

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: SOCIAL WORK	COLLEGE: CDSI
COURSE PREFIX AND NUMBER: SOW 6655	CURRENT COURSE TITLE: ADVANCED THEORY AND PRACTICE WITH CHILDREN, ADOLESCENTS, AND FAMILIES
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): FALL 2013	TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: ADVANCED THEORY AND SOCIAL WORK PRACTICE WITH CHILDREN, ADOLESCENTS, AND FAMILIES  CHANGE PREFIX FROM: _____ TO: _____ CHANGE COURSE NO. FROM: _____ TO: _____ CHANGE CREDITS FROM: _____ TO: _____ CHANGE GRADING FROM: _____ TO: _____ CHANGE DESCRIPTION TO: _____	CHANGE PREREQUISITES/MINIMUM GRADES TO*:  CHANGE COREQUISITES TO*:  CHANGE REGISTRATION CONTROLS TO:  *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.  N/A	Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each.  N/A

Faculty contact, email and complete phone number: Elwood R. Hamlin, [ehamlin@fau.edu](mailto:ehamlin@fau.edu) 7-2864

<b>Approved by:</b> Department Chair: <u><i>Michael J. Hamlin</i></u> College Curriculum Chair: <u><i>[Signature]</i></u> College Dean: <u><i>[Signature]</i></u> UGPC Chair: <u><i>[Signature]</i></u> Graduate College Dean: <u><i>[Signature]</i></u> UFS President: _____ Provost: _____	<b>Date:</b> <u>8-5-13</u> <u>8-5-13</u> <u>8/5/13</u> <u>9-11-13</u> <u>9-12-13</u>	<b>ATTACHMENT CHECKLIST</b> ♦Syllabus (see guidelines for requirements: <a href="http://www.fau.edu/provost/files/course_syllabus.2011.pdf">http://www.fau.edu/provost/files/course_syllabus.2011.pdf</a> ) ♦Written consent from all departments affected by changes
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

*FAUchange—Revised May 2012*

**FLORIDA ATLANTIC UNIVERSITY**

**SCHOOL OF SOCIAL WORK**

**SOW 6655-01**

**Advanced Theory and Social Work Practice with Children and Adolescents**

Semester: Fall, 2013

Start/End Date: 8/26/13 – 12/9/13

Professor: Paulina Martinez, PhD, LCSW

Phone: 561-297-3234

Email: pmarti32@fau.edu

Classroom: SO318

Class Times: Mondays., 4:00-6:50PM

Office Hours: M 1:30-3:30 & T 4:30-6:30

Office Location: SO 317

Credits 3

**COURSE DESCRIPTION**

Advanced Theory and Social Work Practice with Children and Adolescents is a required concentration course selection. This course focuses on the application of theories, concepts and principles in the direct treatment of children and adolescents. A systems perspective serves as the framework for assessing the child and adolescent in the context of family and environment. A range of intervention modalities is presented, including individual, family and group treatment, and play therapy, as well as interdisciplinary collaboration and psycho-educational approaches. This course adapts the fundamentals of social work practice to work with children and adolescents. Assessment and treatment include an understanding of family, cultural and community factors. Various skills and methods, such as work with the family and school, are presented, together with group and individual approaches. Detailed case materials illustrate ethical and practice challenges in working with children and adolescents who live in out-of-home placements, in substance disordered families, and with victims and witnesses to violence. The special circumstances of children and adolescents at risk are emphasized. Policy issues impacting children and families will be discussed.

**RELATION TO THE EDUCATIONAL PROGRAM**

This course will be offered within the advanced curriculum. Advanced Theory and Social work Practice with Children and Adolescents is designed for students who have an interest in using their social work education to work with children and adolescents.

The organization of the course is intended to provide a survey of theories, concepts, and principles influencing direct practice with children, adolescents, and their families. Emphasis will be placed on methods, communication styles, and the use of relationship in the helping process.

**Competencies and Practice Behaviors**

The Council on Social Work Education's Educational Policy and Accreditation Standards (2008) identify 10 core competencies for social work programs. Upon successful completion of this course, students will be able to demonstrate these advanced clinical practice behaviors.

**1. Identify as a professional social worker and conduct oneself accordingly.**

Demonstrate professional use of self with client(s). (CP 1a).<sup>1</sup>

*Assignments: written assignments; oral presentation; class discussion*

**2. Apply social work ethical principles to guide professional practice.**

Apply ethical decision making skills to issues specific to clinical social work with children. (CP 2a).

*Assignments: written assignments*

**3. Apply critical thinking to inform and communicate professional judgments.**

Engage in reflective practice (CP 3a)

Critically evaluate theory and evidence-based knowledge when applying it to unique client systems. (CP3a).

*Assignments: written assignments; oral presentation; class discussion*

**4. Engage diversity and difference in practice.**

Identify and use practitioner/client differences from a strengths perspective. (CP 4a).

*Assignments: written assignments; oral presentation; class discussion*

**5. Advance human rights and social and economic justice.**

Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention. (CP 5a).

*Assignments: written assignments; oral presentation*

**6. Engage in research-informed practice and practice-informed research.**

Use research methodology to evaluate clinical practice effectiveness and/or outcomes. ? (CP 6a).

*Assignments: written assignments; oral presentation*

**7. Apply knowledge of human behavior and the social environment.**

Use bio-psycho-social-spiritual theories and multiaxial diagnostic classification systems in formulation of comprehensive assessments. (CP 7a).

*Assignments: written assignments; oral presentation; class discussion*

**8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**

Evaluate the impact of agency and public policies, on client systems and clinical practice (CP 8A)

*Assignments: written assignment; class discussion*

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<sup>1</sup> CP – stands for “concentration practice behavior” and refers to one of the 43 practice behaviors listed in the advanced social work practice competencies identified by the Council on Social Work Education. In order to ensure that students are able to develop and demonstrate these competencies, each practice behavior is incorporated into course content, assignments, tests, class activities, and evaluation.

**9. Respond to contexts that shape practice.**

Anticipate and respond to the contextual variables that affect practice, including cultural, technological, geographic, political, legal, economic, and environmental contexts. (CP 9a).

*Assignments: written assignments; oral presentation; class discussion*

**10. Engage, assess, intervene, and evaluate individuals, families, groups, organizations, and communities.**

Engagement: Develop a culturally responsive therapeutic relationship (CP 10a).

Engagement: Attend to the interpersonal dynamics and contextual variables that both strengthen and potentially threaten the therapeutic alliance. (CP 10b).

*Assignments: written assignments; oral presentation; class discussion*

Engagement: Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes. (CP 10c)

*Assignments: written assignments; oral presentation; class discussion*

Assessment: Use multidimensional bio-psycho-social-spiritual assessment tools. (CP 10d).

*Assignments: written assignments; oral presentation; class discussion*

Assessment: Assess clients' readiness for change. (CP 10e).

*Assignments: written assignments; oral presentation; class discussion*

Assessment: Assess client's coping strategies to reinforce and improve adaptation to life situation, circumstances, and events. (CP 10f).

*Assignments: written assignments; oral presentation; class discussion*

Assessment: Select and modify appropriate intervention strategies based on continuous clinical assessment. (CP 10g).

*Assignments: written assignments; oral presentation; class discussion*

Assessment: Use differential and multiaxial diagnosis. (CP 10h)

*Assignments: written assignments; oral presentation; class discussion*

Intervention: Critically evaluate, select, and apply best practices and evidence-based interventions. (CP 10i).

*Assignments: written assignments; oral presentation; class discussion*

*Assignments:*

Evaluation: Use clinical evaluation strategies to assess the effectiveness of their interventions. (CP 10l).

*Assignments: written assignments; oral presentation; class discussion*

## TEACHING METHODOLOGY

This course will be conducted in seminar format. A variety of teaching methodologies will be used in order to increase the students' exposure to direct practice. It will include involvement of students and instructor using lecture, discussion, reading assignments (the use of professional literature found in the text, electronic journals and other sources, and handouts), audio-visual supplements, case discussion, role plays, experiential activities, and guest speakers. The student is expected to participate actively in class discussions. Classroom interaction and interactional discourse is a primary means of processing information and indicates active engagement with the course content. Assigned readings provide an essential route of planned knowledge acquisition strategies. Readings will be assigned according to topics covered each week. Although not every reading will be discussed or explicated in class, it is important that assigned readings are completed so that readiness for class activities is assured. Readings will include those from the assigned required text, those from additional or optional texts, and articles and books available in the library.

### Course Assignments and Grading:

Grading for this course will be as follows:

A = 93-100	A- = 90-92	
B+ = 87-89	B = 84-86	B- = 80-83
C+ = 77-79	C = 70-76	C- = 70-73
D+ = 67-69	D = 60-66	D- + 60-63
F = Less than 60		

### Assignments and Criteria for Grading

Grading is based on fulfillment of course requirements as follows:

- **Participation and Positive Contribution: 10% of final grade** - this includes prompt, regular attendance and oral comments that demonstrate evidence of having done the reading and effort to apply course content to practice and classroom role play and discussion. Students are also expected to discuss their field agency cases with the class, and get input into possible diagnosis and treatment planning options from classmates and instructor. Students are also expected to have a positive attitude and to contribute in a positive manner to the class. Time will be allotted during each class for this process.
- **Culture Presentation: 10% of final grade** – each student will present an important aspect of their culture of origin by remembering their childhood and/or adolescence. Think about what it is about you and your culture that another person including a social worker would have to know to be able to understand you as a person. The presentation will be executed utilizing one of the five senses (smell, taste, touch, sight, and hearing). In other words you can bring food, music, pictures, mementoes, etc to relate your experiences to the class.

This assignment Fulfills competency practice behaviors (PB) 1a, 2a, 4a, 5a, 7a, 9a

- **Practice integration assignments: 35% of final grade** – There will be 3 assignments during the semester that will provide students with the opportunity to relate course materials to their field practicum experience:

1) Students will interview field agency personnel (at least 1 therapist (MSW or LCSW), and either the Clinical Director or CEO and identify the treatment modalities provided by the agency, the theories underpinning those treatment modalities (if any), and why the agency has chosen them. They will then submit a 2- to 3-page reaction paper that describes the interview process and summarizes the findings. Students will then be expected to share what they have learned in class. (8 points)

This assignment Fulfills competency PB 1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a.

2) Students will read a case study provided by the instructor, and will offer a DSM-V diagnosis for the client, providing thorough justification for the diagnosis based on evidence present in the case study. (7 points)

This assignment Fulfills competency PB 2a, 3a, 4a, 7a.

3) Students will complete a three part psychosocial assessment (client, family and environment) for 1 client from their field agency placement **utilizing the format provided by the instructor**. The assessment should contain a 5-axis DSM V diagnosis justified by information contained in the assessment. (20 points)

**NOTE:** Do **NOT** use the agency's existing diagnosis for this exercise unless that diagnosis is clearly justified through your three-part assessment. A justification for your diagnosis similar to your exercise earlier in the semester should be attached to your completed assessment.

This assignment Fulfills competency PB 1a, 2a, 3a, 4a, 5a, 6a, 7a, 9a, 10 a-b.

- **Best Practices Review Presentation: 30% of final grade.**

The purpose of the assignment is to familiarize the student with the literature on empirically validated interventions appropriate for a child exhibiting emotional and/or behavioral problems in their field placement, or in their particular area of interest. For this assignment, students will **get in pairs or groups of 3** ( depending on the size of the class) and make a class presentation of **20 –25 minutes in length** based on an extensive review of the literature concerning empirically tested interventions for the behavioral or mental health problem chosen. You are required to submit your topic for approval by mid-semester and the journal articles and an outline of your presentation via Blackboard on the due date. **Presentations are graded based on the following criteria:**

- thoroughness of the review (a minimum of 10 social work peer-reviewed articles (recently published) from professional social work and other appropriate mental health journals addressing the problem emotions/behaviors experienced by the students' client). The articles must be turned in via Blackboard to your professor on the day of your presentation;
- skillful use of the literature (sources and breadth of readings);
- quality and depth
- organization;
- **creativity +++**

This assignment Fulfills competency PB 1a, 2a, 3a, 4a, 6a, 7a, 9a, 10 a-c.

- **Treatment Plan: 15% of final grade.** Students will develop a treatment plan for the assessed client addressing the presenting problem and diagnosis AND utilizing existing strengths.

**NOTE.** You may use your agency's treatment plan format for this exercise. However, you may **NOT** use an existing treatment plan from the client's file. Instead, develop a thoughtful document that shows that you have grasped the theories and intervention strategies discussed in class, and that your treatment plan is closely tied to both the client's DSM-V diagnosis and to his or her assessed strengths.

**NOTE:** If a student does not have access to an individual/family in his or her internship caseload **by class # 5**, please see the instructor to discuss options.

This assignment Fulfills competency PB 1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a, 10 a-b.

<u>Summary of Course Assignments:</u>	<u>% of Grade</u>	<u>Due Date</u>
Childhood Culture Presentation	10	09/09
Practice integration assignments	35	
• Agency interview	(8)	09/16
• Case study Diagnosis justification	(7)	09/30
• Agency Psychosocial 10/29	(20)	
Intervention Presentation	30	TB
Articles/Presentation outline		TB
Final/Agency Treatment Plan	15	12/03
Participation	10	

## **Shared Client and Agency Information:**

In this class, the students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that confidential information will be disguised or eliminated if clients could be identified. You must also disguise the identity of clients in written assignments, including changing the name of the client if necessary.

## **Professional Expectations:**

### **Professional Expectations of Student Behavior**

The Florida Atlantic University School of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The School of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner.

*Participate in group activities and assignments at a comparable level to peers.*

*Complete work in a timely fashion and according to directions provided.*

*Come to class prepared, with readings and other homework completed.*

2. **Respect:** Treat all your peers, your instructors and all those you come in contact with, with dignity and respect at all times.

*Listen while others are speaking.*

*Give feedback to peers in a constructive manner.*

*Approach conflict with peers or instructors in a cooperative manner.*

*Use positive and nonjudgmental language.*

3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.

*Maintain any information shared in class, dyads or smaller groups within that unit.*

*Use judgment in self-disclosing information of a very personal nature in the classroom.*

*(Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)*

*Never use names of clients or disclose other identifying information in the classroom.*

4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.



*Come to class with books, handouts, syllabus, and pens*  
*Seek out appropriate support when having difficulties to ensure success in completing course requirements.*  
*Take responsibility for the quality of completed tests and assignment.*  
*Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*

5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.

*Academic: Commit yourself to learning the rules of citing other's work properly.*  
*Do your own work and take credit only for your own work.*  
*Acknowledge areas where improvement is needed.*  
*Accept and benefit from constructive feedback*

*Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.*

6. **Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.

*Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.*  
*Exhibit a willingness to serve diverse groups of persons.*  
*Demonstrate an understanding of how values and culture interact.*

7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also with creating client records.

*Demonstrate assertive communication with peers and instructors.*  
*Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)*

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

*Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.*  
*Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

### Consequences of Unacceptable Behavior

The School of Social Work may terminate a student's participation in the program on the basis of professional non-suitability if the School's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the FAU School of Social Work Student Manual, or the FAU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the School or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations see the FAU Catalog at <http://www.fau.edu/academic/registrar/univcatalog/welcome.htm>. This web site contains information on grading, incomplete grades, cheating on exams, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

### Class Attendance and Participation

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is required*. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class*. If a student misses more than 2 classes – whether or not there is a documented, excused absence – the student may receive a substantial decrease in the final grade.

### Policy on Use of Recording Devices in the Classroom

The College of Architecture, Urban and Public Affairs prohibits audio or video recording instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This does **not** apply to students receiving services from the Office with Student Disabilities. When the instructor's consent is given, the materials are for personal use only and are not for distribution or sale in any fashion.

### Class Policies

Students are expected to:

1. Check regularly their FAU-assigned email account and Blackboard (<http://blackboard.fau.edu>) for notices and material. Students are responsible to ensure that their email remains operative throughout the semester;
2. Attend class regularly, prepare appropriately for each week's class by completing the assigned readings, and arrive on time for class;
3. Participate actively and appropriately in class. Appropriate class participation includes verbal and non-verbal activities such as: making relevant contributions to discussions, active engagement in peer learning activities, respect for diverse opinions expressed by other class members, sharing journal articles, books, newspaper clippings, articles, videos, or other information of relevance to the class;
4. The professor will not accept late assignments, except under the most extraordinary circumstances. Extensions for assignments are generally not given, except at the professor's discretion. Students will lose 10% of the available points for the assignment for each 24 hour period that an assignment is late beyond the due date and time, including weekends.
5. Speak with the professor as soon as possible if you have any concerns about the course or your performance in it;
6. Respect colleagues while also challenging each other to explore different ways of thinking about social work and human development. One important principle in the National Association of Social Workers Code of Ethics provides some guidance: "Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity", which includes but limited to differences in age, religious or spiritual affiliation, disability, sexual orientation or gender-identity, social/class background, etc.
7. Turn in assignments on time. If assignments points will be deducted of the grade or it may not be accepted at all.

### Policy on Phones , laptops, Blackberries, Tweeters, etc...

The use of cellular phones, blackberries, laptops and any other electronic device is prohibited during class time. Please let the professor know in advance if you may need to be contacted during class. Judicious use of cell phones and blackberries in the classroom is requested

### Comment on Written Assignments

Good writing skills to express information accurately and concisely to individuals involved in helping client systems, is a requirement for effective social work practice. Therefore, formal

writing assignments for this course (i.e., papers) will be evaluated both for content, ideas presented, and for the clarity of the presentation.

**All** written assignments are graded according to the following criteria. ***Please review this section before submitting each of the assignments:*** All papers are to have a cover page, be double spaced, with 1" margins on all sides, and printed in 12 point font, Times New Roman. The cover and reference pages do not count toward the total number of pages in a paper.

### **Academic Irregularities, Academic Policies and Regulations:**

According to FAU policies, the following constitute Academic Irregularities:

1. The use of materials and devices such as notes, books, calculators, etc., while taking an examination, unless specifically authorized by the instructor; or assistance from or to other persons while taking an examination unless specifically authorized by the instructor acts defined as "cheating".
2. The presentation of words or ideas from any other source as one's own is an act defined as plagiarism.
3. The unauthorized obtaining, distributing, or receiving of materials which is, or is purported to be an examination, or part of an examination, without the expressed consent of the instructor.
4. Taking an examination for another person or having another person take an examination, and presenting, or having same presented as one's own exam.
5. Other activities that interfere with the academic mission of the classroom.
6. Submission of the same, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

For the Academic Policies and Regulations in the Graduate Catalog see <http://www.fau.edu/ug-cat/welcome.htm>. This web site contains information on grading, incomplete grades, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

### **Textbooks and Supplemental Readings:**

The textbook required for this course is:

Thompson, C. L. & Henderson, D. A. (2011). *Counseling children*. (8th ed.). Belmont, CA: Thomson Brooks/Cole.

A recommended textbook is:

Webb, N.B. (2003). *Social work practice with children* (2<sup>nd</sup> ed.). New York: Guilford Press.

- Supplemental readings may be assigned throughout the semester. The supplemental readings are available in the campus library and/or through Blackboard.

This instructor reserves the right to modify the syllabus at any time.

**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.

<b>Class</b>	<b>Topics</b>	<b>Readings</b>
Week 1 8/26/13	<b>Course Introduction, Overview, and Themes</b> <ul style="list-style-type: none"><li>• Syllabus review</li><li>• Developmental theory</li></ul>	<b>Text:</b> Thompson: Ch. 1, Introduction to a child's world, pp. 2-32  Thompson: Ch 2, The counseling process, pp. 33-72
Week 2 9/02/13	<b>Labor Day – No Class</b>	
Week 3 9/09/13	<b>Culture/ Childhood Project</b>  From your childhood and/or adolescent perspective	Webb: Ch. 1, Children's problems and needs, pp. 3-16.
Week 4 9/16/2013	<b>Legal and ethical considerations</b> <ul style="list-style-type: none"><li>• Confidentiality</li></ul>	<b>Text:</b> Thompson: Ch. 20, Legal and ethical considerations for counselors, pp. 609-628

	<ul style="list-style-type: none"> <li>• Informed consent</li> <li>• Diversity</li> </ul> <p><b>Practice integration exercise 1 due (agency interview)</b></p>	<p>Webb: Ch. 2, Necessary background for helping children, pp. 17-37.</p>
<p>Week 5 9/23/2013</p>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Initial contact</li> <li>• Interviewing techniques</li> </ul> <p>DSM IV-TR diagnosis</p>	<p><b>Text:</b> Webb: Ch. 3, Building relationships with all relevant systems, pp. 41-58.</p> <p>Ch. 4, The Biopsychosocial assessment of the child pp. 59-99.</p>
<p>Week 6 9/30/2013</p>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Three-part assessment</li> <li>• Brain Development</li> </ul> <p><b>Practice integration exercise 2 due (case study diagnosis justification)</b></p>	<p><b>Text:</b> Thompson: Ch. 15, Cultural factors in counseling children, pp. 457-486.</p>
<p>Week 7 10/07/2013</p>	<p><b>Treatment Planning</b></p> <ul style="list-style-type: none"> <li>• Goal setting from the strengths perspective</li> <li>• Goal setting from the deficit perspective</li> </ul>	<p><b>Text:</b> Webb, Ch. 5, Contracting, planning, interventions, and tracking progress, pp.100-116.</p> <p><b>Reserve:</b> Jongsma, A.E., Jr., Peterson, L.M. &amp; McInnis, W.P. (2003). How to develop a treatment plan. In A.E. Jongsma, Jr., L. M. Peterson and W.P. McInnis (eds.) <i>The adolescent psychotherapy treatment planner</i> (3<sup>rd</sup>. ed.), pp. 4-16. Hoboken, NJ: John Wiley &amp; Sons.</p>

<p>Week 8 10/14/2013</p>	<p>Psychoanalytic Counseling Object Relations Child Therapy</p>	<p><b>Text:</b> Thompson: Ch. 3, Psychoanalytic Counseling</p>
<p>Week 9 10/21/2013</p>	<p>Reality therapy Cognitive-behavioral therapy Behavioral counseling</p>	<p><b>Text:</b> Thompson: Ch. 4, Reality therapy: Counseling with choice theory, pp. 109-132.  Thompson: Ch. 9, Behavioral counseling, pp. 238-267.  Thompson: Ch. 8, Rational- emotive-behavioral and cognitive-behavioral therapy, pp. 207-237.</p>
<p>Week 10 10/28/2013</p>	<p>Brief counseling Solution-focused therapy Play therapy Play therapy  <b>Topic of Presentation due</b></p>	<p><b>Text:</b> Thompson: Ch. 5, Brief counseling: Solution-focused and paradoxical, pp. 133-158.  Webb: Ch. 6, Working with the family, pp. 119-142.  Thompson: Ch. 14, Play therapy, pp. 413-456.  Webb: Ch. 7, One-to-one work with the child, pp. 143-166.</p>
<p>Week 11 11/04/2013</p>	<p>Group counseling Family counseling</p>	<p><b>Text:</b> Thompson: Ch. 17, Group counseling with children, pp. 510-537.</p>

	<b>Agency psychosocial due</b>	Thompson: Ch. 12, Family counseling, pp. 335-384.  Webb: Ch. 8, Group work with children, pp. 167-189.
Week 12 11/11/2013	<b>No Class – Memorial Day</b>	
Week 13 11/18/2013	<b>Special concerns</b> <ul style="list-style-type: none"> <li>• Child maltreatment</li> <li>• Family problems</li> <li>• Depression/suicide</li> <li>• Homelessness</li> </ul>	<b>Text:</b>  Thompson: Ch. 18, Counseling children with special concerns, pp. 538-587.  Webb: Ch. 10, Children living in kinship and foster home placements, pp.215-234  Webb: Ch. 13, Children in substance abusing families, pp. 287-314.
Week 14 11/25/2013	<b>Special needs children</b> <ul style="list-style-type: none"> <li>• Behavioral-emotional disorders</li> <li>• ADHD</li> <li>• Disability</li> </ul> <b>Student Presentations</b>	<b>Text:</b> Thompson: Ch. 19, Counseling children with special needs, pp. 588-608.  Webb: Ch. 14, Child victims and witnesses of family and community violence.
Week 15 12/02/2013	<b>Special needs children</b> <ul style="list-style-type: none"> <li>• Parental involvement</li> <li>• Violence</li> </ul> <b>Student Presentations</b>	



Week 16 12/09/2013	<b><i>Final Treatment plan due</i></b>	
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#### **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 Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD 1 (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), 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 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/univecatalog/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>.