

# 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](mailto:ERUDOLPH@FAU.EDU))

PREFIX—SOW— COURSE NUMBER —**7953**— LAB CODE (IF APPROPRIATE, L-OR-C) \_\_\_\_\_

L = LAB COURSE; C = COMBINED LECTURE/LAB

COMPLETE COURSE TITLE: **Advanced Clinical Social Work - Capstone 2**

### EFFECTIVE DATE

(first term course will be offered)

\_\_\_\_\_ FALL 2017 \_\_\_\_\_

CREDITS²

3

#### TEXTBOOK INFORMATION

American Psychological Association. (2009). Publication manual of the American Psychological Association. (6<sup>th</sup> Ed.). Washington, DC: Author.  
 Heppner & Heppner (2004). Writing and Publishing your Thesis, Dissertation, and Research: A Guide for Students in the Helping Professions (1<sup>st</sup> Ed.) Pacific Grove, CA: Cengage  
 Rubin, A. & Babbie, E. R. (2011). Research methods for social work (7<sup>th</sup> ed.). Pacific Grove, CA: Cengage.  
 Rubin, A. (2013). Statistics for Evidenced Based Practice and Evaluation. Pacific Grove, CA: Cengage.

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

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

Capstone 2 is an integrative project where the student develops a clinical research proposal that is reviewed by the DSW Capstone committee. The student must then submit the proposal to FAU's Human subjects committee.

PREREQUISITES\*

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](mailto: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.<sup>3</sup>

**Nursing, Arts & Letters, Education**

#### Approved by:

Department Chair: Maelys Luna

College Curriculum Chair: E. Hume

College Dean: Wendy Hendrix

UGPC Chair: Wm J. McDaniel

Graduate College Dean: Robert King

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

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

#### Date:

6/23/16

6/23/16

6/23/16

9/14/16

9-15-16

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 7953 Sec. \_\_\_\_\_ Call No. \_\_\_\_\_ (3 Credit Hours)  
Advanced Clinical Social Work - Capstone 2  
Boca Raton Campus**

Semester: Fall/Spring/Summer A/B/C

Classroom: SO \_\_\_\_ Boca Raton  
(note if it is an online course)

Start/End Date: Months/Year

Class Times:

Instructor:

Office Hours:

Phone:

Office Location:

Email:

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

Capstone 2 is an integrative project where the student develops a clinical research proposal that is reviewed by the DSW Capstone committee. The student must then submit the proposal to FAU's Human subjects committee.

### **RELEVANCE TO EDUCATIONAL PROGRAM**

Capstone courses are the classes that completes 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, a 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 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:

- After Human Subjects' Committee approval, implement a research proposal using rigorous scientific methods, including data gathering, data collection, and data analysis.
- Orally defend a proposal, including the theory, research methods, and data analysis
- Demonstrate the importance of research to social workers and the body of scholarly knowledge that informs social work.

**Description:** You will develop a methodology plan for a quantitative or qualitative research study and present your plan during a selected class time. You will deliver a 15-20 minute presentation that clearly articulates a methodology plan for a research study related to your capstone interest. At minimum, the presentation should include : (a) a brief background or introduction with a the problem statement or 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. At the conclusion of your presentation, you should be prepared to give a 60 second summary of your planned research so that it can be posted to blackboard

### **Schedule of Tasks and Accomplishments**

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

- submission of drafts of the proposal to the major professor;
- feedback from the major professor regarding the drafts;
- with the major professor's consent, submission of the proposal to committee members;
- project defense;
- IRB approval;
- data collection;
- data analysis plan;
- submission of drafts of project chapters to the major professor;
- feedback from the major professor 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 chair'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 Committee**

The Capstone committee is composed of four members. Three FAU SSW faculty members are required: 1) the DSW coordinator, 2) the student's major professor, and 3) another member of FAU School of Social Work faculty. An external reviewer who has a doctorate in social work or a related discipline with expertise in the students' clinical research area is required 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 Project Chairs', 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 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

## **REQUIRED TEXTBOOK AND READINGS**

American Psychological Association. (2009). Publication manual of the American Psychological Association. (6<sup>th</sup> Ed.). Washington, DC: Author.

Heppner & Heppner (2004). Writing and Publishing your Thesis, Dissertation, and Research: A Guide for Students in the Helping Professions (1<sup>st</sup> Ed.) Pacific Grove, CA: Cengage

Rubin, A. & Babbie, E. R. (2011). Research methods for social work (7th ed.). Pacific Grove, CA: Cengage.

Rubin, A. (2013). Statistics for Evidenced Based Practice and Evaluation. Pacific Grove, CA: Cengage.

\* In the event of a hurricane warning, see [www.fau.edu](http://www.fau.edu) or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

## **DSW Student Policies**

For professional expectations of student behaviors, attendance, academic integrity, and other DSW student policies, please see [www.fau.edu/SSW/DSW](http://www.fau.edu/SSW/DSW)

## **BIBLIOGRAPHY / SUGGESTED READINGS**

Bloomberg, L. D., & 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* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

Rubin, A., & Babbie, E. (2010). *Research methods for social work* (7th ed.) Belmont, CA: Brooks/Cole.

### **SAFEWALK – Night Owls**

Boca Raton 561-297-6695    Davie 954-236-1902    Ft. Lauderdale 954-762-5611    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 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 office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/public/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.

#### **HONOR CODE**

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\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.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/academic/registrar/univcatalog/welcome.htm> and the BSW Student Manual at <http://www.fau.edu/ssw/pdf/BSWstudmanual32706.pdf> or the MSW Student Manual at <http://www.fau.edu/ssw/pdf/MSWstudmanual.pdf>.

Dear Dr.

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

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

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

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



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

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


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

Robert Stackman

To: Diane Sherman

Re: DSW syllabi

July 15, 2016 at 6:26 PM

peopel to send dsw syllabi to 

RS



Dear Dr. Sherman,

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

Best regards,

Bob

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

email: [rstackma@fau.edu](mailto:rstackma@fau.edu)

Boca (office): BS 522

Boca (phone): 561.297.2270

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

Jupiter (phone): 561.799.8052

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

Dear Naelys,

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

Best of luck in launching the DSW.

All the best,

-Paul

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

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

Editor in Chief, Measurement and Evaluation in Counseling and Development

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(561) 297-2309 (Fax)

**Karethy Edwards** @

July 7, 2016 at 10:03 AM

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  
Florida Atlantic University  
777 Glades Road, NU 304  
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[www.fau.edu/nursing](http://www.fau.edu/nursing)



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

[See Map from Diane Sherman](#)