

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—**7368**— 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 Families and Couples**

EFFECTIVE DATE

(first term course will be offered)

_____ **SPRING**

2018 _____

CREDITS²

3

TEXTBOOK INFORMATION: REQUIRED TEXTS:

Gurman, A. S. (2008). *Clinical handbook of couple therapy* (4th ed.). New York: The Guilford Press. ISBN13: 978-1-60623-325-2

Nichols, M.P., (2012). *Family Therapy: Concepts and Methods* (10th ed.). Boston, MA: Allyn and Bacon. ISBN13: 978-0205827190

Recommended Text:

Sprenkle, D. H., Davis, S.D., Lebow, J.L. (2009). *Common Factors in Couple and Family Therapy: The overlooked foundation for effective practice*. New York: The Guilford Press. ISBN13: 978-1-60623-325-2

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

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

Therapeutic models for Social Workers that will aid in conceptualizing couple and family dynamics are explored. Diversity factors, life cycle stages and family history will be considered in establishing the therapeutic relationship and conceptualizing the couple or family.

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: PH.D, D.S.W., OR OTHER DOCTORAL LEVEL CLINICAL PRACTITIONERS 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, Ph.D., LCSW

mkane@fau.edu

561 297 3234

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

Education, Nursing, AL

Approved by:

Department Chair: Michael Kane

College Curriculum Chair: E. Offord

College Dean: Wesley Haulcy

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 7368 Sec. ____ Call No. ____ (3 Credit Hours)
Advanced Clinical Social Work Evidence-Based Practice with Families and
Couples
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

Therapeutic models for Social Workers that will aid in conceptualizing couple and family dynamics are explored. Diversity factors, life cycle stages and family history will be considered in establishing the therapeutic relationship and conceptualizing the couple or family.

Relevance to Educational Program

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

for couples and families. This course will specifically focus on various theoretical models for couples and family counseling 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:

Gurman, A. S. (2008). *Clinical handbook of couple therapy* (4th ed.). New York: The Guilford Press. ISBN13: 978-1-60623-325-2

Nichols, M.P., (2012). *Family Therapy: Concepts and Methods* (10th ed.). Boston, MA: Allyn and Bacon. ISBN13: 978-0205827190

Recommended Text:

Sprenkle, D. H., Davis, S.D., Lebow, J.L. (2009). *Common Factors in Couple and Family Therapy: The overlooked foundation for effective practice*. New York: The Guilford Press. ISBN13: 978-1-60623-325-2

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

Grade overview

Group Presentation 30%

Clinical Application Paper 35%

Grant Proposal 35%

Total: 100%

COURSE ASSIGNMENTS

1) Group Presentation
30%

This presentation is designed to enhance your ability to work with couples and families. This presentation and group must be pre-approved by the instructor. Groups will have 2 members. Once approved the presentation topic cannot be changed. Students will choose a topic of choice related to counseling couples and families. Examples could be a specific counseling issue, or an intervention used with families. Students will research the topic and become the class experts on that topic. Presenters should provide a handout (with references), interactive activity, and should demonstrate counseling strategies suggested addressing the issue. Students will need to identify at least four to six research articles that will be used to inform the presentation. Creativity in presentation is encouraged. Each group will present their topics in a 60 minute class presentation, including stimulated demonstration of a couple or family session. The topic should align with one of the therapeutic models presented in class during weeks 8-15. Part of group presentations involves the identification of research studies which support the use of models with specific populations. Groups will be responsible for identifying at least one research article for the class to read that supports the use of their identified model. This research article should be sent to the professor one week in advance of the presentation. The article will be posted on Blackboard and students are expected to read this article before class.

2) Family System Clinical Application Paper 35%

One of the terms you will hear in this class is “family system”. Very broadly, this can be a couple or another family system, consisting of two or more members. The objectives of this assignment are:

1. To examine a family system, utilizing the biopsychosocial-spiritual model.
2. To analyze family functioning within the context of a couple or family, and identify an appropriate research-informed clinical intervention.

Part 1: Introduction: Client Background

- a. Names of family members and a description of their relationships to each other. You will decide if this is a couple system or larger family system.
- b. Family Stressors and Needs and Strengths: Identify the family's biopsychosocial-spiritual needs and stressors, as they perceive them (e.g., medical concerns, emotional issues, anxiety, conflict within the family, their sense of meaning or purpose, lack of resources). Also, identify the family's strengths, including individual and family characteristics and resources that it can use to address the presenting problem and underlying needs.
- c. Presenting Problem and Clinical: Identify a specific family system issue to explore within sessions. You will develop a problem statement which provides rationale for your prioritized presenting problem to address.

Part 2: Application and Integration

In this section of the paper should include:

- a. Link the presenting problem to findings in research publications and your textbook. You should include at least two research articles focusing on this presenting issue and how it can impact the family system. These might include articles from the journals *Child Development*, *Family Relations*, *Journal of Marriage and the Family*, *Developmental Psychology*, etc.
- b. Based on identified presenting problem and research findings, describe your plans for interventions for this particular presenting issue. Utilize research studies to support the use of the intervention with this particular presenting problem and/or identified client. Include the therapeutic model that will guide this intervention plan and why this model is most appropriate

This paper should be between 8 and 12 pages, **not** including title page, references, and appendix. **APA style** should be used in the body and for references. Be sure to provide citations in the body of the paper when quoting or paraphrasing work from individuals or sources other than you.

*****Review the rubric to ensure you cover all aspects of the paper and understand the expectations for this assignment.*****

- 3) Grant Proposal for Empirical Study 35%
 Part of advanced clinical work practice involves the evaluation of effective forms of clinical intervention. Often times, grants will be necessary to fund such studies. Therefore, you will develop a mock R34 grant proposal involving the use of a randomized clinical trial to test the effectiveness of a particular intervention. You can review the requirements of an R34 grant on the NIH website. <http://www.grants.nih.gov/grants/funding/r34.htm> For this grant proposal, you can choose to complete a study on the model you presented in class and therefore complete the grant in groups of two, or you can choose a different model to develop a mock grant for as an individual. Please be sure that approval from the instructor is sought for your grant application topic by the end of the third week of class. Students too often leave themselves with insufficient time to complete it adequately *As a result, two procedures are instituted to help in this regard. First, it is required that the introduction for the grant application be completed and submitted by the 5th week of class. Grants will be posted and students will be assigned a grant to review as a committee member. Then, we will have a mock study section meeting during the 6th week in which each class member will serve as a committee member (simulating the actual procedures used at the Center for Scientific Review*

during the . These procedures will allow you to complete your grant in a timely manner and to benefit from feedback as you shape your proposal.

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

Report on Paper, Presentation and Proposal:

Name of Student(s):	
Title of Paper:	

Mark for Paper: Mark for Oral Presentation: Mark for Proposal 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

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:

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.

Session	Topic	Readings	Assignment
1	Introductions, Review of syllabus, group assignments	Syllabus	
2	History of Couple and Family Counseling	Nichols, Ch. 2 & 3	
3	The Family as a System	Nichols, Ch. 4	
4	History of Common Factors	<i>Recommended:</i> <i>Sprenkle et al Ch. 1 & 2</i>	
5	Common Factors in CFT	<i>Recommended:</i> <i>Sprenkle et al Ch. 3 & 4</i>	

6	Grant Review process	Review assigned grant posted on Blackboard	
7	Understanding Culture of Clients	Assigned reading on Blackboard	
8	Bowenian/Intergenerational Therapy	Gurman, Ch. 7 Nichols, Ch. 5 Readings, as assigned	Group Presentation
9	Structural Couple and Family Therapy	Gurman, Ch. 11 Nichols, Ch. 7 Readings, as assigned	Family System Clinical Application Paper Group Presentation
10	Cognitive Behavioral Therapy	Gurman, Ch. 2 Nichols, Ch. 10 Readings, as assigned	Group Presentation
11	Strategic Therapy	Gurman, Ch. 10 Nichols, Ch. 6 Readings, as assigned	Group Presentation
12	Emotion Focused Couple Therapy	Gurman, Ch. 4 Readings, as assigned	Group Presentation
13	Narrative Couple and Family Therapy	Gurman, Ch. 8 Nichols, Ch. 13 Readings, as assigned	Group Presentation
14	Solution-Focused Therapy	Gurman, Ch. 9 Nichols, Ch. 12 Readings, as assigned	Group Presentation
15	Experiential Family Therapies	Nichols, Ch. 8 Readings, as assigned	Group Presentation
16	Instrumentation for RCTs in Couple and Family Therapy	Each student should bring one measure to be utilized in assessing family functioning in a couple or family (most likely from grant application)	Grant Proposal for Empirical Study

* 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

References for Supplemental Readings

- Armenti, N. A., & Babcock, J. C. (2016). Conjoint treatment for intimate partner violence: A systematic review and implications. *Couple and Family Psychology: Research and Practice, 5*(2), 109-123.
- Backer-Fulghum, L. M., & Sanford, K. (2015). The validity of retrospectively reported conflict interactions in couples. *Journal of Family Psychology, 29*(2), 253-262.
- Burnette, C. E. (2016). Historical Oppression and Indigenous Families: Uncovering Potential Risk Factors for Indigenous Families Touched by Violence. *Family Relations, 65*: 354–368.
- Crespo, C., Santos, S., Tavares, A., & Salvador, Á. (2016). "Care that matters": Family-centered care, caregiving burden, and adaptation in parents of children with cancer. *Families, Systems, & Health, 34*(1), 31-40.
- Crosnoe, R. and Ansari, A. (2016). Family Socioeconomic Status, Immigration, and Children's Transitions into School. *Family Relations, 65*: 73–84.
- Diamond, G. M., Shahar, B., Sabo, D., & Tsvieli, N. (2016). Attachment-based family therapy and emotion-focused therapy for unresolved anger: The role of productive emotional processing. *Psychotherapy, 53*(1), 34-44.
- Dakof, G. A., Henderson, C. E., Rowe, C. L., Boustani, M., Greenbaum, P. E., Wang, W., . . . Liddle, H. A. (2015). A randomized clinical trial of family therapy in juvenile drug court. *Journal of Family Psychology, 29*(2), 232-241.
- Doss, B. D., Mitchell, A., Georgia, E. J., Biesen, J. N., & Rowe, L. S. (2015). Improvements in closeness, communication, and psychological distress mediate effects of couple therapy for veterans. *Journal of Consulting and Clinical Psychology, 83*(2), 405-415.
- Fox, G. L., Nordquist, V. M., Billen, R. M. and Savoca, E. F. (2015). Father Involvement and Early Intervention: Effects of Empowerment and Father Role Identity. *Family Relations, 64*: 461–475.
- Fredman, S. J., Baucom, D. H., Boeding, S. E., & Miklowitz, D. J. (2015). Relatives' emotional involvement moderates the effects of family therapy for bipolar disorder. *Journal of Consulting and Clinical Psychology, 83*(1), 81-91.
- Ha, T. and Granger, D. A. (2016). Family Relations, Stress, and Vulnerability: Biobehavioral Implications for Prevention and Practice. *Family Relations, 65*: 9–23.
- Hornberger, A. P., Medley-Proctor, K., Nettles, C. D., Cimporescu, M. A., & Howe, G. W. (2016). The influence of the racial/ethnic match of interviewer and respondent on the measurement of couples relationship quality and emotional functioning. *Couple and Family Psychology: Research and Practice, 5*(1), 12-26.

- Kiser, L. J., Backer, P. M., Winkles, J., & Medoff, D. (2015). Strengthening Family Coping Resources (SFCR): Practice-based evidence for a promising trauma intervention. *Couple and Family Psychology: Research and Practice*, 4(1), 49-59.
- Li, A., Shaffer, J., & Bagger, J. (2015). The psychological well-being of disability caregivers: Examining the roles of family strain, family-to-work conflict, and perceived supervisor support. *Journal of Occupational Health Psychology*, 20(1), 40-49.
- Lucier-Greer, M., Arnold, A. L., Mancini, J. A., Ford, J. L. and Bryant, C. M. (2015), Influences of Cumulative Risk and Protective Factors on the Adjustment of Adolescents in Military Families. *Family Relations*, 64: 363–377.
- Maquire, E. R. and Fishbein, D. H. (2016). The Influence of Family Characteristics on Problem Behaviors in a Sample of High-Risk Caribbean Adolescents. *Family Relations*, 65: 120–133.
- Olson, J. R., Marshall, J. P., Goddard, H. W. and Schramm, D. G. (2015), Shared Religious Beliefs, Prayer, and Forgiveness as Predictors of Marital Satisfaction. *Family Relations*, 64: 519–533.
- Perry, S. L. (2016), Perceived Spousal Religiosity and Marital Quality Across Racial and Ethnic Groups. *Family Relations*, 65: 327–341.
- Reuben, J. D., Shaw, D. S., Brennan, L. M., Dishion, T. J., & Wilson, M. N. (2015). A family-based intervention for improving children's emotional problems through effects on maternal depressive symptoms. *Journal of Consulting and Clinical Psychology*, 83(6), 1142-1148.
- Rhoades, G. K., Stanley, S. M., Markman, H. J., & Allen, E. S. (2015). Can marriage education mitigate the risks associated with premarital cohabitation? *Journal of Family Psychology*, 29(3), 500-506.
- Robinson, B. A., Winiarski, D. A., Brennan, P. A., Foster, S. L., Cunningham, P. B., & Whitmore, E. A. (2015). Social context, parental monitoring, and multisystemic therapy outcomes. *Psychotherapy*, 52(1), 103-110.
- Ryan Dunn, C., Dorsch, T. E., King, M. Q. and Rothlisberger, K. J. (2016), The Impact of Family Financial Investment on Perceived Parent Pressure and Child Enjoyment and Commitment in Organized Youth Sport. *Family Relations*, 65: 287–299.
- Seedall, R. B., & Lachmar, E. M. (2016). Attachment-related dynamics during a positively themed couple interaction: Implications of anxiety and avoidance. *Couple and Family Psychology: Research and Practice*, 5(1), 27-42.
- Ulberg, R., Amlo, S., Critchfield, K. L., Marble, A., & Høglend, P. (2014). Transference interventions and the process between therapist and patient. *Psychotherapy*, 51(2), 258-269.
- Vos, J., Craig, M., & Cooper, M. (2015). Existential therapies: A meta-analysis of their effects on psychological outcomes. *Journal of Consulting and Clinical Psychology*, 83(1), 115-128.
- Zemp, M., Bodenmann, G., Backes, S., Sutter-Stickel, D. and Revenson, T. A. (2016), The Importance of Parents' Dyadic Coping for Children. *Family Relations*, 65: 275–286.

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 Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), and follow all OSD 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/ct1/4.001 Code of Academic Integrity.pdf](http://www.fau.edu/ct1/4.001_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
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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 Map from Diane Sherman](#)