</p> <p><u>1/11/16</u></p> <p><u>1/15/16</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf</p> <p>2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</p> <p>3. Consent from affected departments (attach if necessary)</p>
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Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting.

John Graham

From: Marlaine Smith
Sent: Tuesday, March 03, 2015 11:33 AM
To: John Graham
Cc: Michael Kane
Subject: RE: DSW syllabi and New course proposal forms for the GPC: Marlaine Smith, Nursing

Dear John,

I reviewed these courses and see no significant overlap between these and graduate courses offered in the College of Nursing. Let me know if there is any other way that I can support your development of the DSW.
Marlaine

Marlaine C. Smith, RN, PhD, AHN-BC, FAAN Dean and Helen K. Persson Eminent Scholar Christine E. Lynn College of Nursing Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
Phone 561-297-3206
Fax 561-297-0293
Visit us at <http://nursing.fau.edu>

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.

-----Original Message-----

From: John Graham
Sent: Tuesday, March 03, 2015 8:58 AM
To: Marlaine Smith
Cc: Michael Kane
Subject: DSW syllabi and New course proposal forms for the GPC: Marlaine Smith, Nursing

Good morning Marlaine,

The School of Social Work is in the process of seeking approval for the Doctor of Social Work degree.

I am attaching some course syllabi and would be enormously grateful if your office could quickly peruse them to ensure that they are not duplicates of courses that are offered in your programs. I doubt that they are; but we want to cover all our bases.

Would this be possible?

We are hoping to forward these syllabi and your comments to the GPC for their March 18 meeting.

We greatly appreciate your help.

All good regards,

John.

John Graham

From: Valerie Bristor
Sent: Wednesday, March 04, 2015 3:34 AM
To: John Graham
Cc: Michael Kane; Paul Peluso
Subject: DSW syllabi and New course proposal forms for the GPC: Valerie Bristor, Education

Hi John!

Thank you for running this by us.

I have quickly reviewed and agree that Paul Peluso/Dept. of Counselor Education would be the College of Education folks who need to review and comment. You should be hearing from him soon/

Val

From: John Graham
Sent: Tuesday, March 03, 2015 9:08 AM
To: Valerie Bristor
Cc: Michael Kane; Paul Peluso
Subject: DSW syllabi and New course proposal forms for the GPC: Valerie Bristor, Education

Good morning Valerie,

The School of Social Work is in the process of seeking approval for the Doctor of Social Work degree.

I am attaching some course syllabi and would be enormously grateful if your office could quickly peruse them to ensure that they are not duplicates of courses that are offered in your programs. I doubt that they are; but we want to cover all our bases.

Would this be possible?

We are hoping to forward these syllabi and your comments to the GPC for their March 18 meeting.

I asked Paul Peluso if his office could do the same perusal and let us know, too. I'm cc'ing him herewith.

We greatly appreciate your help.

All good regards,

John.

John Graham, MA MSW PhD
Director and Professor
School of Social Work
Florida Atlantic University

John Graham

From: John Graham
Sent: Tuesday, March 03, 2015 8:55 AM
To: Paul Peluso
Cc: Michael Kane
Subject: DSW syllabi and New course proposal forms for the GPC: Paul Peluso
Attachments: GPC New Course Application for Capstone I.doc; GPC New Course Application for Clinical Research.doc; GPC New Course Application for EBP Individuals.doc; GPC New Course Application for SW Pedagogy.doc; GPC New Course Application for SW supervision.doc; GPC New Course Application for Theories & Epistemology.doc

Good morning Paul,

The School of Social Work is in the process of seeking approval for the Doctor of Social Work degree.

I am attaching some course syllabi and would be enormously grateful if your office could quickly peruse them to ensure that they are not duplicates of courses that are offered in your programs. I doubt that they are; but we want to cover all our bases.

Would this be possible?

We are hoping to forward these syllabi and your comments to the GPC for their March 18 meeting.

We greatly appreciate your help.

All good regards,

John.

John Graham, MA MSW PhD
Director and Professor
School of Social Work
Florida Atlantic University
777 Glades Road
Boca Raton, Florida, 33431, USA
grahamj@fau.edu
561 297 3245 (phone)
561 419 4407 (cell)
561 297 2866 (fax)
www.fau.edu/ssw/

John Graham

From: Michael Horswell
Sent: Tuesday, March 03, 2015 5:20 PM
To: Heather Coltman
Cc: John Graham
Subject: RE: DSW syllabi and New course proposal forms for the GPC: Heather Coltman, Arts and Letters

Dear John,

I reviewed the course proposals and do not see any conflicts with the curriculum in the College of Arts and Letters.

Best,

Michael

Michael J. Horswell, PhD
Associate Dean of Graduate Studies and Research
Director, PhD in Comparative Studies
Associate Professor of Spanish and Latin American Literature
Dorothy F. Schmidt College of Arts and Letters
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
Email: horswell@fau.edu
Tel: 561-297-3863
Website: <http://www.fau.edu/llcl/Horswell.php>
PhD website: www.fau.edu/comparativestudies

From: Heather Coltman
Sent: Tuesday, March 03, 2015 5:04 PM
To: Michael Horswell
Subject: Fwd: DSW syllabi and New course proposal forms for the GPC: Heather Coltman, Arts and Letters

Sent from my iPhone

Begin forwarded message:

From: "John Graham" <grahamj@fau.edu>
To: "Heather Coltman" <coltman@fau.edu>
Cc: "Michael Kane" <mkane@fau.edu>
Subject: DSW syllabi and New course proposal forms for the GPC: Heather Coltman, Arts and Letters

Good morning Heather,

The School of Social Work is in the process of seeking approval for the Doctor of Social Work degree.

I am attaching some course syllabi and would be enormously grateful if your office could quickly peruse them to ensure that they are not duplicates of courses that are offered in your programs. I doubt that they are; but we want to cover all our bases.

Would this be possible?

We are hoping to forward these syllabi and your comments to the GPC for their March 18 meeting.

We greatly appreciate your help.

All good regards,

John.

John Graham, MA MSW PhD
Director and Professor
School of Social Work
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Florida Atlantic University
School of Social Work, DSW Program
SOW 8758 Sec. _____ Call No. _____ (3 Credit Hours)
Theories & Epistemology of Advanced Clinical
Social Work Practice
Boca Raton Campus

Semester: Fall, 2016
Start/End Date: Months/Year
Instructor:
Phone:
Email:
Blackboard: <http://bb.fau.edu>

Classroom: SO
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 is an exploration of the philosophical and ideological issues that have been historically important to the social work profession with respect to its conception of its ethics, mandate and clinical practices. The relevance of this exploration to the student's area of interest is emphasized.

Relevance to Educational Program

This course is offered during the first term of the DSW program to provide students with an understanding of epistemology as it relates to advanced clinical social work: what knowledge is and how it is acquired. This course prepares students for subsequent courses on clinical social work theory, research, and practice by providing them with a contextual understanding of social work, including the history of social work theory, research, values, ethics, alternate models of practice, the role of technology, an interprofessional

perspectives. Students will learn how to critically evaluate social work practice and research as they begin to focus on their areas of interest for the social work pedagogy, field internship, and capstone courses. Students may use competencies gained in this course to develop conceptual, philosophical, and methodological frameworks for their capstone projects.

Course Objectives

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

1. Describe basic theoretical-epistemological issues and how these issues are manifested in conceptual models, frameworks, and theories relevant to their proposed clinical social work practice, research, and teaching..
2. Describe the historical foundation of a variety of practice models found in contemporary practice, as relevant to their clinical social work practice, research, and teaching.
3. Describe and analyze contemporary practice models utilizing the basic components of social work practice, including values, ethics, knowledge, and skills.
4. Analyze a specific practice framework from either a historical or theoretical-epistemological perspective and begin to analyze areas where possible innovation, extension, or critique might be possible.
5. Describe and discuss the multiple frameworks used by members of the class to understand the scholarly environment in which they are situated, and their DSW studies therein.

Required Textbooks/Readings

The textbooks required for this course are:

- Agger, B. (2006). *Critical social theories: An introduction*. New York: Paradigm Publishers.
- Ginsberg, B. (2012). *The Fall of the faculty: The rise of the all-administrative university and why it matters*. Oxford University Press. Edition 1.
- MacFarlane, B. (2012). *Intellectual leadership in higher education: Renewing the role of the university professor*. New York: Routledge.
- Rogers, D.T. (2011). *Age of fracture*. Cambridge Mass: Harvard University Press
- Stoesz, D., Karger, H.J. and Carrillo, T.E. (2010). *A dream deferred: How social work education lost its way and what can be done*. New Brunswick: Transaction

These books are available at the campus bookstore.

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 class participation (30%) including a student led presentation; and a final paper in the range of approximately 5000 words (70%).

Class participation will consist of the instructor's subjective understanding of the student's participation over the course of the term, as well as the student's perceived mastery of the material. During class one, the instructor will provide a list of the course readings. Each student will be a content expert for 4 readings that are assigned during weeks 2 to 12 inclusive. The student will be asked to be able to summarize in one minute for the article, and 3 minutes for a book, the content of the work; and to discuss the main points of interest in one minute.

Student led presentations will occur in classes 13 to 16 inclusive. Each student will present their proposed capstone project in not greater than 5 minutes; and will pose 3 issues with which they are grappling with their work. Those 3 issues will be posed as questions or as points; but in either case they will be the segue to the proceeding 20 minute class discussion, which the student will lead.

An outline for the final paper should be completed and agreed upon in consultation with the instructor by the end of class 5.

The final paper will consist of a 5000 word essay outlining the major historical, or theoretical, or epistemological issues that student deems most relevant to their intended capstone project.

The paper and therefore presentation may deal with 1) theory, 2) history, or 3) epistemology; or a combination of theory and/or history and or/epistemology. The instructor strongly encourages students to align the oral presentation with the paper, and both with the student's intended capstone topic.

The final paper is 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 and Reading Assignments

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>	<i>Readings</i>	<i>Due Dates</i>
Week 1	<ul style="list-style-type: none"> How to publish a social work journal article – instructor seminar; Strategies for success in an academic and social work clinical environment. 	<ul style="list-style-type: none"> Thyer, B. (1994). Successful publishing in scholarly journals. Thousand Oaks: Sage. Rudestan, K.E., & Newton, R.R. (2001). Surviving your dissertation: A comprehensive guide to content and process (2nd Ed.). Thousand Oaks: Sage. See also the survival skills for scholars series, Sage Press. This includes books on getting tenure, an academic job, managing faculty relationships, working with the media, planning a conference, making an effective presentation, coping with faculty stress. 	

<p>Week 2</p> <ul style="list-style-type: none"> Universities: your context. Get to know it better 	<ul style="list-style-type: none"> MacFarlane, B. (2012). <i>Intellectual leadership in higher education: renewing the role of the university professor</i>. New York: Routledge. Benjamin Ginsberg (2012). <i>The fall of the faculty: The rise of the all- administrative university and why it matters</i>. Oxford University Press. 		
<p>Week 3</p>	<ul style="list-style-type: none"> Intellectualism and anti-intellectualism in and outside of the academy. 	<ul style="list-style-type: none"> Packer, G. (2011). The broken contract. <i>Foreign Affairs</i>, 90(6): 20-31. Mills, C. W. (1959). <i>The sociological imagination</i>. Chapter Two. Rogers, D.T. (2011). <i>Age of fracture</i>. Cambridge Mass: Harvard University Press Hofstadter, R. (1963). <i>Anti- intellectualism in American Life</i>. New York: Knopf. 	
<p>Week 4</p>	<ul style="list-style-type: none"> Intellectualism and anti-intellectualism in social work 	<ul style="list-style-type: none"> Stoesz, D., Karger, H.J., & Carrillo, T. (2010). <i>A dream deferred: How social work education lost its way and what can be done</i>. New Brunswick: Transaction MacKinnon, S.T. (2009). Social work intellectuals in the twenty-first century: Critical social theory, critical social work and public engagement. <i>Social Work Education</i>, 28, (5): 512 – 527. Reisch, M., & Andrews, J. (2001). <i>The road not taken: A history of radical social work in the United States</i>. New York: Brunner-Routledge. 	

		<ul style="list-style-type: none"> • Dore, M. M. (1990). Functional theory: Its history and influence on contemporary social work practice. <i>Social Service Review</i>, 64, 358-374. 	
Week 5	<ul style="list-style-type: none"> • Social Theory in social work 1 	<ul style="list-style-type: none"> • Agger, B. (2006). <i>Critical social theories: An introduction</i>. New York: Paradigm Publishers. • Mel Gray & Stephen Webb, Eds., (2009). <i>Social Work Theories and Methods</i>. Thousand Oaks: Sage Press 	Outline Due
Week 6	<ul style="list-style-type: none"> • Social Theory in social work 2 	<ul style="list-style-type: none"> • Payne, M. (2005). <i>Modern social work theory</i>. Chicago: Lyceum, 4th edition. • Gentle-Genitty, C.S., et al. (2007). A critical review of theory in social work journals: A replication study. <i>Advances in Social Work</i>, 8(1): 62-80. • Thyer, B. (2001). What is the role of theory in research on social work practice? <i>Journal of Social Work Education</i>. 37(1): 9-25. 	

<p>Week 7</p>	<ul style="list-style-type: none"> • Epistemology: how do we know what we know? 	<ul style="list-style-type: none"> • Flexner, A. (1915). Is social work a profession? In National Conference of Charities and Corrections, Proceedings of the National Conference of Charities and Corrections at the Forty-second annual session held in Baltimore, MD, May 12-19, 1915. Chicago, Hildmann. [Reprinted in Research on Social Work Practice, 11(2), 152-165. • Gambrill, E. (2001). Social work: An authority-based practice. Research on Social Work Practice, 11(2), 166-175. • Habermas, J. (1968). Knowledge and human interests: A general perspective. In Knowledge and human interests (pp. 301-317). Boston, MA: Beacon Press. • Heineman-Peiper, J., Tyson, K., & Heineman Peiper, M. (2002). Doing good science without sacrificing good values: Why the heuristic paradigm is the best choice for social work. Families in Society: The Journal of Contemporary Human Services, 83(1), 15-28. <ul style="list-style-type: none"> • Rosenberg, A. (1988). Why a philosophy of social science? In Philosophy of social science (pp.1-21). 	
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<p>Week 8</p>	<ul style="list-style-type: none"> Methodological Issues in Social Work Research: Should Social Workers Use Theory to Inform Research 	<ul style="list-style-type: none"> Gomory, T. (2001). A fallibistic response to Thyer's theory of theory-free empirical research in social work practice. <i>Journal of Social Work Education</i>, 37(1), 26- 50. Gomory, T. (2001). Critical rationalism (Gomory's blurry theory) or positivism (Thyer's theoretical myopia): Which is the prescription for social work research? <i>Journal of Social Work Education</i>, 37(1), 67-78. Thyer, B. A. (2001). What is the role of theory in research on social work practice? <i>Journal of Social Work Education</i>, 37(1), 9-25. Thyer, B. A. (2001). Research on social work practice does not benefit from blurry theory: A response to Tomi Gomory. <i>Journal of Social Work Education</i>, 37(1), 51-66. 	
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<p>Week 9</p>	<ul style="list-style-type: none"> Effectiveness of social work: Historical research and contemporary implications 	<ul style="list-style-type: none"> Fischer, J. (1973). Is casework effective? <i>Social Work</i>, 18(1), 5- 20. Gorey, K. M., Thyer, B. A., & Pawluck, D. E. (1998). Differential effectiveness of prevalent social work practice models: A meta- analysis. <i>Social Work</i>, 43 (3), 269-278. Harrison, D. F., & Thyer, B. A. (1988). Doctoral research on social work practice: A proposed agenda. <i>Journal of Social Work Education</i>, 24(2), 107-114. Reid, W. J., & Hanrahan, P. (1982). Recent evaluations of social work: Grounds for optimism. <i>Social Work</i>, 27(4), 328-340. Rubin, A. (1985). Practice effectiveness: More grounds for optimism. <i>Social Work</i>, 30(6), 469-476. Thomlison, R. J. (1984). Something works: Evidence from practice effectiveness studies. <i>Social Work</i>, 29(1), 51-56. Wood, K. M. (1978). Casework effectiveness: A new look at the research evidence. <i>Social Work</i>, 23(6), 437-458. 	
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Week 10	<ul style="list-style-type: none"> •Evidence Based social work (1) 	<ul style="list-style-type: none"> •Thyer, B. A. (2002). Developing discipline-specific knowledge for social work: Is it possible? <i>Journal of Social Work Education</i>, 38(1), 101- 113. •Austin, D. M., & Roberts, A. R. (2002). Clinical social work research in the 21st Century: Future, present, and past. In A. R. Roberts & G. J. Greene (Eds.), <i>Social workers' desk reference</i> (pp. 822-828). New York: Oxford University Press. •Gambrill, E. (2006). Evidence-based practice and policy: Choices ahead. <i>Research on Social Work Practice</i>, 16(3), 338-357. •McNeece, C. A., & Thyer, B. A. (2004). Evidence-based practice and social work. <i>Journal of Evidence- Based Social Work</i>, 1(1), 7-25). •Mullen, E. J., & Streiner, D. L. (2006). The evidence for and against evidence-based practice. In A. R. Roberts & K. R. Yeager (Eds.), <i>Foundations of evidence-based social work practice</i> (pp. 21- 34). New York: Oxford University Press. 	
Week 11	<ul style="list-style-type: none"> • Evidence Based social work (2) 	<ul style="list-style-type: none"> • Student Presentations from http://www.campbellcollaboration.org/ and http://www.cochrane.org/ 	
Week 12	<ul style="list-style-type: none"> • Many ways of knowing in social work 	<ul style="list-style-type: none"> • Anastas, J. W. (2012). From scientism to science: How contemporary epistemology can inform practice research. <i>Clinical Social Work Journal</i>, 40(2), 157-165. 	Final Paper due

		<ul style="list-style-type: none"> • Brekke, J. S. (2012). Shaping a science of social work. <i>Research on Social Work Practice</i>, 22(5), 455-464. • Briar-Lawson, K. (2012). Response: Critical realism response to Longhofer and Floersch. <i>Research on Social Work Practice</i>, 22(5), 523-528. • Longhofer, J., & Floersch, J. (2012). The coming crisis in social work: Some thoughts on social work and science. <i>Research on Social Work Practice</i>, 22(5), 499-519. • Wells, R.I. (1984). The nature of knowledge in social work. <i>Social Work</i>, 29, 1, 41-45. • Bradshaw, C., & Graham, J. R. (2007). Localization of social work practice, education and research: A content analysis. <i>Social Development Issues</i>, 29(2), 92-111. 	
Week 13	• Student Presentation		
Week 14	• Student Presentation		
Week 15	• Student Presentation		
Week 16	• Student Presentation		

* 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

SAFEWALK – Night Owls

Boca Raton 561-297-6695 Davie 954-236-1902 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 accommodation due to a disability to properly execute course work must register with the Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) — and follow all SAS procedures (see <http://www.fau.edu/sas/> for procedures and forms).

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/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/regulations/chapter4/4.001_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>, BSW policies at <http://www.fau.edu/ssw/bsw>, and MSW policies at <http://www.fau.edu/ssw/msw>.