# THEORIES & EPistemology OF ADVANCED CLinICAL SOCIAL WORK Practice

## Course Description

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

- Must have completed an MSW degree

## Textbook Information

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<th>Approved by:</th>
<th>Date:</th>
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<td>Department Chair:</td>
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<td>College Curriculum Chair:</td>
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<td>College Dean:</td>
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<td>UGPC Chair:</td>
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<td>Graduate College Dean:</td>
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<td>UFS President:</td>
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<td>Provost:</td>
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1. Syllabus must be attached; see guidelines for requirements:  

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.
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.
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 to 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
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/
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

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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" <grahami@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.

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561 419 4407 (cell)
561 297 2866 (fax)
www.fau.edu/ssw/
Florida Atlantic University
School of Social Work, DSW Program
SOW 7757 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:

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:**

<table>
<thead>
<tr>
<th>Name of Students:</th>
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<tbody>
<tr>
<td>Title of Paper:</td>
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<th>Mark for Paper:</th>
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<tr>
<td>Mark for Oral</td>
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<td>Presentation:</td>
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<td>Mark for</td>
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<td>Participation:</td>
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<tr>
<td>Final Mark</td>
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<td>Awarded:</td>
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**Treatment of Material:**

1. **Sources**

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

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<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Below Average</th>
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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

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<th>Good</th>
<th>Average</th>
<th>Below Average</th>
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3. **Referencing:** Are references current and appropriate to the topic?

   Full, Accurate and Detailed Inadequate and Unclear References

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<tr>
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<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
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Treatment of Topic:

1. Approach

Independent Ideas: Original Approach Descriptive: No Great Originality Shown

<table>
<thead>
<tr>
<th>Excellent</th>
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<th>Poor</th>
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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

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<tr>
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<th>Below Average</th>
<th>Poor</th>
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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

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Ideas Well-organised, Coherent Confused Presentation

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Highly Readable and Interesting Heavy Going: Not Very Interesting

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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.

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General Comments:

The grading scale for this course is as follows:

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

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>• How to publish a social work journal article – instructor seminar;</td>
<td>• Thyer, B. (1994). Successful publishing in scholarly journals. Thousand Oaks: Sage.</td>
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<td></td>
<td>environment.</td>
<td>• 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.</td>
</tr>
</tbody>
</table>
| Week 2 | • Universities: your context.  
Get to know it better | • MacFarlane, B. (2012).  
• Benjamin Ginsberg (2012).*The fall of the faculty: The rise of the all-administrative university and why it matters*. Oxford University Press. |
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<tr>
<td>Week 5</td>
<td>Social Theory in social work 1</td>
<td>Week 6</td>
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<td>Week 8</td>
<td>• Methodological Issues in Social Work Research: Should Social Workers Use Theory to Inform Research</td>
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<td>Week 9</td>
<td>• Effectiveness of social work: Historical research and contemporary implications</td>
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<tr>
<td>Week 11</td>
<td>Evidence Based social work (2)</td>
<td>Student Presentations from <a href="http://www.campbellcollaboration.org/">http://www.campbellcollaboration.org/</a> and <a href="http://www.cochrane.org/">http://www.cochrane.org/</a></td>
</tr>
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| 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](http://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](http://www.fau.edu/SSW/DSW)
SAFEWALK – Night Owls
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.