

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

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

DEPARTMENT SOCIAL WORK

COLLEGE FOR DESIGN & SOCIAL INQUIRY

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

PREFIX—SOW— COURSE NUMBER **7360**— LAB CODE (IF APPROPRIATE, L-OR-C) —

L = LAB COURSE; C = COMBINED LECTURE/LAB

COMPLETE COURSE TITLE: **Advanced Clinical Social Work Seminar**

EFFECTIVE DATE

(first term course will be offered)

_____ FALL 2018 _____

CREDITS²

3

TEXTBOOK INFORMATION

Conte, C. (2009). Advanced Techniques for Counseling and Psychotherapy. Springer.

Sperry, L., Carlson, J., Sauerheber, J. D., & Sperry, J. (2014). Psychopathology and Psychotherapy: DSM-5 Diagnosis, Case Conceptualization, and Treatment (3rd Ed.). NY: Routledge.

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

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

This seminar focuses on integrating advanced clinical social work skill and theory considered in previous DSW course work in a case study format. Students are expected to use advanced assessment, differential diagnosis techniques, intervention, and evaluation in past and current clinical situations.

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:

mkane@fau.edu

Michael Kane, PhD LCSW

561 297 3234

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

Nursing, Education, Arts/Letters

Approved by:

Department Chair: Maelys Luna

College Curriculum Chair: S. Hane

College Dean: Wes Henshaw

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 7369 Sec.____ Call No. ____ (3 Credit Hours)
Advanced Clinical Social Work Seminar
Boca Raton Campus

Semester: Fall/Spring/Summer A/B/C	Classroom:	Raton
Start/End Date: Months/Year	Class Times:	
Instructor:	Office Hours:	
Phone:	Office Location:	Boca Raton Campus
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 seminar focuses on integrating advanced clinical social work skill and theory considered in previous DSW course work in a case study format. Students are expected to use advanced assessment, differential diagnosis techniques, intervention, and evaluation in past and current clinical situations.

Relevance to Educational Program

Students preparing to be doctoral level social work clinicians are expected to be leaders in the clinical assessment, differential diagnosis, intervention and evaluation of micro and mezzo systems. Prior to earning the Doctor of Social Work, students should be able demonstrate an integration of evidence-informed clinical practice knowledge and skill and its foundation in

theory. In order to maximize the effectiveness of clinical interventions, doctoral-level social workers must possess a multi-theoretical knowledge base and have the ability to draw from various theoretical evidence-informed practice models to consider the best intervention options available to a specific client or client system. Finally, this course provides preparation for the clinical comprehensives taken by students at the end of this course.

Course Objectives

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

- Analyze and synthesize evidence-informed clinical practice theories, models and methods of assessment and intervention for micro and mezzo system clients.
- Possess the ability to assist consider the presentation of an advanced social work assessment and intervention model to a multidisciplinary group of professionals.
- Explain how diversity and cultural background may impede the clinical process and methods for resolving issues.
- Identify & justify empirical research to support the effectiveness of identified therapeutic models and to form an appropriate plan of intervention based on the best evidence-informed practice model/intervention.
- Demonstrate competence to assessment and intervene in complex therapeutic situations.
- Pass the comprehensive program exams.

Required Textbooks/Readings

REQUIRED TEXT:

Conte, C. (2009). *Advanced Techniques for Counseling and Psychotherapy*. Springer.

Sperry, L., Carlson, J., Sauerheber, J. D., & Sperry, J. (2014). *Psychopathology and Psychotherapy: DSM-5 Diagnosis, Case Conceptualization, and Treatment (3rd Ed.)*. NY: Routledge.

(2) As part of the learning plan, the student will propose a list of readings to be used in conjunction with the case they will present in class. These readings may include readings from other courses, as well as theory, empirical research studies, and other readings that will support the student's attainment of his or her learning objectives.

Other course readings may be presented online. 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

Assignment 1: Clinical Case presentation – Based on your current practice, a micro/mezzo client is considered. Basic data of the presenting problem, demographic information, diagnostic information, family history and other information as pertinent to the client. You will present this case to peers in a 45- 60 minute presentation. You should include all the assessment and differential diagnosis information that is relevant to the case as well as the development of an intervention plan. ***Two or more models of practice intervention should be considered in the presentation. Each of your peers is expected to propose a contemporary practice model and ask you to consider how this practice model might be useful as an intervention choice. You will be evaluated on your ability to synthesize and analyze all therapeutic models of intervention.***

Assignment 2 (Comprehensive Examination): Each student will be given a new case for consideration in class. The case will not be known to the student prior to this class.

Following a brief period of reflection, the student will be expected to address:

- A. Pertinent client data, history that may impact intervention
- B. Cultural expectations
- C. Identify and discuss three theoretical models that might offer an evidence informed intervention strategy
- D. Consider the pro's & cons of each of these possible therapeutic models
- E. Offer a detailed intervention strategy and justify the one you perceive to be most likely to succeed
- F. Consider any ethical dilemmas that might arise in treatment
- G. Be ready to accept challenges from peers and faculty attending.
- H. The student should be able to identify and support ideas used and their origin in the clinical research literature

Assignment 1	30%
Assignment 2	70%

100%

The following is the criteria we use for evaluating the Presentations

Report on presentation:

Name of Students:	
Presentation:	

Mark for Oral Presentation:	
Final Mark Awarded:	

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

Argument Effectively Expressed Argument Poorly Expressed

Excellent	Good	Average	Below Average	Poor

Ideas Well-organized, Coherent Confused Presentation

Excellent	Good	Average	Below Average	Poor

Highly Readable and Interesting Heavy Going: Not Very Interesting

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-
77 – 79% = C+

60 – 62% = D-
0 – 59% = F

DSW Student Policies

For professional expectations of student behaviors, attendance, academic integrity, and other DSW student policies, please see

www.fau.edu/SSW/DSW

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
1	Introductions, Review of syllabus, assignments	Syllabus
2	Assignment 1	As assigned by students
3	Assignment 1	As assigned by students
4	Assignment 1	As assigned by students
5	Assignment 1	As assigned by students
6	Assignment 1	As assigned by students
7	Review	Conte
8	Review	Sperry et al.
9	Assignment 2	
10	Assignment 2	
11	Assignment 2	
12	Assignment 2	
13	Assignment 2	
14	Assignment 2	
15	Assignment 2	
16		

Bibliography

Armenti, N. A., & Babcock, J. C. (2016). Conjoint treatment for intimate partner violence: A systematic review and implications. *Couple and Family Psychology: Research and Practice, 5*(2), 109-123.

Backer-Fulghum, L. M., & Sanford, K. (2015). The validity of retrospectively reported conflict interactions in couples. *Journal of Family Psychology, 29*(2), 253-262.

Burnette, C. E. (2016), Historical Oppression and Indigenous Families: Uncovering Potential Risk Factors for Indigenous Families Touched by Violence. *Family Relations*, 65: 354–368.

Council on Social Work Education www.cswe.org

Crespo, C., Santos, S., Tavares, A., & Salvador, Á. (2016). "Care that matters": Family-centered care, caregiving burden, and adaptation in parents of children with cancer. *Families, Systems, & Health*, 34(1), 31-40.

Crosnoe, R. and Ansari, A. (2016), Family Socioeconomic Status, Immigration, and Children's Transitions into School. *Family Relations*, 65: 73–84.

Diamond, G. M., Shahar, B., Sabo, D., & Tsvieli, N. (2016). Attachment-based family therapy and emotion-focused therapy for unresolved anger: The role of productive emotional processing. *Psychotherapy*, 53(1), 34-44.

Dakof, G. A., Henderson, C. E., Rowe, C. L., Boustani, M., Greenbaum, P. E., Wang, W., . . . Liddle, H. A. (2015). A randomized clinical trial of family therapy in juvenile drug court. *Journal of Family Psychology*, 29(2), 232-241.

Doss, B. D., Mitchell, A., Georgia, E. J., Biesen, J. N., & Rowe, L. S. (2015). Improvements in closeness, communication, and psychological distress mediate effects of couple therapy for veterans. *Journal of Consulting and Clinical Psychology*, 83(2), 405-415.

Fox, G. L., Nordquist, V. M., Billen, R. M. and Savoca, E. F. (2015). Father Involvement and Early Intervention: Effects of Empowerment and Father Role Identity. *Family Relations*, 64: 461–475.

Grady, M.D. & S, Mr. (2009). Gatekeeping: Perspectives from both sides of the fence. *Smith College Studies in Social Work*, 79(1), 51-64.

Society for Social Work and Research – www.sswr.org

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.

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

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

Dear Dr.

We are sending you this email and attachments because of your involvement at FAU in doctoral education. As you might be aware, the Board of Governors approved the Doctor of Social Work (DSW) degree this past winter. This degree program seeks to train clinical social work practitioners already possessing an MSW (Master of Social Work) degree. The program seeks to develop advanced clinical social work practitioners and clinical social work researchers. We are admitting the first cohort this fall. We believe these clinical scholars will advance professional social work and provide a much needed clinical faculty for current social work programs. Most of the courses for the first year of study have made their way through the GPC and various other committees this past spring. The School of Social Work plans to present the remaining courses to the GPC and the other committees early this fall. These are courses for students who already possess a Master of Social Work degree and are licensed/license-eligible as social workers. Students from other disciplines are not accepted into the DSW program.

The Course Proposal form from Graduate Programs requests that we consult and list all departments that might be affected by the new courses and that we provide their comments, support, etc. I would appreciate that you direct any concerns to me at your earliest convenience.

I am attaching syllabi for the new courses that are being submitted for approval.

1. Advanced Clinical Social Work Research & Statistics
2. Advanced Clinical Social Work Capstone 1
3. Psychopathology in Advanced Clinical Social Work Practice
4. Advanced Clinical Social Work Evidence-based Practice with Families and Couples
5. Advanced Clinical Social Work Evidence-based Practice with Groups
6. Advanced Clinical Social Work Capstone 2
7. Advanced Clinical Social Work Practicum
8. Advanced Clinical Social Work Seminar

9. Advanced Clinical Social Work Capstone 3
10. Emerging Theories and Methods in Advanced Clinical Social Work
11. Qualitative Research in Clinical Social Work

Thank you in advance for all your help and support with this important process.

Diane G. Sherman, Ph.D., MSW
Professor
School of Social Work
Florida Atlantic University
5353 Parkside Dr.
Jupiter, FL 33458
TEL: 561-799-8349
dgreen@fau.edu

Robert Stackman

To: Diane Sherman

Re: DSW syllabi

July 15, 2016 at 6:26 PM

peopel to send dsw syllabi to 

RS



Dear Dr. Sherman,

I have received responses from my faculty regarding the syllabi of the proposed courses for the DSW program, and there appear to be no concerns. Therefore, I am fully in support of your proposed courses.

Best regards,

Bob

—
Robert W. Stackman Jr., Ph.D.
Florida Atlantic University
Interim Chair, Department of Psychology
Behavioral Sciences (BS), 101
777 Glades Road
Boca Raton, FL 33431-0991

email: rstackma@fau.edu
Boca (office): BS 522
Boca (phone): 561.297.2270

Jupiter (office): MC-19(RE), Rm 110
Jupiter (phone): 561.799.8052

From: Paul Peluso
Sent: Thursday, July 21, 2016 2:42 PM
To: Naelys Luna <ndiaz10@fau.edu>
Subject: Re: DSW syllabi

Dear Naelys,

I have looked through the syllabi, and find no conflict with the Counselor Education department of course offerings.

Best of luck in launching the DSW.

All the best,


-Paul

Paul R. Peluso, Ph.D., LMHC, LMFT
Professor and Chair

Past-President, International Association of Marriage and Family Counselors (IAMFC)

Editor in Chief, Measurement and Evaluation in Counseling and Development

Department of Counselor Education
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(561) 297-2309 (Fax)

Karethy Edwards 

July 7, 2016 at 10:03 AM

KE

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 Map from Diane Sherman](#)