

FLORIDA ATLANTIC UNIVERSITY

Graduate Programs—NEW COURSE PROPOSAL¹

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

DEPARTMENT **SOCIAL WORK**

COLLEGE FOR **DESIGN AND SOCIAL INQUIRY**

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

PREFIX—**SOW**— COURSE NUMBER—**7698**— LAB CODE (IF APPROPRIATE, L OR G)
 L = LAB COURSE; C = COMBINED LECTURE/LAB

COMPLETE COURSE TITLE: **Emerging Theories and Methods in Advanced Clinical Social Work**

EFFECTIVE DATE

(first term course will be offered)

___ **SPRING 2019** ___

CREDITS²
3

TEXTBOOK INFORMATION

Cozolino, L. (2014). *The neuroscience of human relationships: Attachment and the developing social brain* (2nd ed.). New York: Guilford Press
 Siegel, D. (2012). *The Developing Mind: How relationships and the brain interact to shape who we are*. New York: W.W. Norton & Co.
 Obegi, J. H. & Berant, E. (2009). *Attachment theory and research in clinical work with adults*. New York: Guilford Press.

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

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

This course focuses on gaining an understanding of the current emerging trends in clinical social work treatment environments by exploring theories and interventions that are emerging in response to new understandings of human behavior and psychopathology as well as technological advances that affect service delivery.

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 PRACTICE 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
mikane@fau.edu
 561 297 3234

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

Nursing, Education and Arts/Letters

Approved by:

Department Chair: Michael Kane

College Curriculum Chair: T. Offenberg

College Dean: W. Henderson

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 7698 Sec. _____ Call No. _____ (3 Credit Hours)
Emerging Theories and Methods in Advanced Clinical Social Work
Boca Raton Campus

Semester: Year III

Classroom: SO xxx, Boca Raton

Start/End Date: xxx

Class Times: xxx

Instructor: xxx

Office Hours:

Phone:

Office Location:

Email:

Web: www.fau.edu/ssw

Blackboard: <http://bb.fau.edu>

DSW Program Mission

The DSW program provides doctoral-level practitioners with educational experiences that will allow them to engage in advanced clinical social work practice, conduct advanced clinical research, teach evidence-based practice courses, and assume leadership roles in the social work profession. Upon completion, DSW graduates will be able to:

- Integrate social work, social, and behavioral sciences with other disciplines as the basis for the highest level of evidence-based social work practice.
- Demonstrate professionalism, leadership, ethical principles, and scientific integrity in advanced social work practice, education, and research.
- Provide collaborative leadership in the development of social work evidence-based practice models and standards of care for diverse populations.
- Generate client, systems, practice, and outcomes research.
- Analyze theory, empirical research, and other evidence to guide improvements in social work practice.
- Utilize information systems and technology to enhance social work education and practice.

Course Description

This course focuses on gaining an understanding of the current emerging trends in clinical social work treatment environments by exploring theories and interventions that are emerging in response to new understandings of human behavior and psychopathology as well as technological advances that affect service delivery.

The course takes a bio-psycho-social-spiritual perspective on the development and treatment of psychopathology. It will integrate a discussion of how emerging theories, practices and technology build on foundational theories such as psychodynamic, ego-psychological, ecological and systems, attachment, and trans-theoretical theories. Students will learn through a combination of research assignments, required readings, videos, class discussions, guest speakers and oral presentations.

Relevance to Educational Program

This is an advanced DSW level course that includes content on emerging theories and knowledge concerning effective and innovative treatment used for mental health problems by advanced clinical social workers. It includes theories and knowledge of neurobiological, sociological, cultural, psychological, and spiritual factors associated with psychopathology at various stages of life. The course allows students to critically evaluate new evidence-based and promising prevention and intervention programs, strategies and techniques. Thus, it provides information on the direction in which the clinical social work treatment community is moving that may spur research, practice, and policy development efforts. Emphasized is the profession's need for an understanding of how neurobiology and attachment effect the development of individuals' psychologically, socially and spiritually, thus suggesting a framework for understanding the effectiveness (or lack thereof) of current and future interventions.

Course Objectives

Upon successful completion of this course, students will:

- Understand the underlying neurobiological and attachment issues that affect human behavior and psychopathology.
- Be able to critique existing and emerging psychotherapeutic programs, strategies, techniques and technologies concerning their effectiveness, or potential for effectiveness, in a given population.
- Submit a literature review of emerging psychotherapeutic theories, strategies, techniques and/or technologies to a peer-reviewed journal.
- Submit a proposal for a presentation on emerging psychotherapeutic theories, strategies, techniques, and/or technologies to a national or international social work or mental health conference.

Required Textbooks/Readings

The textbooks required for this course are:

Cozolino, L. (2014). *The neuroscience of human relationships: Attachment and the developing social brain* (2nd ed.). New York: Guilford Press

Siegel, D. (2012). *The Developing Mind: How relationships and the brain interact to shape who we are*. New York: W.W. Norton & Co.

Obegi, J. H. &Berant, E. (2009). *Attachment theory and research in clinical work with adults*. New York: Guilford Press.

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.

Course Assignments and Grading

1. Literature Review

Students will conduct a comprehensive literature review concerning emerging interventions in the field or practice model of their choice. The review should include information on what problem the interventions are attempting to address and why this problem is of interest to clinical social workers. It should explain clearly what theories the interventions are based on, how they are different from earlier interventions, and what the developers expect to gain by utilizing the new strategies/techniques/technologies suggested by the intervention. The review should be of publishable quality and the student should have at least one peer-review journal in mind to which he/she could send the review upon completion with the intention of submitting the review for consideration.

2. Intervention Presentation

Students will develop an oral presentation to be given in class based on one or more of the emerging interventions discovered through their literature review. The purpose of the presentation is two-fold: (1) to critique the chosen intervention concerning how/if it is based (directly or indirectly) on the biopsychosocial-spiritual theories discussed in class and if a better understanding of these factors could improve its effectiveness, and (2) to offer information to the other students in class concerning promising emerging interventions that might be built on and incorporated into their own practice and/or research. Students are encouraged to contact practitioners in the field who are currently utilizing the intervention and interview them concerning their experience with the new strategies and technologies associated with it. Students are also encouraged to role play the intervention for their classmates if possible. Each presentation should last approximately one hour and fifteen minutes including time for questions. Presentations should be of the quality required for acceptance into a national or international conference on clinical social work, and students should be ready to submit a proposal for their presentation at such a conference upon completion of the class.

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-
77 – 79% = C+

60 – 62% = D-
0 – 59% = F

Course Outline

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>
Week 1	<ul style="list-style-type: none">• Syllabus review• Biological perspectives: brain basics
Week 2	<ul style="list-style-type: none">• Innovative theories:• Biological perspectives: The brain and psychopathology
Week 3	<ul style="list-style-type: none">• Innovative theories:• Psychosocial perspectives
Week 4	<ul style="list-style-type: none">• Innovative theories:• Psychosocial perspectives: the influence of early childhood attachment
Week 5	<ul style="list-style-type: none">• Innovative theories:• Spiritual perspectives: Integral spirituality
Week 6	<ul style="list-style-type: none">• Innovative interventions: Mindfulness-based therapies
Week 7	<ul style="list-style-type: none">• Innovative interventions: Trauma-informed services
Week 8	<ul style="list-style-type: none">• Innovative interventions: Emotion-focused therapy
Week 9	<ul style="list-style-type: none">• Innovative interventions: Accelerated Experiential Dynamic Psychotherapy
Week 10	<ul style="list-style-type: none">• Innovative technologies: Feedback-informed treatment
Week 11	<ul style="list-style-type: none">• Innovative technologies: Online treatment
Week 12	<ul style="list-style-type: none">• Student Presentations
Week 13	<ul style="list-style-type: none">• Student Presentations
Week 14	<ul style="list-style-type: none">• Student Presentations
Week 15	<ul style="list-style-type: none">• Student Presentations

* 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

Bibliography

- Applegate, J. S. & Shapiro, J. R. (2005). *Neurobiology for Clinical Social Work: Theory and practice*. New York: W. W. Norton & Co.
- Bowlby, J. (1980). *Loss: Sadness and depression*. New York: Basic Books.
- Browne, C. J. & Shlosberg, E. (2006). Attachment theory, aging, and dementia: A review of the literature. *Aging and Mental Health*, 10(2), 134-142.
- Burke, S. N. & Barnes, C. A. (2006). Neural plasticity in the aging brain. *Nature Reviews*, 7, 30-40.
- Champagne, F. A. (2010). Epigenetic influence of social experiences across the lifespan. *Developmental Psychobiology* available at www.interscience.wiley.com. doi 10.1002/dev.20436
- Fosha, D., Siegel, D., & Solomon, M. F. (2009). *The healing power of emotion: Affective neuroscience, development & clinical practice*. New York: W. W. Norton & Co.
- Fraleigh, R. C., G. I. Roisman, & J. D. Haltigan (2013). The legacy of early experiences in development: Formalizing alternative models of how early experiences are carried forward over time. *Developmental Psychology* 49, 109-126.
- Green, M. & Scholes, M. (2004). *Attachment and human survival*. London: Karnac.
- Mikulincer, M. & Shaver, P. R. (2007). *Attachment in adulthood: Structure, dynamics, and change*. New York: Guilford Press.
- Montgomery, A. (2013). *Neurobiology essentials for clinicians: What every therapist should know*. New York: W. W. Norton.
- Schore, A. (2009). Relational trauma and the developing right brain: The neurobiology of broken attachment bonds. In T. Baradon (Ed.), *Relational trauma in infancy: Psychoanalytic, attachment, and neuropsychological contributions to parent-infant psychotherapy* (pp. 19-47). New York: Routledge.
- Sroufe, A. (2005). Attachment and development: A prospective, longitudinal study from birth to adulthood. *Attachment and Human Development*, 7(4), 349-367.

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 FAU Student Accessibility services located in Boca Raton - SU 133 (561-297-3880), and follow all procedures.

DISCRIMINATION OR HARASSMENT – 561-297-4004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca 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/ct/4.001 Code of Academic Integrity.pdf](http://www.fau.edu/ct/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

people 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

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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



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
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The Christine E. Lynn College of Nursing is dedicated to Caring: advancing the science, practicing the art, studying its meaning and living it day-to-day.

[See More from Diane Sherman](#)