COURSE CHANGE REQUEST
Graduate Programs

FLORIDA ATLANTIC UNIVERSITY

Department Social Work

College College of Social Work & Criminal Justice

UGPC Approval _____
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner _____
Catalog _____

Current Course Prefix and Number SOW 7424	*Current* Course Title Adv Clinical SW: Evidence-Based Practice with Individuals

*Syllabus must be attached for **ANY** changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:

Change prefix
    From: To:

Change course number
    From: To:

Change credits*
    From: To:

Change grading
    From: To:

Academic Service Learning (ASL) **
    Add ☐   Remove ☐

* See Definition of a Credit Hour.
** Academic Service Learning statement must be indicated in syllabus and approval attached to this form.

Change description to:

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.

Effective Term/Year for Changes:	**Terminate course? Effective Term/Year for Termination:** Spring 2024

Faculty Contact/Email/Phone Dani Groton, dgroton@fau.edu, 561-297-3881

Approved by		*Date*
Department Chair	Heather Thompson, PhD, ncsw	9/25/2023
College Curriculum Chair	Danielle Groton	9/26/23
College Dean	Naelys Luna	9/26/23
UGPC Chair	Paul R. Peluso	Oct 12, 2023
UGC Chair	Paul R. Peluso	Oct 12, 2023
Graduate College Dean	Robert W. Stanley	Oct 13, 2023
UFS President		
Provost		

Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

ChangeCourseGR, revised Summer 2022

PHILLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
FLORIDA ATLANTIC UNIVERSITY
SOW 7424 001 CRN 14413
(3 Credit Hours)
Advanced Clinical Social Work: Evidence-Based Practice with
Individuals
Boca Raton Campus

Semester: Classroom: Online Zoom Classes
Start/End Date: Instructor: Class times: Wed. (7:00 to 9:50)
Phone: 561-758-7612   Office Hours: Mon. & Wed. (10-12)
Email: Office Location: Zoom Room
                                             Web: www.fau.edu/ssw

DSW Program Mission:

The DSW program provides doctoral-level social work practitioners with educationalexperiences that will allow them to engage in advanced clinical social work practice, conduct advanced clinical social work research, teach evidence-based social work practice courses, and assume social work 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 course focuses on evidence-based advanced clinical social work practice with individuals. It seeks to provide the student with a methodology for incorporating best social work clinical practice with individuals which is grounded in evidence-based research literature.

RELEVANCE TO EDUCATIONAL PROGRAM:

This course focuses on evidence-based clinical social work practice with individuals. This course seeks to provide the student with an understanding of best social work clinical practice with individuals which is grounded in evidence-based research literature.

COURSE OBJECTIVES:

At the end of the course it is expected that students will be able to:
- Explain ethical issues in clinical social work practice with individuals and the role of social work values in clinical practice. (discussion, presentations, role play)
- Illustrate how gender bias or insensitivity to diverse populations can impede evidence-based clinical social work practice. (discussion, presentations, role play)
- Define and demonstrate how social work's commitment to equity and social justice influences and differentiates clinical social work from other professions. (discussion, presentations, role play)
- Demonstrate how the research literature can be used as a source for effective intervention and explain how research can be used to guide clinical practice at the micro level of practice. (discussion, presentations, role play)
- Demonstrate competence in utilization of evidence-based practices with the integration of knowledge, skills and values in the classroom. (discussion, presentations, role play)
- Demonstrate an understanding of the importance of evidence-based clinical social work practice. (discussion, presentations, role play)
- Use the research literature in their choice of best-practice clinical intervention strategies for individuals. (discussion, presentations, role play)
- Demonstrate the ability to develop comprehensive assessments and treatment plans using best practices grounded in the clinical research literature. (discussion, presentations, role play)

LEARNING ENVIRONMENT:

This class includes both real time classroom and online class environments. The student is a co-creator of the learning experience and environment. It is the purpose of this class to provide knowledge and access to resources that will serve as a springboard for class collaboration and group projects. The course may include recorded lectures using voice-over PowerPoint, discussion blogs, reading assignments, assignments involving social media, online activities, and online group presentations.

REQUIRED TEXTS:

There is no required text for this course. Course readings will be made available on Canvas.

RECOMMENDED TEXTS:
The following texts are recommended to add to your library:

Jones-Smith, E. (2016). *Theories of counseling and psychotherapy: An integrative approach (2nd Ed.)*, London, Sage Publications.

Erskine, R. & Moursund, J. (2011). *Integrative psychotherapy in action*. London, England, Karnac Press.

Preston, J. (2006). *Integrative brief therapy: Cognitive, humanistic, & neurobehavioral approaches*, Atascadero, CA, Impact Publishers.

Norcross, J. & Goldfried, M. (2005) *Handbok of psychotherapy integration*, Oxford, England, Oxford University Press.

COURSE ASSIGNMENTS AND GRADING:
This course requires completion of the following 3 assignments and participation:

Discussion Boards (30 points):
There will be five discussion board prompts concerning the five forces of psychotherapy as delineated by Jones-Smith (2016). Each student will make an original response to the prompt including proper citations for any referenced work, and then they will make substantive responses to each of their classmates posting. It is expected that this assignment will add substantially to the each student's understanding and integration of the material coverd in the course.

Case Study Presentation (30 points):
The student will produce an original case study on a current or recent past client. They will approach the case study from a particular theoretical perspective and include a literature review showing that the treatment chosen has empirical support. A treatment plan and two process recordings will be included as well as any standardized assessments that were used. After the student has produced a complete case study, they will then pick a new theoretical perspective and demonstrate how assessment and treatment would differ. They will need literature for this intervention as well. A new (hypothetical) treatment plan will be requird, and the student will present a role play or a session transcript to the class (either assessment or treatment) using the second treatment modality.

Experiential Exercises (30 points):
The class will act as a laboratory for students to improve case conceptualization, assessment and treatment skills. This will be actualized through the use of simulations (role plays) as well as other audio and visual experiences, as well as an ongoing in-vivo supervision group. Students will be expected to bring non-identifying case material to class to use in these exercises. Feedback will be given in the spirit of helping the practitioner to advance and grow. All theoretical perspectives will be respected and valued on even footing.

Participation (10 points):
Students are expected to attend all classes and engage productively as well as professionally in class discussions and simulations.

Course Grading:

Late assignments:

All above assignments must be submitted by midnight on the due date. A student who wishes for an extension of time for an assignment due to a medical or personal emergency should consult the instructor **in advance**. However, an extension is not automatic, and there may be a grade penalty.

The grading scale for this course is as follows:

94 – 100% = A	73 – 76% = C
90 – 93% = A-	70 – 72% = C-
87 – 89% = B+	67 – 69% = D+
83 – 86% = B	63 – 66% = D
80 – 82% = B-	60 – 62% = D-
77 – 79% = C+	0 – 59% = F

Definition of Grades:

A = significantly exceeds assignment/performance expectations (evidence of critical thinking, quality and quantity of research, and analysis that resulted in work additional to that set forth in the assignment directions

B = Assignment/overall performance in course meets all the requirements with evidence of critical thinking, evidence of research effort, and analysis (i.e. coherence and integration of ideas);

C = Average. Assignment/performance meets all the requirements but lacks evidence of in depth thinking and analysis and lacks evidence of research from professional journals or recent or influential books;

D = There are important gaps in the assignment both in terms of requirements and critical thinking and analysis

F= Performance not to standard to merit a passing grade.

Attendance (10 % of grade):

As per FAU policy, attendance at the first class is mandatory. If a student misses the first class, that student may be asked to withdraw from the course and re-register in a future term.

If a student misses 2 or more classes the student may be asked to withdraw or may receive a lowered or failing grade. The only exception to this is if student has a documented extraordinary circumstance (i.e. student hospitalization; severe illness; death in the family; care accident; religious holiday) preventing the student from coming to class. In that case, the student must present written documentation to the instructor at the time of the absence.

Any student who arrives 15 minutes late will accrue half of an absence unless the student provides a reasonable cause for doing so in advance and receives the professor's permission. Any student who leaves 15 minutes early will accrue half of an absence unless the student provides a reasonable cause for doing so in advance and receives the professor's permission. Any pattern of lateness shall be considered a violation of class policy and may be subject to lowered grade or failing grade.

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 many 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.

   <u>Consequences of Unacceptable Behavior</u>

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. 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).

Mutual Learning and Support:

The Instructor welcomes feedback about the course and the course will be viewed as a mutual learning process between students and the Instructor. Students are encouraged to request feedback from the instructorand and to provide feedback regarding the course and assignments by e-mail and by appointment. The Instructor may also utilize a mid-course evaluation to gain student feedback. Please schedule office appointments with the instructor if you have any concerns about your performance in the course, or if you have specific learning needs or challenges that can be addressed to strengthen your participation and learning in the course or DSW program.

Use of email and Canvas will be used as official correspondence with students. Students are responsible for reading their email and Canvas announcements daily for any ans all course-related information and announcements. Canvas uses the email addresses assigned to you by FAU – if you do not pick up email from the FAU account, you will need to forward your FAU email to the email address that you generally use.

Log onto MyFAU (http://myfau.fau.edu) and forward your email to the email address that you want all Canvas and other FAU email directed to… and if your email address changes, remember to change the forwarding in MyFAU. If you are experiencing problems logging onto MyFAU or Canvas, you can contact the helpdesk at 561.297.3999

DSW Student Policies:

For professional expectations of student behaviors, attendance, academic integrity, and other DSW student policies, please see www.fau.edu/SSW/DSW

INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

Parts of this course will be conducted online using Blackboard. Students must have a working knowledge of all aspects of blackboard, particularly accessing assignments and learning resources, viewing powerpoint presentations, submission of assignments, utilizing blackboard for group work and group presentations, and communication with the instructor and students.

An important reference for you through the semester will be **NREPP: SAMHSA's National Registry of *Evidence-based* Interventions, Programs and Practices**. This resource is a very helpful tool to aid in your understanding of what goes into the developing of Evidence-based treatment interventions and what interventions are considered to have a strong evience base. It can be reached at NREPP. Other course readings will be distributed in class or through Canvas. Please visit the **Canvas Web site** for this course at http://canvas.fau.edu for readings and additional information.

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.

Policy on Use of Computers and Recording Devices in the Classroom
The School of Social Work prohibits the use of computers, audio recording, or video recording devices during instructional activities in classrooms, laboratories, and studios without the expressed written consent of the instructor. This prohibition does **not** apply to specific accommodations approved by the FAU Office for Students with Disabilities. When the instructor's consent is given, the materials produced are for personal use only and are not for distribution or sale in any fashion.

Bibliography:

Recommended Texts:

Applegate, J. & Bonovitz, J. (1995). *The Facilitating Partnership: A Winnicottian Approach for Social Workers and other Helping Professionals*. New Jersey: J. Aronson, Inc.

Blanck, G. & Blanck, R. (1974). *Ego Psychology: Theory and Practice*. New York: Colombia University press.

Cassidy, J. & Shaver, P. (eds.) (2016). *The Handbook of Attachment: Theory, Research, and Clinical Applications*. New York: The Guilford Press.

Cozolino, L. *The Neuroscience of Human Relationships: Attachment and the Developing Social Brain*. New Yourk: W. W. Norton & Company.

Della Selva, P. (2004). *Intensive Short-Term Dynamic Psychotherapy*. London: Karnac.

Fischer, J. & Corcoran, K. (2007). *Measures for Clinical Practice and Research: A sourcebook.* (Volume I-Couples, Families and Children, or Volume II -Adults). New York: Oxford University Press.

Goldman R. & Greenberg, L. (2015). *Case Formulation in Emotion Focused Therapy: Co-Creating Clinical Maps for Change*. Washington: The American Psychological Association.

Goldstein, E. (1984). *Ego Psychology and Social Work Practice*. New York: The Free Press.

Greenberg, L., Watson, J., & Lietaer, G. (1998). *The Handbook of Experiential Psychotherapy*. New York: The Guilford Press.

Hart, S. (2011). The Ikmpact of Attachment. New York: W. W. Norton & Company.

Kazantis, N., Reinecke, M., & Freeman, A. (eds.) (2010). *Cognitive and Behavioral Theories in Clinical Practice*. New York: The Guilford Press.

Mc Williams, N. (2011). *Psycoanalytic Diagnosis*. New York: The Guilford Press.

Mc Williams, N. (2011). *Psycoanalytic Case Formulation*. New York: The Guilford Press.

Mitchell, S. & Black, M. (1995). Freud and Beyond: A History of Modern Psychoanalytic Thought. New York: Basic Books.

Peebles, M J. (2012). *Beginnigs: The Art and Science of Psychotherapy*. New York: Routledge

Preston, J. (2006). Integrative Brief Therapy. Atascadero, CA: Impact Publishers

Roberts, A.R. & Yeager, K.R. (2006). *Foundations of Evidence-Based Social Work Practice.* New York: Oxford University Press.

Scharff, D. (Ed.), (1997). *Object Relations Theory and Practice: An Introduction*. New York: Jason Aronson, Inc.

Stuart, S. & Robertson, M. (2012). *Interpersonal Psychotherapy: A Clinician's Guide*. Boca Raton: CRC press.

Walsh, J. (2013). Theories for Direct Social Work Practice. Stamford, CT: Cengage Learning.

Wilkinson, M. (2010). *Changing Minds in Therapy: Emotion, Attachment, Trauma, & Neurobiology*. New York: W.W. Norton & Company.

Yalom, I. (2012) *Love's Executioner and Other Tales of Psychotherapy*. New York: Basic Books.

Recommended Articles:

Abbott, A. (2003). *Understanding transference and countertransference: Risk management strategies for preventing seual misconduct and other boundary violations in social work practice.* Psychoanalytic Social Work, 10(2), 21-41.

Ablon, S. & Jones, E. (1998). *How expert clinicians' prototypes of an ideal treatment correlate with outcome in psychodynamic and cognitive behavioral therapy*. Psychotherapy research, 8(1), 71-83.

Aki, H., Brenner S., Kandel E., Kendler K. S., King M. C., Scolnick E., & Zoghbi H. Y. *(2010). The future of psychiatric research: Genomes and neural circuits. Science, 327, 1580–1581.*

Barlow D. H., Farchione T. J., Fairholme C. P., Ellard K. K., Boisseau C. L., Allen L. B., Ehrenreich J. T. *(2011). Unified protocol for transdiagnostic treatment of emotional disorders: Therapist guide. New York, NY: Oxford University Press.*

Cartreine J. A., Ahern D. K., & Locke S. E. *(2010). A roadmap to computer-based Psychotherapy in the United States. Harvard Review of Psychiatry, 18, 80–95.*

Falchi, V. & Nawal, R. (2009). *Transference, countertransference and interpretation: The current debate.* European Journal of Hypnosis, 9(1), 11-18.

Haaga D. A. *(2000). Introduction to the special section on stepped care models in psychotherapy. Journal of Consulting and Clinical Psychology, 68, 547–548.*

Harvey A. G., Watkins E., Mansell W., & Safran R. *(2004). Cognitive behavioural processes across psychological disorders: A transdiagnostic approach to research and treatment. New York, NY: Oxford University Press.*

Hofmann S. G., & Smits J. A. *(2008). Cognitive-behavioral therapy for adult anxiety disorders: A meta-analysis of randomized placebo-controlled trials. Journal of Clinical Psychiatry, 69, 621–632.*

Jones, E. & Pulos, S. (1993). *Comparing the process in psychodynamic and cognitive-behavioral therapies.* Journal of Consulting and Clinical Psychology, 61 (2), 306-316.

Kazdin A. E., & Whitley M. K. *(2006). Comorbidity, case complexity, and effects of evidence-based treatment for children referred for disruptive behavior. Journal of Consulting and Clinical Psychology, 74, 455–467.*

L'Abate L. *(2013). Clinical psychology and psychotherapy as a science. New York, NY: Springer.*

Reinholt N., & Krogh J. *(2014). Efficacy of transdiagnostic cognitive behaviour therapy for anxiety disorders: A systematic review and meta-analysis of published outcome studies. Cognitive Behaviour Therapy. Advance online publication. doi:10.1080/16506073.2014.897367*

Shedler, J. (2010). *The efficacy of psychodynamic psychotherapy*. American psychologist, 65(2) 98-109.

SAFEWALK – Night Owls
Boca Raton 561-297-6695   Davie 954-236-1902   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 accommodation due to a disability to properly execute course work must register with the Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) — and follow all SAS procedures (see http://www.fau.edu/sas/ for procedures and forms).

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/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/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

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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, BSW policies at http://www.fau.edu/ssw/bsw, and MSW policies at http://www.fau.edu/ssw/msw.

COURSE OUTLINE: Spring 2021

Session	Topic	Readings	Assignments
1 Jan 13	Theory Unboxed Assessment Anew Intro to the Integrative Perspective	Review syllabus before class Tryon (2016)	
2 Jan 20	Integrating Psychodynamic Theory & Techniques	Shedler (2010) and comments/answer Weston (1998) Cramer (2015)	
3 Jan 27	Integrating Psychodynamic Theories & Techniques	Harris & Friston (2010) Northoff (2012) Misch (2000)	
4 Feb. 3	Integrating Cognitive & Behavioral Theories & Techniques	Seidan & Lam (2010) Ost (2008) Wenzel (2017)	**Discussion Board 1 Due**
5 Feb. 10	Integrating Cognitive & Behavioral Theories & Techniques	Gardner (2017) Powers (2017) Hoffman & Gomez (2017)	
6 Feb. 17	Integrating Gestalt and Expressive Arts Theories and Techniques	Wagner-Moore (2004) Yontef (2002) Buber (1958)	
7 Feb. 24	Integrating Gestalt and Expressive Arts Theories and Techniques	Yontef & Jacobs Kenofer 2015 Crocker (2017)	**Discussion Board 2 Due**
8 Mar. 3	Integrating Person-Centered & Strengths Theories & Techniques	Stephen, Elliot, & Macleod (2011) Rogers 1946 Grant 1990	
Mar. 10	Integrating Person-Centered & Strengths Theories & Techniques	Franklin (2015) McMillen (2004) Rangan (2006)	
9 Mar. 17	Integrating Solution Focused and Narrative Theories and Techniques	Corcoran (2009) Gale (1992) Iveson (2012)	**Discussion Board 3 Due**
10 Mar. 24	Integrating Solution Focused and Narrative Theories and Techniques	Kogan (1997) NT Case Study (2011) Morgan 2002	
11 Mar. 31	Integrating Neuroscience Perspectives	Cozolino Interview Siegal 2009	**Discussion Board 4 Due**

12 Apr. 7	Integrating Neuroscience Perspectives	Beeson 2017 Nickerson 2012	
13 Apr. 14	Defining One's Own Personal Integrative Approach	Greenberg (1985) Dolliver (1991)	**Discussion Board 5 Due May 7**