

**FLORIDA ATLANTIC UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION**

**MHS 6421
COUNSELING CHILDREN
Fall 2012**

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

COURSE DESCRIPTION

This course explores theory, techniques and issues related to counseling children. The course format includes lecture, group discussion, demonstration, and experiential activities.

Prerequisites: Permission of Instructor

REQUIRED READINGS & MATERIALS

Brigman, G. & Early-Goodman, B. (2008). Group counseling for school counselors, 3rd ed. Portland, ME: J. Weston Walch, Publishers.

Vernon, A. (2004). *Counseling children & adolescents*, 4th ed. Denver, CO: Love Publishing Co.

REQUIRED RESOURCES: LiveText

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

2009 CACREP: General: G.1.j, G.2.a, G.2.b, G.2.c, G.3.a, G.3.d, G.3.f, G.3.h, G.5.a, G.6.a, G.6.b, G.6.d, G.8.a, and G.8.e

2009 CACREP: School: A.2, A.5, A.6, C. 1, C.2, C.3, C.5, D.1, E.1, E.2, E.3, E.4, G.1, G.3, I.5, K.2, and K.3

Florida Educators Accomplished Practices (FEAPs-Dec. 2010): A.1.b, A.1.d, A.2.c, A.2.h, A.3.b, A.3.c, A.3.e, A.3.j, and B.2

Subject Area Competencies and Skills (SAC&S): 1.4, 1.5, 1.6, 1.8, 2.1, 5.3, 5.5, 6.1, 6.2, 6.3, 6.4, 8.5, 10.2, and 10.3

CONCEPTUAL FRAMEWORK

As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional through the implementation of direct and indirect guidance and counseling activities with written and verbal feedback from peers and multiple evaluators.

COURSE OBJECTIVES

1. To develop an understanding of the professional roles, functions, and responsibilities of the counselor within the context of the school community including related ethical codes, policies, laws, and current issues from an advocacy perspective.
2. To gain understanding of the characteristics and skills needed to affect positive outcomes with children related to academic, career, and personal/social needs including skills related to individual, small and large group counseling, and consultation with parents, teachers, and other human service providers.
3. To gain an understanding of the play process and skills related to the use of play activities and play media appropriate for counseling children.
4. To develop a conceptual foundation of several of the most widely used theoretical approaches that are consistent with current professional research used in counseling children and understanding family, school, and community systems.
5. To develop an understanding of prevention and crisis intervention strategies for working with diverse populations based on ethnicity, age, gender, exceptional behavior, and disability.
6. To recognize factors and understand issues that affects children's behavior as well as barriers that impede academic,

- career, and personal/social success within the school and community.
7. To understand concepts related to standardized and non-standardized testing and other assessment techniques.
 8. To develop knowledge and application of emerging technology, resources, processes, and activities in education and counseling that impact academic, career, and personal/social planning and outcomes and the design and implementation of a comprehensive guidance and counseling program.
 9. To develop an understanding of program planning, implementation, monitoring, and evaluation to meet program goals and objectives for a developmental, comprehensive counseling program that are in line with national standards for school counseling programs.
 10. To gain knowledge of developmental approaches to assist students and parents at point of educational transition.
 11. To gain skills and knowledge related to leadership roles and constructive partnerships with families and communities to promote the academic, career, and personal/social success for students.

COURSE REQUIREMENTS

Participate in class and online discussions, skills practice, and group experiences.
 Facilitate a group experience.
 Develop an intervention for a target group for children and present one activity in class.
 Facilitate a Play Activity with a student or small group.
 Complete a final exam covering required readings and lectures.

Assignment	FEAP Indicators	Points
In Class/Online Participation and Activities		60
Group Counseling Skills Practice & Peer Coaching	A.2.c, A.2.h, A.3.c, A.3.e, & A.3.h	25
Target Group Intervention & Presentation	A.1.b, A.1.d & A.3.b	50
Play Activity Facilitation Paper	B.2	40
Final Exam		25
TOTAL		200

GRADING SCALE

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 200 – 186	B+ = 178 – 173	C+ = 158 – 153	D+ = 138 – 131	F = 119 – 0
A - = 184 – 179	B = 172 – 167	C = 152 – 147	D = 130 – 127	
	B- = 166 – 159	C- = 146 – 139	D- = 126 – 120	

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

CLASSROOM ETIQUETTE

In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

INFORMATION FOR STUDENTS WITH DISABILITIES

In Compliance with The Americans with Disabilities Act (A.D.A.), 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 – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

CODE OF ACADEMIC INTEGRITY POLICY

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty 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. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

DEPARTMENT ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outline policies.

METHODS OF INSTRUCTION

This course uses a variety of teaching methods including readings, lecture, live/video demonstrations and on-line discussions. Students will have an opportunity to synthesize and apply what they are learning through discussions and skills practice. Students will receive peer and instructor feedback regarding ideas and skills. A final exam will assess content knowledge.

DISTANCE LEARNING REQUIREMENTS

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments must be **uploaded to LiveText** on the **scheduled due date** (see course content and outline).
7. On the weeks Blackboard is used for the course delivery, students are expected to post their initial statements on the discussion board by **Tuesday at midnight** and have responded to their peers and fulfilled all other online activities by **midnight on Saturday**.
8. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.
9. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
 - a. Cheating
 - b. Plagiarism
 - c. Misrepresenting information or failing to give proper credit for citations used
 - d. Participating or facilitating acts of academic dishonesty by others
 - e. Unauthorized prior possession or sharing of examinations
 - f. Submitting the work or tampering with the work of another person
10. Students will receive feedback on assignments from the instructor **via email and/or LiveText**. Comments, suggestions, recommendations are provided in pdf format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>
11. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id=_107_1 if you experience login or connection issues.
12. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the World Wide Web.

REFERENCES

- Brigman, G., & Campbell, C. (2003). Helping students improve academic achievement and school success behavior. *Professional School Counseling*, 7, 91-98.
- Brigman, G., Campbell, C. & Webb, L. (2004). *Student Success Skills: Group Manual*. Boca Raton, FL: Atlantic Consultants.
- Brigman, G. & Earley-Goodman, B. (2001) *Group counseling for school counselors*. Portland, ME: J. Weston Walch Publishers
- Brigman, G., Webb, L. & Campbell, C. (2007) Building skills for school success: Improving the academic and social competence of students. *Professional School Counseling*, 10 (3), 279-288.
- Brigman, G. (2006). Research methods in school counseling: A summary for the practitioner. *Professional School Counseling*, 9 (5), 421-425.
- Brigman, G., Lane, D., Lane, D., Switzer, D., & Lawrence, R., (1999). Teaching children school success skills. *Journal of Educational Research*, 92 (6), 323-329.
- Campbell, C., & Brigman, G. (2005). Closing the achievement gap: A structured approach to group counseling. *Journal for Specialists in Group Work*, 30, 67-82
- Thompson, C., Rudolph, L. & Henderson, D. (2004). *Counseling Children* (6th ed) Belmont, CA: Brooks/Cole.
- Webb, L. & Brigman, G. (2007). Student Success Skills: A structured group intervention for school counselors. *Journal for Specialists in Group Work*, 32, 190-201.

Webb, L. & Brigman, G., & Campbell, C. (2005). Linking school counselors and student success: A replication of the Student Success Skills approach targeting the academic and social competence of students. *Professional School Counseling*, 8, 407-413.

COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should take place prior to class.

Note: ** means class will be held online using the *Elluminate Live* software in Blackboard.

DATE	TOPICS	READINGS & ASSIGNMENTS
Week 1 <i>Aug. 21</i>	Course overview/orientation/assignments Developmental Guidance and Counseling Six Basic School Counselor Interventions with children	Vernon p. 1 - 17
**Week 2 <i>Aug. 28</i>	Understanding Children Theoretical Foundations & Research Base Group Approaches for counseling children Personal, Professional, Legal & Ethical Issues	Vernon Chapter 11 Brigman p. 3-19 Blackboard Activities/ Discussion
Week 3 <i>Sept. 4</i>	Group facilitation SSS research SSS #1 demo-practice-feedback SSS #2 demo-practice-feedback	SSS Manual Lessons 1 & 2
**Week 4 <i>Sept. 11</i>	The Individual Counseling Process Brief Counseling, Social Problem Solving Model	Vernon Chapter 2 & 5 Blackboard Activities/ Discussion
Week 5 <i>Sept. 18</i>	Group facilitation SSS research SSS #3 demo-practice-feedback SSS #8 demo-practice-feedback	Brigman p. 261-273 SSS Manual Lessons 3 & 8
**Week 6 <i>Sept. 25</i>	Children from Diverse Populations: Ethnicity, Exceptionality, Disability Testing and Accountability	Vernon Chapter 7 & 8 Blackboard Activities
Week 7 <i>Oct. 2</i>	The Play Activity Process: Stages & Processing Demonstrations, Skills Practice & Feedback	Vernon Chapters 3 & 4
**Week 8 <i>Oct. 9</i>	Large Group Counseling Approaches Meeting Developmental Needs of Students Career Counseling for children	Play Activity Facilitation – meet with child or group Blackboard Activities/ Discussion
Week 9 <i>Oct. 16</i>	Group facilitation RTL research/format RTL story #1 demo & follow up RTL story #2 practice & feedback	Brigman p. 247-260
**Week 10 <i>Oct. 23</i>	Consultation with Parents & Teachers Current Issues Facing Today's Children: Abuse, Violence, Suicide, Depression, and Divorce Interventions for Target Groups	Vernon Chapters 13 & 14 Blackboard Activities/ Discussion Play Activity Case Sharing
Week 11 <i>Oct. 30</i>	Group Facilitation Play Media presentations RFS program overview RFS stories/processing	Brigman p. 274 - 290
**Week 12 <i>Nov. 6</i>	Dev. and Evaluating Comprehensive Developmental Programs National Standards Developmental Transitions	Blackboard Activities/ Discussion Target Intervention Due
Week 13 <i>Nov. 13</i>	Group Facilitation Play Media presentations	Brigman p. 291-299
**Week 14 <i>Nov. 20</i>	Emerging Technology: Resources Supporting Academic, Career, and Personal/Social Decisions & Outcomes Community Partnerships	Blackboard Activities/ Discussion Play Activity Facilitation Due
Week 15	Group Facilitation	Brigman p. 300-308

Nov. 27	Play Media presentations Course Evaluations	
**Week 16 Dec. 4	Final Exam on Blackboard	

BIBLIOGRAPHY

Axline, V. (1969). *Play Therapy*. New York: Ballentine Books.

Gladding, S. T. (1998). *Counseling as an Art: The Creative Arts in Counseling* (2nd ed.). Alexandria, VA: American Counseling Association.

Homeyer, L. E. & Sweeney, D. S. (1998). *Sandtray: A Practical Manual*. Royal Oak, MI: Self-Esteem Workshop.

Hughes, F. P. (1999). *Children, Play, and Development*. Boston: Allyn & Bacon.

Kaduson, H.G., & Schaefer, C.E. (Eds.). (1997). *101 Favorite Play Therapy Techniques*. Northvale, NJ: Jason Aronson, Inc.

Kaduson, H. G., & Schaefer, C. E. (Eds.). (2001). *101 More Favorite Play Therapy Techniques*. Northvale, NJ: Jason Aronson, Inc.

Kottman, T. (2002). *Partners in Play*. Alexandria VA: American Counseling Association.

Nelson, J., Palonsky, S., & McCarthy, M. (2004). *Critical incidents in education: Dialogues and Dialectics*. Boston, MA: McGraw Hill.

Oaklander, V. (1988). *Windows to Our Children*. Highland, NY: The Gestalt Journal Press.

O'Connor, K. J. (1991). *The Play Therapy Primer: An Integration of Theories and Techniques*. NY: John Wiley & Sons, Inc.

Orton, G.L., (1996). *Strategies for counseling with children and their parents*. Pacific Grove: Brooks Cole Publishing.

Peterson, L. W. & Hardin, M. E. (1997). *Children in Distress: A Guide for Screening Children's Art*. New York, NY: W.W. Norton & Company, Inc.

Schaefer, C. E., & Cangelosi, D. M. (Eds.). (1997). *Play Therapy Techniques*. Northvale, NJ: Jason Aronson, Inc.

Sabella, R.A. (2000). *School counselor.com*. Minneapolis, MN: Educational Media Corp.

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Webb, N. B. (1991). *Play Therapy with Children in Crisis*. NY: The Guilford Press

Winslade, J.M & Monk, G.D. (2007). *Narrative counseling in schools* (2nd ed.). Thousand Oaks, CA: Corwin Press.

COMPETENCIES

Students are required to meet expectations on four Florida Educator Accomplished Practices (FEAP) indicators. Students are required to complete all assignments. Any student who does not meet expectations on a competency assessment is required to remediate on the assignment before earning a grade in the course. Students should refer to the provided Competency Assessment (CA) rubrics for evaluation criteria on each required assignment available at <http://www.coe.fau.edu/counsel/school.htm>

Standard	Indicator	Detailed description of assignment or activity	Instrument
Quality Instruction 1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:	A.1.b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	Target Group Intervention: The school counselor candidate will develop a sequential, six session counseling unit aimed at a target student or population using specific counseling techniques, play media or a combination of both introduced and practiced in class. Each session includes methods to: (1) reinforce concepts and examine prior knowledge; (2) monitor formative assessments; (3) provides an opportunity for individual work, pair sharing, and practice to deepen and enrich student's understanding of the content; and (4) includes at least one literacy strategy.	Assignment Rubric
	A.1.d. Selects appropriate formative assessments to monitor learning;	Target Group Intervention: The school counselor candidate will develop a sequential, six session counseling unit aimed at a target student or population using specific counseling techniques, play media or a combination of both introduced and practiced in class. Each session includes methods to: (1) reinforce concepts and examine prior knowledge; (2) monitor formative assessments; (3) provides an opportunity for individual work, pair sharing, and practice to deepen and enrich student's understanding of the content; and (4) includes at least one literacy strategy.	Assignment Rubric
Quality Instruction 2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	A.2.c. Conveys high expectations to all students;	Group Counseling Skills Practice and Peer Coaching: The school counselor candidate will facilitate a small group in class demonstrating their ability to: (1) convey high expectations to all students; (2) adapt the learning environment to accommodate differing student needs; (3) identify gaps in student's subject matter knowledge; and (4) relate and integrate the subject matter with other disciplines and life experiences. Afterwards, students will provide group facilitator with written and verbal feedback using the peer coaching model demonstrating their ability to monitor instructional needs and to adjust instruction in the future.	Observation Rubric
	A.2.h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	Group Counseling Skills Practice and Peer Coaching: The school counselor candidate will facilitate a small group in class demonstrating their ability to: (1) convey high expectations to all students; (2) adapt the learning environment to accommodate differing student needs; (3) identify gaps in student's subject matter knowledge; and (4) relate and integrate the subject matter with other disciplines and life experiences. Afterwards, students will provide group facilitator with written and verbal feedback using the peer coaching model demonstrating their ability to monitor instructional needs and to adjust instruction in the future.	Observation Rubric

<p>Quality Instruction</p> <p>3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</p>	<p>A.3.b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;</p>	<p>Target Group Intervention: The school counselor candidate will develop a sequential, six session counseling unit aimed at a target student or population using specific counseling techniques, play media or a combination of both introduced and practiced in class. Each session includes methods to: (1) reinforce concepts and examine prior knowledge; (2) monitor formative assessments; (3) provides an opportunity for individual work, pair sharing, and practice to deepen and enrich student's understanding of the content; and (4) includes at least one literacy strategy.</p>	<p>Assignment Rubric</p>
	<p>A.3.c. Identify gaps in students' subject matter knowledge;</p>	<p>Group Counseling Skills Practice and Peer Coaching: The school counselor candidate will facilitate a small group in class demonstrating their ability to: (1) convey high expectations to all students; (2) adapt the learning environment to accommodate differing student needs; (3) identify gaps in student's subject matter knowledge; and (4) relate and integrate the subject matter with other disciplines and life experiences. Afterwards, students will provide group facilitator with written and verbal feedback using the peer coaching model demonstrating their ability to monitor instructional needs and to adjust instruction in the future.</p>	<p>Observation Rubric</p>
	<p>A.3.e. Relate and integrate the subject matter with other disciplines and life experiences;</p>	<p>Group Counseling Skills Practice and Peer Coaching: The school counselor candidate will facilitate a small group in class demonstrating their ability to: (1) convey high expectations to all students; (2) adapt the learning environment to accommodate differing student needs; (3) identify gaps in student's subject matter knowledge; and (4) relate and integrate the subject matter with other disciplines and life experiences. Afterwards, students will provide group facilitator with written and verbal feedback using the peer coaching model demonstrating their ability to monitor instructional needs and to adjust instruction in the future.</p>	<p>Observation Rubric</p>
	<p>A.3.j. Utilize student feedback to monitor instructional needs and to adjust instruction.</p>	<p>Group Counseling Skills Practice and Peer Coaching: The school counselor candidate will facilitate a small group in class demonstrating their ability to: (1) convey high expectations to all students; (2) adapt the learning environment to accommodate differing student needs; (3) identify gaps in student's subject matter knowledge; and (4) relate and integrate the subject matter with other disciplines and life experiences. Afterwards, students will provide group facilitator with written and verbal feedback using the peer coaching model demonstrating their ability to monitor instructional needs and to adjust instruction in the future.</p>	<p>Observation Rubric</p>
<p>2. Professional Responsibility & Ethical Conduct.</p>	<p>B.2 Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics</p>	<p>Play Activity Facilitation Paper: The school counselor candidate will facilitate a play experience with a child or group. Students will document the facilitation of at least two separate experiences with two different play media. The focus is the process and connecting the play activity to something meaningful for the child. Any child who assents and parent gives permission can participate as the purpose is not to</p>	<p>Assignment Rubric</p>

	<p>and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public, and the education profession.</p>	<p>provide treatment but for you to gain experience with the media and process. After the first meeting students will share the case for discussion, describe alternatives for intervention and provide feedback to peers about their cases.</p>	
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