

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—NEW COURSE PROPOSAL<sup>1</sup>

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](mailto:ERUDOLPH@FAU.EDU))

PREFIX—~~SOW~~ COURSE NUMBER—**7496** LAB CODE (IF APPROPRIATE, L OR C) \_\_\_\_\_

L = LAB COURSE; C = COMBINED LECTURE/LAB

COMPLETE COURSE TITLE: Qualitative Research in Clinical Social Work

**EFFECTIVE DATE**

(first term course will be offered)

SUMMER 2018

CREDITS<sup>2</sup>

3

TEXTBOOK INFORMATION

Creswell, J.W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage.

Silverman, D., & Marvasti, A. (2008). *Doing qualitative research: A comprehensive guide*. Thousand Oaks, CA: Sage.

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

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

The course will review areas of research in clinical social work utilizing qualitative methods, including design methods, data collection and analysis used in qualitative research. The course will provide information relevant to publishing qualitative research for strengthening social work practice.

PREREQUISITES\*

MSW;

DSW STUDENT

COREQUISITES\*

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)\*

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

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: PHD./DSW OR OTHER CLINICAL 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](mailto:mkane@fau.edu)

561 297 3234

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

**Nursing, Education & Arts/Letters**

Approved by:

Department Chair: Maelys Luna

College Curriculum Chair: E. Hume

College Dean: Walter Henry

UGPC Chair: \_\_\_\_\_

Graduate College Dean: \_\_\_\_\_

UFS President: \_\_\_\_\_

Provost: \_\_\_\_\_

Date:

6/23/16

6/23/16

6/2/16

1. Syllabus must be attached; see guidelines for requirements: [www.fau.edu/provost/files/course\\_syllabus.2011.pdf](http://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](http://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](mailto:UGPC@fau.edu) one week before the University Graduate Programs Committee meeting.

**FLORIDA ATLANTIC UNIVERSITY**  
**SCHOOL OF SOCIAL WORK, DSW PROGRAM**  
**SOW 7496 Sec. \_\_\_\_ Call No. \_\_\_\_ (3 Credit Hours)**  
**Qualitative Research in Clinical Social Work**  
**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 \_\_\_\_ Boca Raton

Class Times:

Office Hours:

Office Location:

Web: [www.fau.edu/ssw](http://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**

The course will review areas of research in clinical social work utilizing qualitative methods, including design methods, data collection and analysis used in qualitative research. The course will provide information relevant to publishing qualitative research for strengthening social work practice.

### **Relevance to Educational Program**

Students preparing to be doctoral level social work clinicians are expected to understand various means for evaluating clients' perspectives and experiences in clinical work. One specific method of research analyses is through qualitative research. In order to maximize the effectiveness of clinical interventions, social workers must be knowledgeable in the process of qualitative research. This course will specifically focus on understanding the benefits of qualitative research and also how qualitative research can be used in clinical practice.

## Course Objectives

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

- Demonstrate the ability to read, describe, interpret, critique, and utilize qualitative research for social work.
- Select and define qualitative research problems relevant to the field of clinical social work practice.
- Use interviews, observations, document analysis, and varied tools for gathering qualitative data.
- Apply analytic approaches to identify codes, themes, categories and other qualitative findings.
- Identify characteristics of high standards in qualitative research.
- Present qualitative research and conclusions for dissemination and use in clinical practice.

## Required Textbooks/Readings

The textbooks required for this course are:

Creswell, J.W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage.

Silverman, D., & Marvasti, A. (2008). *Doing qualitative research: A comprehensive guide*. Thousand Oaks, CA: Sage.

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](#)

**GRADING/EVALUATION:**

Grades will be based on the following points:

Qualitative Journal Articles: Annotated Bibliography	50 points
Research Proposal	100 points
Proposal Presentation	100 points
In class activities	50 points

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Total Possible Points	300 Points
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**COURSE ASSIGNMENTS**

Short in-class assignments, quizzes – Attendance is expected and random days will include points for in-class activities, short quizzes, discussion participation, etc. (50 points)

Annotated bibliography – Students will identify 5 qualitative articles (peer reviewed) around a clinical social work topic of personal interest. For each article, students will include a description and critique. Students will present this research in week 5 to the class. (50 points)

Qualitative Research Proposal: Either individually or in groups of no more than three, students will develop a research proposal for a qualitative study. Students will be allowed to select the type of qualitative research study design they will utilize. In this research proposal, students will include a research purpose statement, rationale for the research study and protocol for completing the study. (100 points)

Qualitative Research Presentation: Students will present their research proposal to peers. The project includes a discussion of qualitative method chosen and the supporting rationale, potential challenges, and the knowledge expected. 45 minutes. (100 points).

The following is the criteria we use for evaluating the **final papers, presentations and annotated bibliographies.**

***Report on Final Papers:***

<b><i>Name of Students:</i></b>	
<b><i>Title of Paper:</i></b>	
<b><i>Mark for Paper:</i></b>	
<b><i>Mark for Oral</i></b>	

<b>Presentation: Mark for Participation:</b>		
<b>Final Mark Awarded:</b>		

**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.

Session	Topic	Readings	Assignment
1	Introduction to course and Qualitative Research		
2	History of Qualitative Research	Creswell Ch. 2 Gerhart et al, 2001	
3	Identifying qualitative research topics	Silverman & Marvesti Ch. 6 Padgett, 2009	
4	Designing a qualitative study	Creswell Ch. 3	Annotated Bibliography
5	Review of Qualitative Research	Annotated bibliographies (posted to Blackboard)	
6	Five Approaches to Qualitative Research	Creswell Ch. 4 & 5	
7	Writing a Research Proposal	Silverman & Marvesti Ch. 10	
8	Data Collection	Creswell Ch. 7 Silverman & Marvesti Ch. 8	
9	Data Analyses	Creswell Ch. 8 Silverman & Marvesti Ch. 11	Qualitative Research Proposal
10	Constant comparative Class Process	Boeije, 2002	
11	Evaluating Qualitative Research	Creswell Ch. 10 Silverman & Marvesti Ch. 15	
12	Connecting Qualitative	Shamai, 2003	

	Research to Practice		
13	Publishing qualitative research	Creswell Ch. 9 Silverman & Marvesti Ch. 20-24 Barusch et al (2011) Koch et al (2014)	
14	Student presentations		Qualitative Study Findings
15	Student presentations		
16	Student presentations		

\* 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)

### Bibliography

- Ambert, A., Adler, P. A., Adler, P., & Detzner, D. F. (1995). Understanding and evaluating qualitative research. *Journal of Marriage and the Family*, 57(4), 879.
- Bishop, L. (2009). Ethical sharing and reuse of qualitative data. *Australian Journal of Social Issues*, 44(3), 255.
- Barusch, A., Gringeri, C., & George, M. (2011). Rigor in qualitative social work research: A review of strategies used in published articles. *Social Work Research*, 35, 11-19.
- Boeije, H. R. (2002). A purposeful approach to the constant comparative method in the analysis of qualitative interviews. *Quality & Quantity*, 36, 391-409. doi:10.1023/A:1020909529486
- Franklin, C. (1996). Learning to teach qualitative research: Reflections of a quantitative researcher. *Marriage & Family Review*, 24(3-4), 241-274.
- Ganong, L., & Coleman, M. (2014). Qualitative research on family relationships. *Journal of Social and Personal Relationships*, 31(4), 451-459. doi:10.1177/0265407514520828



- Gehart, D. R., Ratliff, D. A., & Lyle, R. R. (2001). Qualitative research in family therapy: A substantive and methodological review. *Journal of Marital and Family Therapy*, 27, 261-274. doi:10.1111/j.1752-0606.2001.tb01162.x
- Hermanowicz, J. C. (2013). The longitudinal qualitative interview. *Qualitative Sociology*, 36(2), 189-208. doi:10.1007/s11133-013-9247-7
- Hsiung, P. (2008). Teaching reflexivity in qualitative interviewing. *Teaching Sociology*, 36(3), 211-226. doi:10.1177/0092055X0803600302
- Koch, L. C., Niesz, T., & McCarthy, H. (2014). Understanding and reporting qualitative research: An analytical review and recommendations for submitting authors. *Rehabilitation Counseling Bulletin*, 57(3), 131-143. doi:10.1177/0034355213502549
- LaRossa, R. (2005). Grounded theory methods and qualitative family research. *Journal of Marriage and Family*, 67(4), 837-857. doi:10.1111/j.1741-3737.2005.00179.x
- Lewis, J. (2007). Analysing qualitative longitudinal research in evaluations. *Social Policy and Society*, 6(4), 545-556. doi:10.1017/S1474746407003880
- Lucas, S. R., & Szatrowski, A. (2014). Qualitative comparative analysis in critical perspective. *Sociological Methodology*, 44(1), 1-79. doi:10.1177/0081175014532763
- Murphy, J. W. (2000). *Computer analysis and qualitative research*. Washington: American Sociological Association.
- Sanders, C. B., & Cuneo, C. J. (2010). Social reliability in qualitative team research. *Sociology*, 44(2), 325-343. doi:10.1177/0038038509357194
- Padgett, D. K. (2009). Qualitative and mixed methods in social work knowledge development. *Social Work*, 54(2), 101-105. doi:10.1093/sw/54.2.101
- Peled, E., & Leichtenritt, R. (2002). The ethics of qualitative social work research. *Qualitative Social Work*, 1(2), 145-169. doi:10.1177/147332500200100203
- Shamai, M. (2003). Therapeutic effects of qualitative research: Reconstructing the experience of treatment as a By-Product of qualitative evaluation. *The Social Service Review*, 77, 455-467. doi:10.1086/375789
- Spillman, L. (2014). Mixed methods and the logic of qualitative inference. *Qualitative Sociology*, 37(2), 189-205. doi:10.1007/s11133-014-9273-0

**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/ctl/4.001 Code of Academic Integrity.pdf](http://www.fau.edu/ctl/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](mailto: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

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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](mailto: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](mailto: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

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(561) 297-2309 (Fax)

**Karethy Edwards** @

July 7, 2016 at 10:03 AM

To: Diane Sherman Cc: Joy Longo

RE: DSW syllabi

KE

Good morning,

These courses would not impact our programs.

Best wishes for continued success,

Karethy Edwards, DrPH, ARNP, FNP-BC  
Professor and Associate Dean for Academic Programs  
Christine E. Lynn College of Nursing  
Florida Atlantic University  
777 Glades Road, NU 304  
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[www.fau.edu/nursing](http://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](#)