

# 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 ~~7947~~ LAB CODE (IF APPROPRIATE, L OR C) \_\_\_\_\_  
 L = LAB COURSE; C = COMBINED LECTURE/LAB

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

**EFFECTIVE DATE**

(first term course will be offered)

\_\_\_\_\_ SPRING 2018 \_\_\_\_\_

CREDITS<sup>2</sup>  
4

TEXTBOOK INFORMATION

Anastas, J. W. (2012). *Doctoral education in social work*. New York, NY: Oxford University Press.

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

**COURSE DESCRIPTION, NO MORE THAN THREE LINES:**

This practicum offers students the option to pursue a clinical research practicum or a pedagogical experience. A formal learning plan adopted by the DSW coordinator, the student and a practicum consultant must be in place prior to enrollment in this course.

PREREQUISITES\*  
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>

**Education, Nursing, Arts & Letters**

**Approved by:**

Department Chair: Naehy Luna

College Curriculum Chair: E. Hume

College Dean: Wesley Hume

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

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

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

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

**Date:**

6/23/16

6/23/16

6/24/16

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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 7947 Sec. \_\_\_\_ Call No. \_\_\_\_ (4 Credit Hours)  
Advanced Clinical Social Work Practicum  
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: <a href="http://www.fau.edu/ssw">www.fau.edu/ssw</a>	
Blackboard: <a href="http://bb.fau.edu">http://bb.fau.edu</a>		

### **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 practicum offers students the option to pursue a clinical research practicum or a pedagogical experience. A formal learning plan adopted by the DSW coordinator, the student and a practicum consultant must be in place prior to enrollment in this course.

Specifically and in conjunction with the DSW coordinator and the course instructor, each student will choose a pedagogical practicum or clinical research experience that will advance her/his career goals. This course offers the student an opportunity to engage in a supervised teaching internship (STI) in the School of Social Work or another field setting where a pedagogical experience is possible. Alternatively, a student may pursue a clinical research internship in a supervised mental health, health, or social service practice setting. Research supervisors must have completed relevant doctoral-level education and have sufficient research or experience to be able to effectively supervise a DSW student. The minimum requirement for teaching is a 40-hour course (3 credit or

equivalent), plus a minimum of one hour of supervision per week. For those DSW students opting for an educational experience, they will serve as a supervised adjunct for one (3 credit) undergraduate- or graduate-level course in the FAU School of Social Work. The educational field option requires the student to prepare and teach the course along with academic supervision provided by a tenured/tenure-line faculty member of the School of Social Work.

## **Relevance to Educational Program**

This course offers students an opportunity to consider how they might bring advanced clinical knowledge, skill and leadership to established Schools of Social Work and pursue a career as a clinical instructor in a social work program. With supervision, this course is designed to help the student link theory, ethics, self-awareness, and practice by integrating what they are learning from their other DSW courses in a teaching role. For those students who interested in pursuing clinical research, the option exists for them to work with a more experienced doctoral level researcher. This course allows students to individualize their practicum experience to their educational needs and purposes by giving them an opportunity to develop and implement their own practicum goals, objectives, activities, and methods of evaluating their clinical competencies.

## **Course Objectives**

Each student will develop 5 to 10 of his or her own practicum objectives, based on the student's learning interests, learning needs, and available practicum opportunities. The course objectives will be incorporated into a learning plan to be negotiated with and approved by the course instructor (who will also act as a practicum liaison). All course objectives will be competence-based objectives, for instance:

1. Example for a teaching internship experience (TIE): Develop and implement evidence-based, online educational modules in a generalist social work practice with individual' practice course.
2. Example for a research internship experience: Apply logistic regression analysis in the context of evaluating the effectiveness of rational-emotive behavior therapy for elderly clients with depression and evidencing the ability to disseminate the findings in a comprehensible manner to potential social work clients.

## **Required Textbooks/Readings**

(1) REQUIRED TEXT:

Anastas, J. W. (2012). *Doctoral education in social work*. New York, NY: Oxford University Press.

(2) As part of the learning plan, the student will propose a list of readings to be used in conjunction with the practicum. 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

The course assignments and grading will be determined as part of the individualized learning plan to be negotiated between the student and instructor, with input from the practicum supervisor. Examples of gradable field assignments include:

- For supervised teaching internship (STI): evidence-based in-class exercises developed by student; online educational modules; development of student evaluation tools (e.g., measuring acquisition of BSW competencies); videos of teaching; process recordings of teaching; supervisory observations of teaching.
- For clinical research internship (CRI): literature review, research proposal with research methods, research instruments developed and tested by student, Institutional Review Board application/approval; data analysis (qualitative or quantitative) [student may make use of and build upon research proposals and work from prior classes; however, the graded work for this field course must be original for this course]

Based on the Individualized student's learning plan (see section below):

Evaluation from practicum supervisor	40%
Evaluation of instructor	40%
Evidence of mastery of individualized readings	20%
	100%

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  
80 – 82% = B-  
77 – 79% = C+

63 – 66% = D  
60 – 62% = D-  
0 – 59% = F

## **INDIVIDUALIZED Learning Plans**

At least two months prior to the term in which a student takes this practicum course, the instructor will meet with the students to provide information and orient them to the process and course requirements. Students will work with the instructor to develop a learning plan by no later than one month prior to the start of the field course. The contents of the learning plan will include:

1. Student Learning Goals and Objectives (competency-based) – specific goals and objectives that link to the students learning needs, past coursework, and the mission of the DSW program.
2. Practicum Context – description of the educational context or clinical practice research partners, as well as the rationale to explain how this practicum is an appropriate fit given the student’s learning goals, objectives, and needs.
3. Supervisor – description of the person who has agreed to provide supervision, including a description of the person’s educational experience, professional experience, licensures, and competencies that indicate this person will be able to provide effective supervision for the student, given the student’s
4. Learning activities – week-by-week description of the student’s planned learning activities (including readings, meetings with supervisor, clinical/research/teaching activities, assignments, due dates)
5. Evaluation – description of how the student will be evaluated by the supervisor and by the course instructor, including competence-based measures that relate to the student’s goals and objectives.
6. Ethical Standards – description of how any ethical issues will be managed (e.g., potential concerns regarding confidentiality, informed consent, boundary issues, legal reporting requirements)
7. Roles – description of the roles and expectations of the student, field supervisor, and course instructor (field liaison).

## **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**

Anastas, J. W. (2012). *Doctoral education in social work*. New York, NY: Oxford University Press.

Anastas, J. W., & Kuerbis, A. N. (2009). Doctoral education in social work: What we know and what we need to know. *Social Work, 54*(1), 71–81.

Council on Social Work Education [www.cswe.org](http://www.cswe.org)

Dolin, E. J. (2005). *The Ph.D. survival guide*. Lincoln, NE: iUniverse.

Garthwaith, C. (2011). *The social work practicum: A guide & workbook for students*. (5th ed). Boston: Allyn & Bacon.

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

*Journal of Social Work Education*: <http://www.cswe.org/jswe>

*Journal of Teaching in Social Work*

Miley, K., O'Melia, M., & DuBois, B. (2013). *Generalist social work practice: An empowering approach*. (7th ed). Boston: Allyn & Bacon.

Royse, D., Dhooper, S., & Rompf, E. (2011). *Field instruction: A guide for social work students*. (6<sup>th</sup> ed.). New York, NY: Addison Wesley Longman.

Rubin, A. (2012). *Statistics for evidence-based practice and evaluation*. Belmont, CA: Cengage.

Rubin, A., & Bellamy, J. (2012). *Practitioner's guide to using research for evidence-based practice* (2<sup>nd</sup> ed.). Hoboken, NJ: Wiley & Sons.

Society for Social Work and Research – [www.sswr.org](http://www.sswr.org)

Sowers, K., Thyer, B. (2006). *Getting your MSW: How to survive and thrive in a social work program*. Chicago, Ill. Lyceum Books, Inc.

**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/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](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

—  
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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**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  
Florida Atlantic University  
777 Glades Road, NU 304  
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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](#)