

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Social Work College Design and Social Inquiry		
Current Course Prefix and Number SOW 7498		Current Course Title Advanced Clinical Social Work Research Proposal	
<i>Syllabus must be attached for ANY changes to current course details. See Guidelines. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
Change title to: Change prefix From: To: Change course number From: To: Change credits* From: 3 To: 4 Change grading From: To: <small>*Review Provost Memorandum</small>		Change description to: This course is an integrative project where students develop a scholarly project proposal. For research requiring ethics approval students will submit the proposal to FAU's IRB/Human Subjects Committee. Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Nursing, Counseling Education and Psychology Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Date Fall 2018 <small>(TERM & YEAR)</small>		Terminate course List final active term	
Faculty Contact/Email/Phone			
Approved by Department Chair <u>Naelys Luna</u> College Curriculum Chair <u>Diane Sherman</u> College Dean <u>Wesley Hancock</u> UGPC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 9-26-17 9-27-17 <u>9-27-17</u> _____ _____ _____ _____	

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

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**Phyllis and Harvey Sandler School of Social Work
Florida Atlantic University**

Advanced Clinical Social Work Research Proposal

SOW 7498 Section XXXX CRN Number: XXXX [4 Credit Hours]

Semester: xxxx

Start/End Date: XXX

Instructor: XXX

Phone: XXX

Email: XXX

Canvas: <http://canvas.fau.edu>

Classroom: XXX

Class Times: XXX

Office Hours: XXX

Office Location: XXX

Web: www.fau.edu/ssw

3 credits

Doctor of Social Work (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 is an integrative project where students develop a scholarly project proposal. For research requiring ethics approval students will submit the proposal to FAU's IRB/Human Subjects Committee.

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Relevance to Doctoral Education:

Capstone courses are the classes that complete a student's curriculum. Capstone classes provide students with an opportunity "to demonstrate comprehensive learning in their major through some type of product or performance" (Palomba & Banta, 1999, p. 124). In other words, capstones are classes in which doctoral level students are required to pull together what they have learned in their previous classes and use this integrating experience to demonstrate that they are capable of doing what they should be able to do when they graduate from the program (e.g., think critically, perform clinical research, write in APA style, and develop a realistic plan to pursue a career in

clinical social work). This process serves a dual purpose. First, it provides students with a final opportunity to practice and demonstrate the skills they will need to succeed after graduation. Second, it provides the School of Social Work with an opportunity to assess whether or not it has been successful in its mission to produce doctoral level clinical social workers.

Course Objectives:

Upon successful completion of this course, students will be able to demonstrate the following competencies:

- Demonstrate the ability to conduct literature reviews and gather the critical scientific information related to the research proposal
- Conduct a literature review and write a review clearly distinguishing the purpose of the study, problem statement, importance/significance, research questions, hypothesis and variables, theoretical framework, and all aspects of methodology and design.
- Complete the IRB process
- Orally defend a proposal, including the theory, research methods, and data analysis plan for examining a clearly defined social and/or clinical problem.
- Demonstrate the importance of clinical research to social workers and the body of scholarly knowledge that informs social work.

Human Subjects Research (IRB) Training Requirement

CITI (**Collaborative Inter-Institutional Training Initiative**) has been the standard human subjects' protections training module at Florida Atlantic University since October 2006. All FAU researchers conducting research that involves human subjects must complete the CITI online training. The Institutional Review Board (IRB) will not approve your application to conduct research involving human subjects if you have not completed this federally mandated training requirement. Further information on this mandated training requirement may be found at the University's Division of Research website:

<https://www.fau.edu/research/research-integrity/citi-training.php>

Research Proposal: A written assignment for the course includes the development of a comprehensive proposal for a quantitative or qualitative research study which may contain the following sections: (a) a background or introduction with a the problem statement and the purpose statement, (b) research question(s), (c) research hypothesis(es) in null form (if selecting a *quantitative* design), (d) identification of variables, (e) research design, (f) participants and sampling, (g) setting (if applicable), (h) methods of data collection/ procedures/ instrumentation, (i) data analysis, (j) limitations, ethical considerations, and assumptions. Do note that you will receive detailed instruction on writing your research proposal study throughout the semester. Keep in mind that your proposal will be organized around the following categories: Introduction and Background of the Study [Problem and Justification], Literature Review, Theoretical/Conceptual Framework, Research Methodology, Finding of the Study, Discussion of Findings and Implications of the Findings (for Clinical Practice and Future Research).

Peer Review and Mock Defense:

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For this assignment, you will first invite at least one classmate to review your manuscript and provide critical feedback on its structure and content. You will send an electronic copy of your manuscript to your peer(s), who will then read it carefully and provide feedback through the track changes feature. The critique(s) of the manuscript will be provided to your instructor before your mock defense. On the day of your mock defense, you will present your manuscript to the entire class through a PowerPoint presentation lasting no longer than 10 minutes. Criteria for grading the mock defense will be provided in class early in the semester.

Defense/Research Proposal Oral Presentation: Prior to the end of the semester, your paper is defended to your colleagues, instructor, DSW coordinator, and other interested parties. In this defense, you will use a Power Point or other presentation format to present all sections of your research proposal. This presentation should last between 15 and 20 minutes, followed by a question and answer period of about 15 minutes.

Schedule of Tasks and Accomplishments

As soon as a student has obtained the agreement of a faculty member to be his or her chairperson for the capstone project, the two need to agree on a tentative schedule for completing the various tasks leading to the approval of the proposal. This includes anticipated dates for the following:

- submission of drafts of the proposal to the chairperson;
- feedback from the chairperson regarding the drafts;
- with the chairperson's consent, submission of the proposal to committee members;
- project defense;
- IRB approval;
- data collection;
- data analysis plan;
- submission of drafts of project to the chairperson;
- feedback from the chairperson regarding the drafts;

Anticipated dates may need to be revised along the way. The student must maintain a realistic schedule that allows sufficient time for each step in the process, including the project chairperson's reading of, and feedback on, drafts of the proposal and project and the committee members' reading of those documents.

When developing a timeline, students need to recognize that most faculty members are on nine-month contracts and may not be available during the summer months. The time allowed for reading and feedback on drafts submitted by the student to the chair is a matter of negotiation between them. Students and capstone project chairs should recognize that committee members need at least two weeks to read the proposal. So they should be mindful of the schedule

Capstone Project Committee

The Capstone committee is composed of three members. Two faculty members from the School of Social Work are required and an external reviewer who has a doctorate in social work or a

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related discipline with expertise in the students' clinical research area—and collaborates with the committee after obtaining the permission of the DSW coordinator.

Presenting Drafts to Committee Members

Technology has made the presentation of electronic copies of documents feasible, but some committee members may prefer hard copies of the drafts on which they are to comment. Students should not make assumptions about the form in which their committee members want to receive documents; instead, they should ask them which they prefer and give them the drafts in that form.

Regardless of whether documents are presented electronically or on paper, some presentations predictably drive committee members to distraction and should be avoided:

- electronic copies that the recipient cannot open or that lose their format;
- unnumbered pages or pages not numbered consecutively, so that readers have difficulty finding a particular page;
- paper documents that do not lie flat on a table due to the binding;
- paper documents that are not reasonably secured and are in imminent danger of chaotic reorganization; and
- paper documents with hand-written corrections or documents that are difficult to read due to odd fonts or poor copy quality.

Making committee members struggle with the physical management of a document puts the student at an immediate disadvantage. The general rule: Avoid presenting those who read and edit with needless frustration.

Students, Capstone Chairperson, and Committee Members Responsibilities

Students are responsible for choosing a topic, submitting proofread drafts of materials and scheduling meetings for the defense of the proposal and project. Students are expected to maintain contact with the major professor and committee members throughout the process to confirm that the research and writing is following the agreed-upon plan. The project is the student's responsibility and not that of the major professor, but the student should keep the major professor informed of problems and progress.

All members of the student's committee have a shared responsibility for ensuring high-quality scholarship. Major professors are responsible for reading drafts of students' proposals and projects according to the agreed-upon schedule, giving editorial and substantive feedback, and working with their advisees until the work is likely to be found acceptable by the committee members. Prior to convening the project defense, the major professor will contact all committee members to ask if they foresee a major problem with the proposal or project; committee members will share such concerns with the chair and/or student, as appropriate, prior to the defense.

Committee members are responsible for reading proposals and projects within the agreed-upon time frame, suggesting editorial or substantive changes, and explaining why they do or do not believe the document is acceptable. Committee members who perceive major flaws that are likely to result in a student's unsuccessful defense should inform the capstone project chair or student

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immediately. No good purpose is served by allowing a student to proceed with the defense of a proposal or capstone project that results in predictable failure.

Students should also note university-wide guidelines for theses at FAU, available at <http://fau.edu/graduate/currentstudents/thesisanddissertation/index.php>., including:

- Graduate Policies & Procedures Manual
- Admission to Candidacy: Masters
- Research Compliance Verification Form
- Review Committees - Human Subjects, Animal Use and Other Assurances
- Theses & Dissertations-Requirements & Guidelines

Grading

The grading scale for this course is pass/fail. Do know, however, that you must achieve a final grade of “B” or better to receive a passing or satisfactory grade for the course. To get credit in this course, the student will submit a complete research proposal and complete all other class assignments including: provide the class with progress updates, participate in peer editing, and actively participate in class discussions, and hand in any assigned additional written work.

ASSIGNMENTS AND GRADING:

Grades for this course are pass/fail.

Research Proposal	70%
Mock defense & Peer evaluation	10%
Oral Defense	20%

Required Textbooks:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Heppner, P.P. and Heppner, M.J. (2004). *Writing and Publishing your Thesis, Dissertation, and Research: A Guide for Students in the Helping Professions*. Pacific Grove, CA: Cengage

Rubin, A. and Babbie, E. R. (2017). *Research methods for social work* (9th ed.). Pacific Grove, CA: Cengage.

Suggested Textbooks:

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Bloomberg, L. D., and Volpe, M. F. (Eds). (2008). *Completing your qualitative dissertation: A roadmap from beginning to end*. Thousand Oaks, CA: Sage.

Grinnell, R. M. (2010). *Social work research and evaluation: Foundations of evidence-based practice* (9th ed.). New York: Oxford University Press.

Roberts, C. A. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation* (2nd ed.). Thousand Oaks, CA: Sage.

SAFEWALK – Night Owls

Boca Raton 561-297-6695 Davie 954-236-1902 Jupiter 561-799-8700

Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building, Davie to make appropriate arrangements.

STUDENTS WITH DISABILITIES

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

DISCRIMINATION OR HARASSMENT – 561-297-4004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/nondiscrim.html>.

RELIGIOUS HOLIDAYS

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

CODE OF ACADEMIC INTEGRITY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/registrar/universitycatalog/welcome.php>, BSW policies at <http://www.fau.edu/ssw/bsw>, and MSW policies at <http://www.fau.edu/ssw/msw>.

Doctor of Social Work Program Student Policies

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For professional expectations of student behaviors, attendance, academic integrity, and other DSW student policies, please see www.fau.edu/SSW/DSW

Weather-Related Emergencies:

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.

Required Readings

Assigned Textbooks:

American Psychological Association (2010). *Publication manual of the American Psychological Association*, (6th ed.). Washington, DC: Author.

- Ch. 1 Writing for the Behavioral and Social Sciences
- Ch. 3 Writing Clearly and Concisely
- Ch. 4 The Mechanics of Style
- Ch. 6 Crediting Sources

Heppner, P.P. and Heppner, M.J. (2004). *Writing and Publishing your Thesis, Dissertation, and Research: A Guide for Students in the Helping Professions*. Pacific Grove, CA: Cengage

- Ch. 3 Setting the Stage for the Thesis or Dissertation
- Ch. 4 Searching and Reviewing the Relevant Literature: Finding What Has Come Before
- Ch. 5 Research Hypothesis: The Motor that Drives the Study
- Ch. 6 Writing Your Literature Review: Integration and Case Building
- Ch. 7 Quantitative Methods: Mapping Your Research Plan
- Ch. 8 Qualitative Methods: On the Road to Exploring the Unknown
- Ch. 9 Exclusion is Easier, Inclusion is Better: Diversifying Samples
- Ch. 10 Demonstrating Integrity and Professionalism in Your Research

Rubin, A. and Babbie, E. R. (2017). *Research methods for social work*, (9th ed.). Pacific Grove, CA: Cengage.

- Ch. 7 Problem Formulation
- Ch. 8 Conceptualization in Quantitative and Qualitative Inquiry
- Ch. 9 Measurement
- Ch. 10 Constructing Measurement and Instruments

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Ch. 15	Sampling
Ch. 16	Survey Research
Ch. 17	Analyzing Existing Data: Quantitative and Qualitative Methods
Ch. 18	Qualitative Research: General Principles
Ch. 19	Qualitative Research Specific Methods
Ch. 20	Qualitative Analysis
Ch. 21	Descriptive Data Analysis
Ch. 22,	Inferential Data Analysis

Doctoral Dissertations:

De Jesus, A. (2003). *The paradox of promise at a Latino community high school*. ProQuest Dissertations and Theses (UMI No. 3100139).

Freedberg, S. (1984). *Bertha Capen Reynolds: A woman struggling in her times*. ProQuest Dissertations and Theses (UMI No. 8427391).

Garcia-Reid, P. (2003). *Pathways to school engagement among Latino youth in an urban middle school context: The influence of social support, sense of ethnic pride, and perception of discrimination*. ProQuest Dissertations and Theses (UMI No. 3082858).

Grant, C. M. (2007). *Cultural competence: The role of cultural values in child welfare practice with African American families*. ProQuest Dissertations and Theses (UMI No. 3309583).

Graybow, S. (2015). *Understanding failure: Social workers reflect on their licensing examination experience*. ProQuest Dissertations and Theses (UMI No. 3724587).

Hantzopoulos, M. (2008). *Sizing up small: An ethnographic case study of a critical small high school in New York City*. ProQuest Dissertations and Theses (UMI No. 3327042).

Laureano, P. (2006). *The relationship between children's perception of barriers to mental health care and service utilization across five service systems*. ProQuest Dissertations and Theses (UMI No. 3207547).

Meyers, A. (2011). *Sibling abuse: Understanding developmental consequences through object relations, family systems, and resiliency theories*. ProQuest Dissertations and Theses (UMI No. 3444328).

Ross, J. (2013). *Looking back: Young adult women reflect on perceptions of their mothers' experience with domestic violence*. ProQuest Dissertations and Theses (UMI No. 3553208).

Santana, B.I. (2016). *Mental health practitioners' understanding of informed consent with adolescents*. ProQuest Dissertations and Theses (UMI No. 10110935)

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Sealy, Y. (1999). *The relationship between parenting behaviors and alcohol consumption of Hispanic and African American males during adolescence and young adulthood*. ProQuest Dissertations and Theses (UMI No. 9947099).

Sinanan, A. N. (2008). *The impact of child, family and child protective services' factors on reports of child sexual abuse recurrence*. ProQuest Dissertations and Theses (UMI No. 3309586).

Tseng, W. (2015). *Chinese American young adult children's perception of parental psychological and behavioral control and its impact on their emotional and social well-being*. ProQuest Dissertations and Theses (UMI No. 3729016).

Journal Articles:

Avram-Peled, M. (2015). The role of relational-oriented supervision and personal and work related factors in the development of vicarious traumatization. *Clinical Social Work Journal*, 45(1), 22-32.

Furman, D.L., Zahl, M.A., Benson, P.W. & Canda, E.R. (2007). An international analysis of the role of religion and spirituality in social work practice. *Families in Society*, 88(2), 241-254.

Hodge, D., Zidan, T. & Husain, A. (2016). Depression among Muslims in the United States: Examining the role of discrimination and spirituality as risk and protective factors. *Social Work*, 61(1), 45-52.

Kelly, M.S., Frey, A., Thompson, A., Klemp, H., Alvarez, M., & Berzin Cosner, S. (2016). Assessing the National School of Social Work Practice Model: Findings from the Second National School Social Work Survey. *Social Work*, 61(1), 17-27.

Ribner, D.S. & Knei-Paz, C. (2002). Client's view of a successful helping relationship. *Social Work*, 47(4), 379-387.

Shwartz-Nuttman, O. (2007). Men's perceptions of family during the retirement transition. . *Families in Society*, 88(2), 192-202.

Yoshishama, M. (2002). Breaking the web of abuse and silence: Voices of battered women in Japan. . *Social Work*, 47(4), 389-400.

Course Outline

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Week 1.

Introductions and course overview.

Overview

Logical links of critical elements in the research proposal.

Preparation of a proposal timeline.

Assessing individual student research preparation and skills

Week 2

Outlining

Introductory paragraph including the purpose of the study, research question/hypothesis

Working with your capstone committee

Individual progress reports

Evaluation of timelines and outlines.

Week 3.

Introductory paragraph including the purpose of the study, research question/hypothesis, definitions due

Resources for doctoral students

Individual progress reports

Evaluation of the introductory paragraph

Week 4

Need for the study (significance) , and conceptual theoretical frameworks due

Individual progress reports

Individual progress reports

Evaluation of significance, definitions, and conceptual theoretical framework

Week 5.

Outline of literature review due

Literature reviews.

Standards and criteria for literature reviews using meta analysis, electronic databases, and electronic bibliographic software.

Emphasis on synthesizing and gaining a perspective with a literature.

Individual progress reports

Evaluation of outline for literature reviews.

Week 6.

Draft of of literature review due (purpose, significance, problem statement)

Literature reviews. Cont'd. Standards and criteria for literature reviews.

Individual progress reports

Evaluation of literature reviews.

Week 7.

Entire Draft of literature review due

Individual progress reports

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Evaluation of literature reviews.

Week 8

Outline of Methods due
Human subjects application
Individual progress reports

Week 9.

Human subjects tutorial/draft of application due
Methodology chapter
human subjects, data collection methods, (research question),
measurement tools, data analysis.

Week 10.

Draft of methodology (sampling, design, measures) due
Individual progress reports

Week 11

Entire methodology (data analysis) due
Individual progress reports
Evaluation of methodology

Week 12.:

Students to meet with capstone committee in preparation of defense

Week 13

Student Peer Review and Mock Defense of Research Proposal Presentations

Week 14

Student Capstone Research Proposal Presentations

Week 15

Student Capstone Research Proposal Presentations
(cont'd)

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OCT 02 2017

Received

From: Naelys Luna <ndiaz10@fau.edu>

Subject: Social Work doctoral program proposed changes - request for review and comments

Date: September 26, 2017 at 9:16:01 PM EDT

To: Paul Peluso <ppeluso@fau.edu>, Robert Stackman <rstackma@fau.edu>, "Karethy Edwards" <edwardsk@health.fau.edu>, "jlong5@health.fau.edu" <jlong5@health.fau.edu>

Cc: mannygonzalez <mannygonzalez@fau.edu>, Diane Sherman <dgreen@fau.edu>

Dear Colleagues,

Our faculty members have worked very hard in the last few weeks carefully reviewing the doctoral program curriculum after receiving extensive feedback from the 1st cohort of students. We have opted to make several program changes in addition to the new course proposals that I emailed you this morning.

[L]
[SEP]

Attached to this email you will find an additional course syllabus for the Advanced Clinical Social Work Research Proposal course and a course change form for this proposed course, two program change forms (one for the entire doctoral program describing the proposed changes and the other for the Advanced Clinical Social Work Research Proposal course which is an integration of 2 courses from the original curriculum), and a document with 2 tables summarizing the proposed program changes that I hope would facilitate your review of these materials.

I am aware of that time sensitive nature of my request for your review and comments given that we are all working so hard to catch up after losing time due to Irma. We are hoping to submit all these changes to the October 2nd meeting. I truly appreciate your assistance with this and hope that I will hear from you by Friday morning. I am available to address any questions you may have about our proposed changes. Please do not hesitate to email me or call me.

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Thank you so much!
Naelys

Naelys Luna, Ph.D.

Director and Professor

**Phyllis and Harvey Sandler School of
Social Work**

777 Glades Road SO303, Boca Raton, FL 33431

TEL: 561.297.3245

FAX: 561.297.2866

Email: ndiaz10@fau.edu

From: Karethy Edwards <edwardsk@health.fau.edu>
Subject: RE: Social Work doctoral program proposed changes - request for review and comments
Date: September 28, 2017 at 3:05:17 PM EDT
To: Naelys Luna <ndiaz10@fau.edu>
Cc: mannygonzalez <mannygonzalez@fau.edu>, Diane Sherman <dgreen@fau.edu>, Paul Peluso <ppeluso@fau.edu>, Robert Stackman <rstackma@fau.edu>, "jlong5@health.fau.edu" <jlong5@health.fau.edu>

Good afternoon,

The proposed program changes do not duplicate any of our programs.

Best wishes,

Kay

Karethy Edwards, DrPH, ARNP, FNP-BC, FAAN
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@health.fau.edu
FAX: 561-297-4122
www.fau.edu/nursing

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Received

From: Naelys Luna **Sent:** Tuesday, September 26, 2017 9:16 PM
To: Paul Peluso <ppeluso@fau.edu>; Robert Stackman <rstackma@fau.edu>; Karethy Edwards <edwardsk@health.fau.edu>; jlong5@health.fau.edu **Cc:** mannygonzalez <mannygonzalez@fau.edu>; Diane Sherman <dgreen@fau.edu>
Subject: Social Work doctoral program proposed changes - request for review and comments

Dear Colleagues,

Our faculty members have worked very hard in the last few weeks carefully reviewing the doctoral program curriculum after receiving extensive feedback from the 1st cohort of students. We have opted to make several program changes in addition to the new course proposals that I emailed you this morning.

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Thank you so much!
Naelys

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Naelys Luna, Ph.D.
Director and Professor
**Phyllis and Harvey Sandler School of
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TEL: 561.297.3245
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From: Robert Stackman
Sent: Friday, September 29, 11:20 AM
Subject: Re: New Course Proposals--Neuroscience and Advanced Clinical Social Work and Behavioral Science Statistics and Advanced Clinical Social Work
To: Naelys Luna
Cc: Christine Kraft

Hi Naelys-

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Should be fine given the circumstances you have described.

OCT 02 2017

-Bob

Received

Sent from my iPhone

On Sep 29, 2017, at 10:18 AM, Naelys Luna <ndiaz10@fau.edu> wrote:

Bob,

Thank you so much for doing this. I know you are away this week. The behavioral stats course we are proposing will be taught only during the summer. Your course does not seem to be offered during summers. Given the strict matriculation and block structure curriculum of our doctoral program, would the course be possible still an overlap? Hoping it is not considering these circumstances.

Best,
Naelys

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From: Robert Stackman
Sent: Friday, September 29, 10:51 AM
Subject: Re: New Course Proposals--Neuroscience and Advanced Clinical Social Work and Behavioral Science Statistics and Advanced Clinical Social Work
To: Christine Kraft, Naelys Luna

Dear Naelys,

Sorry for the delay in responding. The Behavioral statistics course would overlap considerably with our introductory graduate statistics course, PSY 6206 Experimental Design 1.

The other course has no obvious conflict with our curriculum.

Cheers,

Bob

Sent from my iPhone

On Sep 29, 2017, at 9:22 AM, Christine Kraft <kraftc@fau.edu> wrote:

Hello Dr. Stackman,

Dr. Luna Called this morning asking if you would approve the attached courses to be taught in the Spring. She said you two had previously discussed this.

Let me know if there is something you want me to submit.

Christine

Christine Kraft
Coordinator, Academic Support Services
Psychology Department, Bldg 12, BS-101
Charles E. Schmidt College of Science
777 Glades Road
Boca Raton, FL 33431
561-297-3360
Kraftc@fau.edu

Christine Kraft

Dear Ms. Kraft,

Via attachment, you will find the syllabi for the two new courses that will be taught at the Phyllis and Harvey Sandler School of Social Work.

Thank you.

Manny J. Gonzalez, PhD
Doctoral Program Coordinator
561-297-3881

From: Naelys Luna

Sent: Tuesday, September 26, 2017 11:42 AM

To: mannygonzalez <mannygonzalez@fau.edu>; jlong5@health.fau.edu; Karethy Edwards <edwardsk@health.fau.edu>; peluso@fau.edu; rstackma@gmail.com

Cc: Diane Sherman <dgreen@fau.edu>

Subject: RE: New Course Proposals--Neuroscience and Advanced Clinical Social Work and Behavioral Science Statistics and Advanced Clinical Social Work

<image001.jpg>

Naelys Luna, Ph.D.
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From: mannygonzalez
Sent: Tuesday, September 26, 2017 8:52 AM
To: jlong5@health.fau.edu; Kareth Edwards <edwardsk@health.fau.edu>; peluso@fau.edu; rstackma@gmail.com
Cc: Naelys Luna <ndiaz10@fau.edu>; Diane Sherman <dgreen@fau.edu>
Subject: New Course Proposals--Neuroscience and Advanced Clinical Social Work and Behavioral Science Statistics and Advanced Clinical Social Work

Dear Drs. Longo, Edwards, Peluso , and Stackman:

Please find attached the syllabus and the New Course Proposal Form for two new courses that we plan to teach in the Doctor of Social Work Program. I am requesting that you review and provide comments if you feel as though your department will be affected by these new courses.

Respectfully yours,

Manny J. González

<image001.jpg>

Manny J. Gonzalez,

PhD, LCSW-R (NY)

Doctoral Program Coordinator

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