


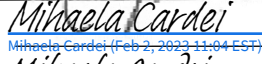
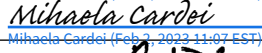

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department School of Social Work College College of Social Work and Criminal Justice		
Current Course Prefix and Number SOW 6348		Current Course Title Advanced Theory & Social Work Practice with Adults & Families	
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 <input type="checkbox"/> Remove <input type="checkbox"/>		Change description to: Change prerequisites/minimum grades to: SOW 6533 AND SOW 6306/ B- (for both courses) 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: Fall 2023		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Joy McClellan. jmccl2@fau.edu 561-297-2864			
Approved by Department Chair  College Curriculum Chair  College Dean  UGPC Chair  UGC Chair  Graduate College Dean  UFS President _____ Provost _____		Date 1/17/2023 1/17/23 1/17/23 Feb 2, 2023 Feb 2, 2023 Feb 2, 2023 _____ _____	

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

Florida Atlantic University
PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
Syllabus

SOW 6348 001 CRN XXXX (3 credits)

Advanced Theory and Social Work Practice with Adults and Families

Semester:

Instructor:

Room:

Office/Hours:

Class Days:

Phone:

Class Time:

Email:

MSW Program Mission

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

I. Course Description:

PLEASE NOTE THAT ATTENDENCE AT THE FIRST CLASS IS REQUIRED. THERE ARE NO EXCEPTIONS. YOU WILL BE ASKED TO DROP THE COURSE IF YOU MISS THE FIRST CLASS.

This course will enable the student to understand, analyze, and apply clinical theories to advanced level specialist social work practice with adult individuals and their families, from an integrative clinical perspective. It will build on the generalist practice and HBSE curricula.

This course will explore the foundation of contemporary social work values and ethics as they relate to advanced social work practice with individuals within families and the larger community. Students will gain advanced level knowledge of various social work theories which they will be able to apply in an integrative manner to clinical work with individuals from early adulthood through late adulthood.

Course content will include advanced-level information on multiple theories that inform contemporary social work practice including psychodynamic theories, cognitive theories, attachment theory, behavioral theory, narrative theory, empowerment theories, and the strengths perspective. Aspects of diversity, equity, and inclusion will be explored in relation to the person of the clinician, and client's intersectional identities. Successful completion of the course will necessitate the

student's understanding of advanced level theory and practice, and application of advanced level skills to diverse case studies, role plays, and theory presentations.

II. Course Policies: <https://www.fau.edu/sw-cj/documents/standard-course-syllabus-policies.pdf>

III. Relevance to Social Work Educational Program:

This course is a part of the specialized MSW curriculum and is required. It builds on knowledge and skills acquired in the generalist curriculum. Students in this course will view adults and families from a bio-psycho-socio-political-spiritual perspective, and be taught to recognize the importance of micro, mezzo, and macro assessment, and intervention. The links between policy and clinical practice will be reviewed, and research findings will be assessed for application to clinical populations that students are working with in their internships. This course, along with other practice courses provides the student with a comprehensive body of knowledge, values, and skills necessary for contemporary social work practice. This course prepares the student for advanced level specialist work with individual adults in their field practica and beyond.

CSWE 2015 Competencies and Behavioral Indicators

Competency 1: Demonstrate Ethical and Professional Behavior.

- Use the NASW code of ethics to guide clinical practice with adult client systems (**class discussions, case presentations, & role plays**).
- Seek supervision and consultation when confronted with ethical dilemmas in clinical practice with adults (**class discussions**).

Competency 2: Engage Diversity and Difference in Practice.

- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse adult client systems (**class discussions**).
- Increase awareness of how identity factors may help or impede practice across difference (**class discussions**).
- Approach diversity and difference with humility and openness to learning (**class discussions, & role plays**).

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice.

- Assess adult client systems for signs of oppression, discrimination, or marginalization, through the lenses of social, economic and environmental justice (class discussions, case presentation, & role plays).
- Engage in clinical practice with adults that advances social, economic, and environmental justice (role plays).

Competency 4: Engage In Practice-informed Research and Research-informed Practice.

- Apply the principles of evidence-based practice to determine appropriate theories and clinical models of adult intervention to guide clinical practice (**class discussion, case presentation, & role plays**).

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.

- Demonstrate ability to engage with diverse adults utilizing different theoretical frameworks (**class discussions, role plays**).
- Demonstrate ability to engage reluctant, involuntary, or noncompliant adult clients using motivational interviewing and solution based interventions (**role play**).

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

- Critically utilize DSM 5, and other assessment tools to complete comprehensive, holistic assessments on adult client systems (**class discussion, case presentation**).
- Demonstrate ability to monitor therapeutic alliance with adult clients using tools like the ORS and SRS by Miller & Duncan (2002) (**role plays**).

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

- Choose and apply evidence-informed interventions to presenting problems in clinical practice with adults (**class discussion, case presentation, theory presentation, & role plays**).

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

- Use clinical evaluation tools to measure progress and effectiveness of adult client systems in treatment (**class discussion, & case presentation**).

IV. Teaching methodology:

The content of SOW6348 is delivered through a variety of teaching strategies:

1. Lecture and class discussions with supplemental hand-outs.
2. Case examination and role playing to demonstrate the multiple roles of the theories in social work practice and research, and the steps of the generalist intervention model.
3. Audio/visual materials

4. The use of professional literature found in the text, electronic journals, other sources, and handouts.

Grading System:

The possible grades at FAU are *A, A-, B+, B, B-, C+, C, C-, D+, D, D- or F*. Each student is responsible for his or her own grade. If at any time, the student feels a need for help or advice on how to make his or her grade better, he or she should set up an appointment with the instructor. The delivery of below average or failing grades is a job that no teacher enjoys; however, the instructor feels that to reward below average efforts is only enabling a lack of professionalism. The grading scale for this course is as follows:

94-100=A	80-83= B-	67-69= D+
90-93= A-	77-79= C+	64-66= D
87-89= B+	74-76= C	60-63= D-
84-86= B	70-73= C-	0-59= F

Course Assignments and Grading

Assignments Weighting

1. Case Study Presentation with Voluntary Role Play Component 30%

Each student will present a case study of a client from their field agency from a particular theoretical perspective. They can use the theory that the agency uses or one from the course material. They will then need to examine the literature for evidence-backed interventions and reflect this evidence in the presentation. They will assess the client from the theoretical lens and provide a description and history of the client (biopsychosocial). They will also include a section describing the proposed treatment plan (hypothetical or real). The student may ask someone to play the client and then role play the intervention that they used in the presentation. The role play will be voluntary for those students who are interested in feedback on their clinical skill set.

2. Group Project: Therapy Model Presentation with Mandatory Roleplay 30%

Each Group of students (4-5) will choose a theory from the class material and present to class the major points of that theory, what evidence there is to support it, and how it links to the values of social work (or not). The group may choose to make a video or present a role play in class showing use of the modality with an individual, group, or family.

3. Short Writing Assignments and Responses 30%

There will be three short writing assignments concerning areas of clinical practice including theory, counter-transference, and self-care. Each student will make an original response to the prompt, including proper citations for any referenced work.

Each SW is worth 10 points for a total of 30 points. All of these assignments will be due at 11:59 PM on the date listed.

4. Participation:

10%

Each student will need to participate often and consciously to get full credit. Questions, comments, as well as role plays and presentations are all acceptable forms of participation. Social work is often a team effort and our profession (NASW) at large is a group dedicated to furthering the rights and welfare of client systems, as well as develop as a profession. Participation is the key to these endeavors. Be active. Be heard. Be a social worker.

Course Requirements:

It is expected that all assignments will be turned in on time as outlined in the class schedule below. Late assignments will not be accepted except in very extenuating circumstances (*e.g.* a note from a doctor or hospitalization). Individual and group presentations are also scheduled on specific dates and cannot be changed except in similar extenuating circumstances.

Required Texts:

There will not be an assigned text for this course. In an effort to provide current information on evidence based therapies, the students will read peer reviewed journal articles. These will be provided on Canvas.

Recommended Texts on Integrative Psychotherapy:

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

Erskine, R. (2015). *Relational patterns of therapeutic presence: Concepts and practice of integrative psychotherapy*. London, Routledge Press.

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

Murdock, N. L. (2017). *Theories of Counseling and Psychotherapy*

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

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

Class Attendance, Punctuality:

Social Work education is designed to help prepare the student 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*. Students may not miss the first class for any reason. More than one absence, excessive tardiness, or patterns of leaving early may result in reduction of the final grade.

Students need to inform the Professor in advance of absences and lateness to class as per professional expectations. Students are expected to arrive promptly and be ready to work and to stay for the entire class or until excused by the instructor. Students should inform the instructor prior to the absence. 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*. Students with two or more absences (even excused absences) may see a significant reduction in their grade.

Academic Policies and Regulations:

These regulations may change from year to year, therefore, students are asked to read the Classroom Policies Document on Canvas, and Graduate Catalog section of Academic Policies and Regulations to obtain most current policies.

Incomplete Grades:

A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, receive a grade of Incomplete. Please refer to the Graduate Catalogue for complete information on this matter.

Bibliography/Additional and Supplemental Readings:

- Adams, K. B. et al. (2009). Limitations of evidence-based practice for social work
Beck, J. S. (2011). *Cognitive behavior therapy* (2nd Ed.). New York: Guilford.
- Beck, J. S. (2011). *Cognitive behavior therapy* (2nd Ed.). New York: Guilford.
- Berzoff, J. (2011). Why we need a biopsychosocial perspective with vulnerable, oppressed, and at-risk clients. *Smith College Studies in Social Work*, 81, 132-166.
- Brandell, J. R. (Ed.). (2011). *Theory and practice in clinical social work* (2nd ed.). Thousand Oaks, CA: Sage.
- Boyd-Franklin, N., & Bry, B. H. (2000). *Reaching out in family therapy: Home-based, school, and community interventions*. New York: Guilford.
- Bruce, N. G., Manber, R., Shapiro, S. L., & Constantine, M. J. (2010). Psychotherapist mindfulness and the psychotherapy process. *Psychotherapy theory, research, practice, training*, 47 (1), 83-97.
- Bulpitt, H. & Martin, P. J. (2005). Learning about reflection from the student. *Active Learning in Higher Education*, 6(3), 207-217.
- Butler, A., Ford, D. & Tregaskis, C. (2007). Who do we think we are? Self and reflexivity in social work practice. *Qualitative Social Work*, 6, 281-299.
- Carter, B. and McGoldrick, M. (Eds.). *The Changing Family Life Cycle*. 1988. Gardner Press. New York, NY.
- Chu, W. C. K., & Tsui, M. (2008). The nature of practice wisdom in social work revisited. *International Social Work*, 51, 47-54.
- Compton, B. and Galloway, B. *Social Work Processes*. 1994, Brooks/Cole Pub. Co., Pacific Grove, CA.
- Cooper, M., & Lesser, J. (2011). *Clinical social work practice: An integrated approach* (4th ed.). Boston: Allyn & Bacon.
- Corey, M. and Corey, G. *Becoming a Helper*. 1998, Brooks/Cole Pub. Co., Pacific Grove, CA.
- Cournoyer, B. (2008). *The social work skills workbook* (5th ed.). Belmont, CA: [Brooks/Cole](#)
- Diamond, J. *Narrative Means to Sober Ends: Treating Addiction and Its Aftermath*. (2002). New York: The Guildford Press.

- Dyche, L., & Zayas, L. H. (1995). The value of curiosity and naivete for the cross-cultural therapist. *Family Process*, 34, 389-399.
- Franklin, A. J., & Boyd-Franklin, N. (2000). Invisibility syndrome: A clinical model of the effects of racism on African-American males. *American Journal of Orthopsychiatry*, 70, 33-41.
- Gambrill, E. (2001). Social work: An authority-based profession. *Research on Social Work Practice*, 11, 166-175.
- Ginsberg, B. *Relationship Enhancement Family Therapy*. 1997. John Wiley & Sons. New York, NY.
- Gurman, A. and Kniskern, D. (Eds.) *Handbook of Family Therapy (vols. 1&2)*. 1981. Brunner Mazel Publishers, New York, NY.
- Gibbons, J. & Grey, M. (2004). Critical thinking as integral to social work practice. *Journal of Teaching in Social Work*, 24, (1/2), 19-38.
- Goldstein, E. (1996). What is clinical social work? Looking back to move ahead. *Clinical Social Work Journal*, 24, 89-104.
- Goldstein, E. G., Miehl, D., Ringel, S. (2009). *Advanced clinical social work practice: Relational principles and techniques*. New York: Columbia University Press.
- Gonzalez, M. (2002). Mental health intervention with Hispanic immigrants: Understanding the influence of the clients' worldview, language, and religion. *Journal of Refugee Services*, 1, 81-92.
- Gurman, A. S., & Messer, S. B. (2003). *Essential psychotherapies: Theory and Practice* (2nd ed., paperback). New York: Guilford.
- Gutierrez, L, Parsons, R., and Cox, E. *Empowerment in Social Work Practice*. 1998, Brooks/Cole Pub. Co., Pacific Grove, CA.
- Jacob, T. (Ed.). *Family Interaction and Psychopathology*. 1987. Plenum Press. New York, NY.
- James, S., & Prilleltensky, I. (2002). Cultural diversity and mental health: Towards integrative practice. *Clinical Psychology Review*, 22, 1133-1154.
- Johnson, Y., & Munch, S. (2009). Fundamental contradictions in cultural competence. *Social Work*, 54, 220-231.
- Joseph H. Obegi and Ety Berant (Eds.), *Attachment theory and research in clinical work with adults*. New York: Guilford Press.

- Hanson, M. & Gutheil, I. A. (2004). Motivational strategies with alcohol-involved older adults: Implications for social work practice. *Social Work*, 49, 364-372.
- Hepworth, D., Rooney, R., and Larsen, J. (2010). *Direct Social Work Practice: Theory and Skills*. (8th ed). Brooks/Cole Pub. Co., Pacific Grove, CA.
- Hohman, M. (2012). *Motivational interviewing for social work practice*. New York: Guilford.
- Horvath, A. O. (1995). The therapeutic relationship: From transference to alliance. *In Session*, 1(1), 7-17.
- Hyer, L., Kramer, D., & Sohnle, S. (2004). CBT with older people: Alterations and the value of the therapeutic alliance. *Psychotherapy: Theory, Research, Practice, Training*, 41(3), 276-291.
- Kaslow, F. *Projective Genogramming*. 1995. Professional Resource Press. Sarasota, FL.
- Keenan, E. K., et al. (2005). Micro ruptures and repairs in the beginning phase of cross-cultural psychotherapy. *Clinical Social Work Journal*, 33, 271-289.
- Kirst-Ashman, K., and Hull, G. (2012). *Understanding Generalist Practice* (6th ed.). Nelson Hall, Inc., Chicago.
- MacGowan, M. J. (2008). *A guide to evidence-based group work*. New York: Oxford University Press.
- McGoldrick, M, Gerson, R., and Petry, S. (2008). *Genograms: Assessment and Intervention* (3rd ed.). W.W. Norton & Co., New York, NY.
- Minuchin, S. *Families and Family Therapy*. 1974. Harvard University Press. Cambridge, MA.
- Minuchin, S. and Fishman, H. C. *Family Therapy Techniques*. 1981. Harvard University Press. Cambridge, MA.
- Moralez, A. and Sheafor, B. *Social Work: A Profession of Many Faces*. 1998, Allyn & Bacon, Inc., Newton, MA.
- National Child Welfare Resource Center for Family-Centered Practice (2002). Trauma and child welfare. *Best Practice/Next Practice*, 3 (1).
- O'Hare, T. (2005). *Evidence-based practices for social workers: An interdisciplinary approach*. Chicago: Lyceum.

Shea, S. C. (1998). *Psychiatric interviewing: The art of understanding* (2nd ed.). Philadelphia: Saunders.

Sheafor, B., Horejsi, C., and Horejsi, G. *Techniques and Guidelines for Social Work Practice*. 2002, Allyn & Bacon, Inc., Newton, MA.

Shulman, L. (2009). *The Skills of Helping Individuals, Families, Groups, and Communities* (6th ed.). F.E. Peacock Publishers, Inc., Itasca, IL.

Strom-Gottfried, K. 1999. *Social Work Practice*. Pine Forge Press, Thousand Oaks, CA.
Rawana, E., & Brownlee, K. (2009). Making the possible probable: A strengths-based assessment and intervention framework for clinical work with parents, children, and adolescents. *Families in Society*, 90, 255-260.


Walsh, F. (2003). Crisis, trauma, and challenge: A relational resilience approach for healing, transformation, and growth. *Smith College Studies in Social Work*, 74, 49-71.

Zastrow, C. (2013). *The Practice of Social Work: A Comprehensive Worktext* (10th Ed.). Brooks /Cole Pub. Co., Pacific Grove, CA.

SOW 6348 Wednesday Class Schedule Spring 2023 Term		
Class	Topic	Readings/ Activities
1 Jan. 11	Introduction: Theory, Assessment and Ethical Treatment	Code of Ethics (Standard 1)
2 Jan. 18	Drive, Psychosexual, & Structural Theories	The Efficacy of Psychodynamic Psychotherapy (Shedler, 2010)
3 Jan. 25	Ego Psychology & Defensive Structure	The Seven Pillars of Defense Mechanism Theory (Cramer, 2008) DB 1 is Due
4 Feb. 1	Object Relations & Self-Psychology	Ghosts in the Nursery (Fraiberg, 1975)
5 Feb. 8	Behavioral Theory Cognitive Theory	The Current State of Cognitive Therapy (Beck, 2005)
6 Feb. 15	Presentation Day 1	Presentation Day 1
7 Feb. 22	REBT ACT, DBT, MBCT	Albert Ellis Interview (2002) Investigating the Similarities and Differences Between Practitioners of Second- and Third-Wave Cognitive-Behavioral Therapies (Brown, 2011)

8 Mar. 1	Gestalt Therapy Expressive Approaches	Developing Your Personal Style as a Gestalt Therapist (Amendt-Lyon, 2020) Gestalt Therapy Introduction (Garrett) DB 2 is Due
Mar. 8	Spring Break- No Class	Spring Break- No Class
9 Mar. 15	Strength Focused Solution Focused Person Centered Therapy	Significant Aspects of Client Therapy (Rogers , 1946) Principles of the Strength Based Practice (Hammond, 2010)
10 Mar. 22	Presentation Day 2	Presentation Day 2
11 Mar. 29	Post Modern Approaches Social Constructionism	Narrative Therapy & Interpersonal Neurobiology (Bedoin , 2011)
12 Apr. 5	Integrative Theoretical Perspectives	Journey Toward Integration (Jones, 2017)
13 Apr. 12	Forming an Integrative Theoretical Perspective	Integrative Psychotherapy (Jones, 2017) DB 3 is Due
14 Apr. 19	Presentations Day 3	Presentations Day 3
15 April 26	Overflow Day	Overflow Day

**All theories presented above will be discussed in the context of their application in clinical practice emphasizing the empirical-based-practice literature with adults. Specific intervention strategies and techniques will be discussed in each class.

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department School of Social Work College College of Social Work and Criminal Justice		
Current Course Prefix and Number SOW 6646		Current Course Title Advanced Theory & Social Work Practice with Elders & Families	
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 <input type="checkbox"/> Remove <input type="checkbox"/>		Change description to: Change prerequisites/minimum grades to: SOW 6533 AND SOW 6306/ B- (for both courses) 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: Fall 2023		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Joy McClellan. jmccl2@fau.edu 561-297-2864			
Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 1/17/23 1/17/23 1/17/23 _____ _____ _____ _____ _____	

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

FLORIDA ATLANTIC UNIVERSITY
School of Social Work
SOW 6646 Advanced Theory & Social Work Practice with Elders & Families
CRN XXXX

<i>Semester:</i>	<i>Classroom:</i>
<i>Start/End Date:</i>	<i>Monday 1pm- 3:50 pm</i>
<i>Instructor:</i>	<i>Office Hours:</i>
<i>Phone:</i>	<i>Office Location:</i>
<i>Email:</i>	<i>Web: www.fau.edu/ssw</i>
<i>Canvas http://canvas.fau.edu</i>	<i>3 credits</i>

COURSE DESCRIPTION

Elder populations in the United States are rapidly increasing. Their needs are as diverse as are they. Aging is influenced by many factors; including cultural and sexual stereotypes, the fit between needs and resources, and society's perceptions of aging. The goal of this course is to sensitize the student to the impact of ageism and to prepare the student for effective and sensitive advanced practice with elders in an ageist society.

Units of study include ageism, concepts of aging, physical and mental health concerns of elders, long-term care, direct practice with elders (including individual, family and group), and policy-related issues.

Organizing principles:

Several organizing principles are operational in this course.

1. The needs of elders constitute a growing challenge to the social work profession. Social workers are frequently expected to assist all populations in the acquisition of resources, including the older populations. Social workers need specialized knowledge and skills related to the delivery of direct services to the elderly.
2. In light of demographic trends, the number of elders requiring specialized services will continue to increase. More social workers with specialized knowledge skills will be needed to provide services to this group.
3. Direct practice requires knowledge of policy and research to ensure effective and accountable intervention. Knowledge of specialized health, mental health, and long-term-care needs is critical.

RELEVANCE TO THE EDUCATIONAL PROGRAM:

This course builds on knowledge and skills developed in the Practice sequence; particularly the Generalist Intervention model coupled with “strengths-perspectives” and empowerment practice with individuals, groups, and families. As a concentration year course, it emphasizes advanced practice skills and knowledge. Knowledge gained from Human Behavior in the Social Environment (I & II) provides a foundation for understanding the normative aging process as well as other biopsychosocial issues. As aging is dynamically tied to policy issues and concerns, this course builds on material from previous Policy courses. Knowledge gained in qualitative and quantitative research methodologies provide the tools necessary to effectively evaluate assessment and intervention strategies. This course, building on material from other foundation and concentration courses, provides the background that will lead students in understanding advanced social work gerontological practice.

C2: Diversity and difference in Practice

- Assessment and Service/Treatment Plan for an Elder Client: Students will develop a knowledge base to complete a biopsychosocial-spiritual assessment. Students’ knowledge will include assessing the client’s diversity (e.g., race, ethnicity, national origin, color, sex, sexual orientation, gender identity of expression, age, marital status, socioeconomic status, political belief, religion, immigration status, or mental or physical disability) on individual and family life cycle.

C3: Advance human rights

- Student will become aware of the ways that social workers can work to prevent elder abuse (physical, verbal, and financial).

C4 Engage in Practice-informed Research and Research-informed Practice

- Students will identify practice interventions with older adults with disorders (e.g., problem-solving therapy for older adults with late-life depression).

C5 Engage in Policy Practice

- Students will increase their knowledge of health care policy, Medicare/Medicaid, and health care costs and how they impact an older client’s quality of life and physical and mental health.

C7 Assess Individuals, Families, and Groups

- Assessment and Service/ Treatment Plan for an Elder Client: Students increase knowledge of tools such as scales for activities of daily living), cognitive function (Mini-Mental Status Examination), and psychological well-being (Geriatric Depression Scale), etc. Students will explore evaluation of the elder client’s strengths/coping skills and resources, as well as the client’s motivation and potential to benefit from intervention.

TEACHING METHODOLOGY:

This course is delivered on line through Canvas.

COURSE ASSIGNMENTS:

This online course is divided into course modules. The modules/sessions are numbered according to the week of the term. Therefore module/session 1.1 and 1.2 and their associated quizzes should be completed before the end of the first week. You may work ahead, but do not fall behind. There are also readings assigned each week from

Zarit, S. H., & Zarit, J. M. (2007). *Mental Disorders in older adults: Fundamentals of Assessment and Treatment* (2nd ed.). New York: Guilford Press.

Multiple other readings are found in this syllabus. You must read the articles that are attached to the modules/sessions, but other material found in the syllabus is NOT required. There is much other material available to you on this Canvas site, but it is NOT required.

Week #	Date	Session	Quiz	Topic	Reading
1	January 9, 2023– In classroom	1	1	Introduction/Agism	Zarit, Ch. 1
2	January 16, 2023 -Martin Luther King Day - On line	2	2	Longevity	Zarit, Ch. 2 pp 1-40 Quiz 1 & 2 due 1/22/23 at 11pm
3	January 23, 2023 In classroom	3	3	Health, Illness & Aging	Zarit, Ch. 3
4	January 30, 2023 in classroom	4	4	Psychological aspects of aging (Overview of Mood, Thought & Substance disorders)	Zarit, Ch. 4, 40-98 Quizzes 3 & 4 due 2/6//22 at 11:50 pm
5	February 6, 2023 On line	5	5	Neurocognitive Disorders	Zarit, Ch. 5 & 6, pp 99-152
6	February 13, 2023 - in classroom	6	6	Grief & Advance Directives	Zarit, Ch. 7 & 8, pp. 153-227 Quizzes 5 & 6 due 2/20/23 at 11:59 pm
7	February 20, 2023 ON line	7	7	Theories & Clinical Work with older adults	Zarit, Ch. 9, 10,
8	February 27, 2023	8	8	Depression & dementia in depth	Zarit, Ch. 11 & 12 pp 228-320

	On line				
	SPRING BREAK March 4- 12, 2023				Quiz 7 & 8 due 3/10/23 at 11:59 pm
9	March 13, 2023 In classroom	9	9	Institutional care – the continuum of care	Zarit, Ch. 13 & 14, 321-379
10	March 20, 2023 On line	10	10	Environments & Home Safety in Aging	Quiz 9& 10 Due 4/1/23 at 11:59 pm
11	March 27, 2023 In person	11	11	Music Therapy	
12	April 3, 2023 On line	12		Special topics	Quiz 11 due 4/10/23 at 11:59 pm
13	April 10 2023 In classroom	13	13	Sex in Aging	Quiz 13 due 4/15/23 at 11:59 pm
14	April 17, 2023 On line	14	14	Mistreatment of older adults	Quiz 14 due 4/20/23 at 11:59 pm
15	April 24, 2023 In classroom	15	15	Death & End of Life options	Quiz 15 due 4/27/23 at 11:59 pm
16	April 27 – April May 1, 2023	16	16	Final exam completed by 5pm	Quiz on Zarit text

QUIZ 16 is based on Zarit & Zarit, and becomes available on December 1 remains open until Wednesday December 15 at 5 PM.

Grading

Quizzes

***Total Points for all
quizzes***

Zarit Quiz is worth

25 Points

***-----
Total Points***

*****Unprofessional Behavior (being late, using technology inappropriately
While in class, Lack of participation in class discussions/role plays, etc.),
may result in a 10% deduction from the final grade.***

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

The grading scale for this course is as follows:

93 – 100% = A	73 – 76% = C
90 – 92% = A-	70 – 72% = C-
87 – 89% = B+	67 – 69% = D+
83 – 86% = B	63 – 66% = D
80 – 82% = B-	60 – 62% = D-
77 – 79% = C+	0 – 59% = F

Professional Expectations:

The social work program at FAU has a responsibility to the public and to the profession to graduate professional social workers that are, at a minimum, competent to practice at a beginning level. The School of Social Work is also mandated by CSWE to foster and evaluate student professional development. To that end, instructors must provide clear expectations concerning what is professional and unprofessional behavior, as well as provide feedback to students throughout the course. The three most common problem areas that this instructor has seen are in the areas of class tardiness, disrespect to instructor and fellow students, and unsatisfactory writing skills.

It is rude and disruptive to be late to class or to return late after the break. The class time is posted and published well in advance of the first day of class. It is entirely the student's responsibility to arrange their lives in such a manner that allows them to be on time to class every session. It is understandable that there are occasional emergencies or unavoidable life events, but it is a mark of lack of professionalism to be late to class more than very occasionally. It is never acceptable to be late on a regular basis (e.g., because one's work schedule conflicts with class). Call or email the instructor if you know that you are going to be late to make sure that you will not be too disruptive to that class's planned events.

It is disrespectful to engage in conversation during class. One should not interrupt the flow of the instructor's lecture. Likewise, one should listen respectfully to fellow students without making disparaging comments. It is important that everyone feel safe enough to express his or her views. It is a hallmark of professional social work that we embrace diversity in our clients and our peers.

The MSW program expects each student to exhibit a certain level of mastery as concerns written communications. It also expects each student to constantly seek to improve his or her skills in the interest of professionalism. Accordingly, all written assignments should be turned in with an absolute minimum of errors in spelling, grammar, syntax, etc. While this is not an English class, the overall readability of a paper affects how that paper will be understood and graded. For those who need help with writing skills, the university does offer assistance (at the Davie Campus, go to the Multicultural Affairs office at Module 38G, room 112; also, see <http://www.library.fau.edu/npb/respaper.htm> for writing and research tips)

All written work should be typed or word-processed to maximize readability. Use a dictionary or "spell check" to ensure against error. As social work practice involves the extensive use of writing skills, this strictness on the instructor's part is another way to ensure students will be able to present their views in a professional manner.

It is expected that all assignments will be turned in on time as outlined in the class schedule below. Late assignments will not be accepted except in very extenuating circumstances (*e.g.*, a documented family emergency or a serious medical illness documented with a physician's note).

Textbooks:

REQUIRED:

Zarit, S. H., & Zarit, J. M. (2007). *Mental Disorders in older adults: Fundamentals of Assessment and Treatment* (2nd ed.). New York: Guilford Press.

STRONGLY RECOMMENDED:

Frazer, D. W., Hinrichsen, G. A., & Jongsma Jr., A.E. (2011). *The Older Adult Psychotherapy Treatment Planner* (2nd Ed.). Hoboken, NJ: John Wiley & Sons.

Feil, N. (2012). *The validation breakthrough: Simple techniques for communication with people with Alzheimer's-type dementia* (3rd Edition). Baltimore: Health Professions Press.

Recommended texts:

Burlingame, V.S. (1995). *Gerocounseling: Counseling elders and their families*. New York: Springer.

Butler, R. N., Lewis, M. I., & Sunderland, T. (1998). *Aging and Mental Health* (5th Ed.). Boston: Allyn & Bacon

Kapp, M. B. (1999). *Geriatrics and the law: Understanding patient rights and professional responsibilities*. New York: Spring Publishing Company.

McInnis-Dittrich, K. (2002). *Social work with elders: A biopsychosocial approach to assessment and intervention*. Boston: Allyn and Bacon.

Course Outline and Reading Assignments:

Unit 1: Age, aging, and ageism

Students are introduced to the concepts of ageism, including subtle forms of paternalism. Diverse cultural views of aging are further identified to assist in recognizing cultural aspects of ageism. Session 1.

Required readings:

Texts:

REQUIRED:

Zarit & Zarit (2007), Chapters 1 & 2, pp 1-39.

Recommended:

Kapp, (1999). Chapter 1 – Introduction – Demography and epidemiology

Butler et al., Chapter 1 (Who are the Elderly?) and Chapter 2 (Older people and their families)

McInnis-Dittrich, Chapter 1- The Context of Social Work Practice with Elders

Burlingame, Chapter 1 – The gerocounselor

Unit II: Concepts of aging & Unit III: Physical health concerns of the aged and their families

The student will be exposed to a biopsychosocial understanding of the normal aging process.
Session 2,

Required readings:

Texts:

Zarit & Zarit (2007), Chapters 1 & 2, pp 1-39. Chapter 8 (Foundations of Treatment) pp 189-227).

Recommended:

Butler et al., Chapter 3 – Healthy Successful Aging

Kapp. Chapters 2 & 7 Introduction to the Law & Legal System/Elder abuse & Neglect

McInnis-Dittrich, Chapters 2, 3 & 4 – Biological Changes & Physical well-being of Elders/Psychosocial Adjustments to aging/Assessment.

The student will recognize chronic and acute health concerns for the elderly, and their impact upon the elders' well-being and need for social work intervention. Sessions 2.

Unit IV: Mental health concerns of the aged and their families

The student will learn to recognize mental health concerns of the elderly: primarily those related to depression, pseudo-dementia, and dementia.

Sessions 3-4.

Required readings:

Zarit & Zarit (2007), Chapter 3 (Dementia, Delirium & other cognitive problems) (pp 40-77),

Chapter 4 (Mood & Anxiety Disorders) (pp 78-98),

Chapter 5 (Other Mental Health Problems) (99 – 114),

RECOMMENDED: Texts

Butler et al., Chapters 4 (common emotional problems), 5 (common psychiatric problems), 6 (cognitive disorders), & 7 (special concerns: race, gender, and ethnicity)

Feil – The Validation Breakthrough (Chapters 1 -14).

Kapp, - Chapters 7 & 8 – Elder abuse/Involuntary Commitment, Guardianship, Protective Services, Representative Payees, and Powers of Attorney

Burlingame, Chapters 5, 6, & 7 – Goals, Modalities, & Interventions

McInnis-Dittrich, Chapters 5, 6, 7, & 8 Differential Assessment & Diagnosis of Cognitive & Emotional Problems in Elders/Social Work Interventions in the socioemotional and cognitive problems of elders/Alternative Interventions in the Socioemotional problems of elders/Addictive Disorders and Suicide Prevention in elders.

Unit V: Elders, Caregiving, and long-term care

The student will be exposed to concepts of long-term care; including institutionalization, day care and community-based programs. Family caregiving is also addressed. Particular attention will be focused on assessment of needed-services, as well as predictors of institutionalization. Sessions 10 & 11.

Required readings:

Zarit & Zarit (2007). Chapter 13 (Family Caregiving) (pp 321-350) & Chapter 14 (Consultation in Institutional Settings)(pp 351-379).

RECOMMENDED Texts:

Butler, Chapters 10 (How to keep people at home), 11 (Proper Institutional Care) , & 12 (Psychotherapy & environmental therapy)

Kapp - Chapters 9 & 10 – Medico-legal problems in caring for nursing home Residents/Legal Considerations in Home Health Care

Unit VI: Intervention modalities

In this unit, students will become familiar with clinical modalities on the **individual, family, and group levels**. Particular importance is placed on group work, reminiscence therapy, creative arts therapies, and validation therapy.

Sessions 3-4.

Required readings: **Zarit & Zarit (2007)**

Chapter 7 (Psychological testing) (pp 153-188),

Chapter 9 (Treatment of Depression) (pp 228-262)

Chapter 10 (Treatment of Anxiety symptoms) (pp 263-280)

Chapter 11 (Treatment of Paranoid Symptoms (pp 281-298)

Chapter 12 (Treatment of Dementia) (pp 299- 320).

Frazer et al. (2011) – The Older Adult Psychotherapy Treatment Planner

Recommended TEXTS:

Burlingame, Chapter 7 & 8 – Interventions & special disorder interventions

McInnis-Dittrich, Chapters 6, 7, 9, 10, & 12 – Social Work Interventions/Alternative Interventions/Group Work with Elders/Spirituality and Social Work with Elders/Working with Elders Support Systems: SPOUSES, PARTNERS, FAMILIES & CAREGIVERS

Butler et al., Chapters 8 (General treatment principles), 9 (Diagnostic evaluation), 12 (Psychotherapy & environmental therapy) & 13 (Drug and other somatic therapies)

Unit VII: Policy and aging

This unit will focus on policy as it effects elders. Of primary concern are issues tied to reimbursement for long-term care. Session 5

Required reading:

Zarit & Zarit (2007). Pp 380-395

RECOMMENDED:

Kapp (1999). Chapters 5, 6, 11, & 13 – Financing Health Care for Older Persons/Disability

Programs and Protections for Older Persons/Medico-legal issues at the End of Life/Legal Services to Older Persons: Physician-Attorney Cooperation

CLASSROOM CODE

The primary goal of the School of Social Work is to prepare you for professional social work practice. As a result, it is important that you begin to demonstrate professionalism in every aspect of your behavior; including attendance, social interactions, and academic performance. The following guidelines should provide you with a general overview of what is expected. *Students requiring accommodation pursuant to the Americans with Disability Act should be registered with the OSD (Office for Students with Disabilities) and provide documentation of their needs at the first class meeting.*

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 or failure. 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 will receive a substantial decrease in the final grade or may fail the course.

CLASS PARTICIPATION

A crucial component of professional social work education relates to an understanding of and adherence to the values of the social work profession and the Code of Ethics of the National Association of Social Workers. Active participation in classroom settings facilitates clarification and understanding of these values and ethics, as well as your comprehension of the materials the class covers. The effect of class participation on grades will be determined by the instructor.

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/registrar/universitycatalog/welcome.php>. 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).

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 see the FAU Graduate catalogue which contains information on grading, incomplete grades, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

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 I (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/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.

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>.
and the BSW Student Manual at <http://www.fau.edu/ssw/pdf/BSWstudmanual.pdf>.
or the MSW Student Manual at <http://www.fau.edu/ssw/pdf/MSWstudmanual.pdf>.

INCOMPLETE POLICY

A grade of “Incomplete” will be considered by the Instructor to be a privilege, not a right. Therefore, it must be earned and the following criteria met:



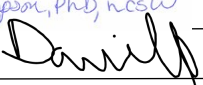
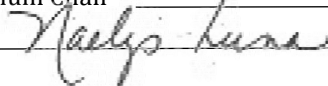
1. The student must be performing at least “C-level” work on all assignments, due to date at the time that the “Incomplete” is requested.
2. In addition, evidence of adult responsibility on the student’s part will be considered in evaluating the request.
3. The student and faculty must complete an “Incomplete Contract.”
4. Following the completion of the semester, it will be the student’s responsibility to complete the agreed upon assignments in a timely manner, following the contract stipulations.

CALENDAR for SPRING 2023 – Advanced Practice with Elders & Families

Week #	Date	Session	Quiz	Topic	Reading
1	January 9, 2023– In classroom	1	1	Introduction/Agiesm	Zarit, Ch. 1
2	January 16, 2023 -Martin Luther King Day - On line	2	2	Longevity	Zarit, Ch. 2 pp 1-40 Quiz 1 & 2 due 1/22/23 at 11pm
3	January 23, 2023 In classroom	3	3	Health, Illness & Aging	Zarit, Ch. 3
4	January 30, 2023 in classroom	4	4	Psychological aspects of aging (Overview of Mood, Thought & Substance disorders)	Zarit, Ch. 4, 40-98 Quizzes 3 & 4 due 2/6/22 at 11:50 pm
5	February 6, 2023 On line	5	5	Neurocognitive Disorders	Zarit, Ch. 5 & 6, pp 99-152

Practice with Elders 15

6	February 13, 2023 - in classroom	6	6	Grief & Advance Directives	Zarit, Ch. 7 & 8, pp. 153-227 Quizzes 5 & 6 due 2/20/23 at 11:59 pm
7	February 20, 2023 ON line	7	7	Theories & Clinical Work with older adults	Zarit, Ch. 9, 10,
8	February 27, 2023 On line	8	8	Depression & dementia in depth	Zarit, Ch. 11 & 12 pp 228-320
	SPRING BREAK March 4- 12, 2023				Quiz 7 & 8 due 3/10/23 at 11:59 pm
9	March 13, 2023 In classroom	9	9	Institutional care – the continuum of care	Zarit, Ch. 13 & 14, 321-379
10	March 20, 2023 On line	10	10	Environments & Home Safety in Aging	Quiz 9& 10 Due 4/1/23 at 11:59 pm
11	March 27, 2023 In person	11	11	Music Therapy	
12	April 3, 2023 On line	12		Special topics	Quiz 11 due 4/10/23 at 11:59 pm
13	April 10 2023 In classroom	13	13	Sex in Aging	Quiz 13 due 4/15/23 at 11:59 pm
14	April 17, 2023 On line	14	14	Mistreatment of older adults	Quiz 14 due 4/20/23 at 11:59 pm
15	April 24, 2023 In classroom	15	15	Death & End of Life options	Quiz 15 due 4/27/23 at 11:59 pm
16	April 27 – April May 1, 2023	16	16	Final exam completed by 5pm	Quiz on Zarit text

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department School of Social Work College College of Social Work and Criminal Justice		
Current Course Prefix and Number SOW 6655		Current Course Title Advanced Theory & Social Work Practice with Children, Adolescents & Families	
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 <input type="checkbox"/> Remove <input type="checkbox"/>		Change description to: Change prerequisites/minimum grades to: SOW 6533 AND SOW 6306/ B- (for both courses) 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: Fall 2023		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Joy McClellan. jmccl2@fau.edu 561-297-2864			
Approved by Department Chair  College Curriculum Chair  College Dean  UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 1/17/23 _____ 1/17/23 1/17/23 _____ _____ _____ _____ _____	

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

SPRING 2023
SOW 6655 | CRN XXXX
Advanced Theory and Social Work Practice with Children and Adolescents
(3 Credits)

Instructor:	Dates:
Email:	Wednesdays 7:00 – 9:50pm
Office:	Building: Social Science
Office hours:	Room: 112
Canvas: canvas.fau.edu	Web: www.fau.edu/ssw

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.

Relevance 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, but is also a required course to emphasize work with individuals and families across the lifespan. 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.

MSW Program Mission

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with

a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

Educational Objectives

By the end of this course, students will be able to:

1. Describe the importance of utilizing a systemic and/or ecological lens in understanding and working with children, adolescents, and families.
2. Reflect on personal experiences as a youth and/or in one's own family of origin to identify potential bias, transference, or countertransference when working with children, adolescents, and families.
3. Apply knowledge of ethical social work practice, diversity and cultural competence, social and economic justice, and relevant theory in the assessment and diagnosis of children, adolescents, and families.
4. Analyze diverse and complex case scenarios of children, adolescents, and families in order to identify client needs and relevant treatment goals and/or objectives.
5. Demonstrate knowledge and/or application of multiple evidence-based interventions for treating children, adolescents, and families.
6. Critically appraise social work theory and/or evidence-based interventions in meeting the needs of diverse children, adolescents, and families.
7. Utilize oral and written communication to convey professional judgment in the assessment and treatment of children, adolescents, and families.

Course Policies

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct.

Class Attendance, Timeliness, and Participation

Social work education is designed to help you prepare for professional practice. To model ethically appropriate practice, **please treat coming to classes and participation in online assignments 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.** 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 non-attendance.

You may be asked to present documentation 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, you may be required to withdraw or retake the class.

Whether or not there is a documented, excused absence, if a student misses more than 2 classes (or the equivalent of 6 hours of class time), the student will receive a substantial decrease in the final grade.

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

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-approved activities. Examples of University-approved reasons for absences include participating on an 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 absences 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.

Expectations of Professional Behavior and Practice

The FAU Sandler School of Social Work is mandated by the [Council on Social Work Education](#) to foster and evaluate professional behavioral development for all students in the social work program. The Sandler 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.
 - Participate in online discussions and assignments in a timely manner.
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, whether communicating in-person or through digital technology.

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.)
 - Do not use the actual names of clients or disclose other identifying client information in the classroom or in written or online assignments.

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 all books, handouts, syllabus, pens, and technology as requested by the instructor
 - Access appropriate support when having difficulties to ensure success in completing course requirements.
 - Take responsibility for the quality of completed tests and assignments.
 - Work toward greater awareness of personal issues that may impede your effectiveness with clients.

5. Integrity: Practice being honest with yourself, your peers, and your instructors.
 - Constantly strive to improve your social work knowledge, skills, critical thinking, and ethical practice.
 - Do your own work and take credit only for your own work.
 - If you make use of other's work in your assignments, cite the other person's work using APA format.
 - Acknowledge areas where improvement is needed.
 - Invite and make use of constructive feedback from instructors and classmates.

Submission of Papers or Assignments: When students register for a social work course, they agree that all required papers, projects, or assignments may be subject to submission for textual similarity review to Turnitin or SafeAssign for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers. 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, 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 verbal, written, and digital communication skills as these skills are used heavily in interactions with clients and peers, as well as with client records.
 - Demonstrate assertive communication with peers and instructors.
 - Practice positive, constructive, respectful, and professional communications skills with peers and instructor, including body language, empathy, and listening.
 - Use professional communication skills, including proper grammar, in all communications, including email and other digital communications.
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, families, groups, and communities.
 - Strive to learn methods of empowering populations and enhancing social and economic justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

The Sandler 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 Sandler 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 (e.g., unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

Online Etiquette (Netiquette)

Due to the casual communication common in online environments, students are sometimes tempted to relax their grammar, spelling, and/or professionalism when using discussion boards, email, or other digital technologies; however, remember you are adult students and professionals—your communication should be appropriate whether it is online or otherwise. You are expected to use correct spelling and grammar, writing complete sentences for your online responses. Also, please note that in the online environment you do not have the advantage of voice inflection or gestures. Sarcasm can come across very negative, so this form of communication should be avoided. When conducting peer reviews or responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication

professional and on-topic.

Social Media

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers. Social work students who use social media (e.g., Facebook, Twitter, etc.) and other forms of electronic communication (e.g., blogs, etc.) should be mindful of how their communication may be perceived by clients, colleagues, faculty, future employers, and others. Social work students are expected to make every effort to minimize material that could be considered inappropriate for a professional social worker in training. Because of this, social work students should manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students should consider the amount of personal information posted on these sites and should block client access to involvement in the students' social networks.

Confidential client information should not be shared in any form of electronic media, including any information that might lead to the identification of a client or information that may compromise client confidentiality in any way. Additionally, students should critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the FAU Sandler School of Social Work and the NASW Code of Ethics. Social work students should consider that they will be representing professional social work practice as well as the FAU School of Social Work while in the classroom, within the university, and throughout the broader community. To maintain appropriate professional boundaries, social work students should avoid "friending" clients, that is, allowing clients to connect with your personal Facebook, Twitter, or other personal social media accounts. Students should also maintain appropriate professional boundaries with professors, field educators, and other professionals at their field agencies.

Use of Technology, Cell Phones, and Recording Devices in the Classroom

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Safewalk – Night Owls

Campus security members are available to escort individuals, day or night. You may use the following phone numbers to call ahead for an escort. Sandler School of Social Work

Boca Raton: 561-297-6695

Davie: 954-236-1902

Ft. Lauderdale: 954-762-5611

Jupiter: 561-799-8700

Student Accessibility Services

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the [SAS website](#).

Discrimination or Harassment

The Sandler School of Social Work does not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, socioeconomic status, immigration status, political belief, religion, or mental or disability, or any other aspect of human diversity. Students with concerns about on-campus discrimination or harassment (including sexual harassment) can contact the Office of Equity, Inclusion, and Compliance for assistance (call 561-297-3004 or visit the [OEIC website](#)). The Boca Raton office is located in Administration Building Room 265.

[View full Nondiscrimination Policy](#)

Religious Holidays

Please advise the instructor at the beginning of the term if you require accommodations for religious holidays.

Code of Academic Integrity

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. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Counseling and Psychological Services (CAPS)

Life as a university student can be challenging physically, mentally, financially, and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS). CAPS provides FAU students a range of services, including individual counseling, support meetings, and psychiatric services, all offered to help improve and maintain emotional well-being. [See more information here.](#)

Additional Information on Student Rights and Responsibilities For additional information on student rights and responsibilities, please see the [FAU Catalog](#), [BSW policies](#), and [MSW policies](#).

Selected University & College Policies

Accessibility Policy Statement

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations to properly execute coursework due to a disability, must register with Student Accessibility Services (SAS) located in the Boca Raton, Davie, and Jupiter campuses and follow all SAS procedures. For additional information, please consult [Student Accessibility Services](#).

Contact:

Boca Raton: (561) 297-3880 / Fax: (561) 297-2184, TTY: 711

Davie: (954) 236-1222 / Fax: (954) 236-1123, TTY: 711

Jupiter: (561) 799-8721 / Fax: (561) 799-8721, TTY: 711

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[Chapter 4 of the University Regulations](#) contains information on the grade appeals process.

Religious Accommodation Policy Statement

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 regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. For further information, please see [Academic Policies and Regulations](#).

University Approved Absence Policy Statement

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is your responsibility to notify the instructor at least one week prior to missing or submitting any course requirement/assignment.

Drops/Withdrawals

Students are personally responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the [FAU Registrar Office](#) for more information.

Incomplete Grades

A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, receive a grade of Incomplete – this requires a signed contract with the instructor, indicating which assignments need to be completed and within what timeframe. Please refer to the relevant [undergraduate or graduate catalog](#) for complete information on this matter.

Technical Information & Skill Requirements

The general and course-specific technical skills you must have to succeed in the course include but are not limited to:

- Access the Internet using the Internet browsers Google Chrome and/ or Firefox.
- Note: If you want to view Canvas on a device with a smaller screen, we recommend using the Canvas mobile App.
- Log in to Canvas to access the course materials, read course modules, submit assignments-quizzes, and post and respond to online discussions.
- Download/ upload files on Canvas.
- Access FAU email and/ or via Canvas Inbox to communicate with faculty and peers.
- Create files in word processing program formats as Microsoft Office Tools, applying Copy and Paste functions.
- Use presentation, graphics, media, and other software programs, as required.
- Access Owl Apps Google Drive to submit assignments, if required
- Search the FAU Library and Websites.
- Download and Install software, if applicable.
- ADA Compliance Access on Canvas: Screen Readers applications: Macintosh: VoiceOver (latest version for Safari); PC: JAWS (latest version for Internet Explorer); PC: NVDA (latest version for Firefox).
- Note: There is no screen reader support for Canvas in Chrome.

Technical Support

In the online environment, technical issues are always possible (e.g., lost connection, hardware or

software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Most issues in Canvas can be resolved by clicking on the “Help” tab located on the menu bar.

When a problem occurs, click “Help” to:

- Report a Problem
- Live Chat with Canvas Support
- Search Canvas Guides
- Additional Technical Support
- Contact the eLearning Success Advisor for assistance: 561-297-3590

If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, see [Print Screen instructions](#).

Complete a [Help Desk ticket](#). Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:

- Select “Canvas (Student)” for the Ticket Type.
- Input the Course ID.
- In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
- Attach the Print Screen file, if available.

Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).

If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).

If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.

If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until you obtain a resolution.

Turnitin Software Tutorial

The Turnitin is an originality checking and plagiarism prevention service that checks your writing for citation mistakes or inappropriate copying. When you submit your paper, Turnitin compares it to text in its massive database of student work, websites, books, articles, etc. Turnitin is integrated into the Assignments tool on Canvas in all online classrooms and is managed by

Classroom Support. This means that when you upload your paper to your classroom for grading, it will automatically be sent through Turnitin's repository. The Similarity Report that it generates will help identify possible instances of plagiarism. Please read [Turnitin Plagiarism Software Tutorial](#)

Required Textbooks:

Webb, N.B. (2019). *Social work practice with children* (4th ed.). New York: Guilford Press ISBN: 9781462537556

Supplemental readings will be assigned throughout the semester and may be found on Canvas.

Required Reference

American Psychological Association. (2020). *Publication Manual of the American Psychological Association*, (7th ed.). Washington, D.C.

Grading Scale

Reminder: SW students must make a “C” or higher in all SOCW courses

A	94-96	B	84-88	C	74-76	D	64-66
A-	90-93	B-	80-83	C-	70-73	D-	60-63
B+	87-89	C+	77-79	D+	67-69	F	<59

Course Assignments

<u>Assignment</u>	<u>Due</u>	<u>Points</u>
Reading & Reflection Assignments (3)	1/25; 2/15; 3/15	15 (5 each)
Clinical Case Vignettes (2)	3/1; 4/12	20 (10 each)
<u>Biopsychosocial Assessment</u>	4/2 (all components)	<u>25 total</u>
Informed Consent/Assent		2.5
Genogram, Ecomap, & Culturagram		7.5
Biopsychosocial Assessment		15
Special Topics: Class Presentations	4/19 (in class)	20
Presentation Feedback Forms	4/19 (in class)	5
Take-Home Final Exam	4/26	15
Total		100

NOTE: All assignments are due on time. *Late assignments will not be accepted.* Part of professional practice is ensuring documents are submitted on time. Technological difficulties are not a valid excuse for a late submission (i.e., assignments should be emailed by the deadline if there is ever a Canvas interruption). All assignments should be written in APA format (no abstract) unless specified by the instructor.

Reading & Reflection Assignments (15 points total; 5 points each – 1/29; 2/19; 3/19)

Students will complete three Reading and Reflection assignments throughout the semester. Reading and Reflection Assignments include a combination of quiz-style (multiple choice/true-false) and short answer questions that address central topics and key content from readings.

Clinical Case Vignettes (20 points total; 10 points each – 3/5 and 4/16)

Students will work with 2 practice case vignettes (one child client; one adolescent client) to apply and implement clinical assessment and intervention skills learned during the semester. For each Clinical Case Vignette, students will use the case description provided to identify presenting problem, assess clinical presentation, and formulate intervention plan for implementation in practice. develop preliminary/provisional diagnoses using DSM-5 criteria and coding. Practice Vignettes are due during weeks 8 and 14.

Biopsychosocial Assessment of a Child/Adolescent (25 points; due 4/2)

In this comprehensive assignment, students will complete a biopsychosocial assessment, for a child, adolescent, or family participant. This assignment incorporates a live interview (not simulated) and requires the informed consent (and assent, if applicable) of the interviewee(s).

Using the information gathered from the interview, students will aggregate a biopsychosocial assessment that includes recommendations for treatment; and will construct a genogram, ecomap, and culturagram for the interviewee.

Students are required to use and submit the informed consent document provided. Templates and examples for the biopsychosocial assessment and genogram/ecomap/culturagram will be provided.

Please note the following:

- **You are not permitted to use a previously completed biopsychosocial – this should be a new interview for this semester.**
- Students should identify a child or adolescent to interview (note: if you interview a young child, it may also be necessary to interview the parent or caregiver).
- Interviewees can come from a field agency placement or you can interview a family member or friend's child; however, you cannot interview a youth that you are the primary caregiver for
- Face-to-face interviews are preferred, but if needed, you may conduct your biopsychosocial using video interview (e.g., FaceTime, Skype).
- **You are required to utilize the format provided by the instructor.** However, the instructor may consider the use of an agency template if students seek advanced

permission at least three weeks prior to the assignment due date (this is up to the instructor of the course as they will need to review each document for similarity).

- It is recommended that interviews be planned and/or set up early in the semester in order to avoid cancellations or last-minute problems.

Special Topics: Class Presentations (25 points total; in class on 4/19)

In groups of 3-4, students will select a 'select topic' of interest in clinical practice with children and/or adolescents and provide a 20-30 mini-lecture to the class that includes the following:

- **Introduction** of the special topic - including definitions, prevalence, impact/consequences of the issue, and relevance to social work practice
- Description of two Evidence-Based Practices, interventions, trainings, or other modalities for addressing the issue or population that social workers would use in practice
 - Provide information about what the intervention/training is, how it works, and any other information that would help your classmates know where to find additional training or information.
 - Summary of **Research Findings** that support the effectiveness of each evidence-based practice - this section should be tailored to your issue/population
 - Note: Of the two evidence-based practices, one evidence-based practice is required to be a clinical intervention; for the second evidence-based practice, your group can opt to present another clinical intervention OR a mezzo or macro evidence-based practice
 - Examples: psychotherapy (e.g., cognitive behavioral therapy; dialectical behavioral group therapy; structural family therapy); interventions; trainings; policy; programs; systemic initiatives
- **Demonstration** of one of the evidence-based practices presented. Recommendations include:
 - Model or role-play the technique, process, or therapeutic modality as it is used to address the topic of the presentation
 - OR an experiential class activity in which all students practice/apply the intervention or techniques.
- Present two different scales/measures for **Evaluation** of the evidence-based practice you demonstrated in your presentation (example: Beck Depression Inventory). In other words, how would you know (assess) if the evidence-based practice was effective? The measure should be appropriate for the problem and age group.
- Present 3-5 **Practice Implications and Recommendations** for social work practice. Implications should be relevant to advanced clinical practice, but you could also add in macro-level implications or recommendations, as relevant.

The instructor will provide a sign-up sheet with pre-assigned topics at the beginning of the semester. Presentations should be fun, engaging, and appropriate for the level of development of

the class (i.e., future/current therapists). PowerPoint presentations and supplemental materials are due on Canvas by the date and starting time of class specified on the Course Schedule.

Call Facilitation Issues/Topics to Choose From:

- Technology, apps, and phone use among youth
- Bullying
- Healthy relationships and dating violence
- Substance use prevention/intervention
- Criminal justice system and youth
- LGBTQ+
- Suicide assessment, self-harm, and crisis intervention w/ youth
- The impact of the pandemic on child and family mental health and functioning

Take-Home Final Exam (Due 4/30 – 15 points)

Students will complete a final course exam that includes multiple choice/true-false questions, as well as several short-answer questions. The exam is considered a “take-home exam,” as students will have the ability to work on the exam between 4/20 and 4/30 using their notes and course materials. The exam is submitted individually and will be screened using plagiarism software.

Course Schedule

Week 1	Welcome & Introduction
1/11	Course Introduction & Overview Common Issues and Themes in Working with Youth Ethics and Legal Considerations Self-Disclosure, Self-reflection, & Self-care <i>Read:</i> <i>Introductory Course Site Content</i> <i>Webb Ch. 1 & 2</i>
Week 2	Engaging the Child/Adolescent Client
1/18	ARCH Model <i>Read: Micucci pp. 8-9</i> Engaging the Child/Adolescent Client <i>Read:</i> <i>Webb Chapter 3</i> <i>Morrison & Flegel - Chapters 1 & 2</i> <i>McKenzie & Nicotera pp. 119-127</i> <i>Huber – There is Nothing Wrong With You (For Teens)</i> <i>National Child Welfare Workforce Institute (NCWWI): Cultural humility practice principles</i>
Week 3	Assessing the Child/Adolescent Client
1/25	Review of Child & Adolescent Development The Biopsychosocial Assessment & Child-in-Context <i>Read:</i> <i>Morrison & Flegel - Chapter 3</i> <i>Webb Chapter 4</i> <i>McKenzie & Nicotera pp. 56-60</i> <i>Micucci pp. 12-30 & 38-58</i> Due: Reading & Reflection Assignment #1
Week 4	Diagnostic Assessment & Documentation
2/1	Diagnosing Children and Youth Clinical Documentation: What (& How) to Write <i>Read:</i> <i>Morrison & Flegel - Introduction; Chapters 10 & 27; Appendix 2</i> <i>DSM 5 Fact Sheets on Canvas</i>

Week 5	Selecting, Implementing, & Evaluating Interventions
2/8	Treatment Planning & Selecting Interventions Implementation & Evaluation of Evidence-Based Practices <i>Read:</i> <i>Webb Ch. 5</i> <i>Gammer pp. 155-169</i> <i>Sample treatment plan objectives/goals on Canvas</i>
Week 6	Interventions: Cognitive-Behavioral Therapies
2/15	CBT & Social Learning Theory Behavior Theory Dialectical Behavior Theory <i>Read:</i> <i>Busching & Krahé – With a Little Help from Their Peers – Impact of Classmates on Adolescents Behavior</i> <i>Halder & Mahato - Cognitive Behavior Therapy for Children and Adolescents</i> <i>Leibowitz_Parent-Based Treatment as Efficacious as Cognitive Behavioral Therapy for Childhood Anxiety</i> Due: Reading & Reflection Assignment #2
Week 7	Interventions: Existential & Creative Therapies
2/22	Class Creative and Expressive Therapies (Art, Music, Drama, Poetry) Play Therapy <i>Read:</i> <i>Bosgraaf_Art Therapy for Psychosocial Problems in Children and Adolescents</i> <i>Pires_Therapeutic Mask An Intervention Tool for Psychodrama With Adolescents</i> <i>Koukourikos_An Overview of Play Therapy</i>
Week 8	The Family Life Cycle: Practice with Children & Adolescents
3/1	Changes in Family Structure and Roles <i>Webb Chapter 11 & 12</i> Sibling Relationships <i>Gammer pp. 272-298</i> Parenting: Stress Process Model & Life Course Perspective <i>Nomaguchi - Parenthood and Well-Being: A Decade in Review (required: pages 3 – 7; 15 - 20; full article recommended)</i> Due: Clinical Case Vignette #1
Week 9	Spring Break – No Class
3/8	


Week 10	Interventions: Attachment, Separation, & Trauma
3/15	<p>Family and Community Violence Immigration <i>Read: Webb Chapters 14 & 16</i></p> <p>Kinship and Foster Care <i>Read: Webb Chapters 10</i> <i>TF-CBT Fact Sheets on Canvas</i></p> <p>Due: Reading & Reflection Assignment #3</p>
Week 11	Interventions: Child/Adolescent Psychopathology
3/22	<p>Psychopathology <i>Morrison & Flegel - Appendix 2</i> <i>Bhide et al - General Principles for Psychotherapeutic Interventions in Children and Adolescents</i></p>
Week 12	Interventions: Substance-Using Families & Youth
3/29	<p>Children in Families Affected by Substance Use <i>Read:</i> <i>Trucco: A Review of Psychosocial Factors Linked to Adolescent Substance Use</i> <i>Waldron: Engaging Resistant Adolescents in Drug Abuse Treatment</i> <i>Webb Chapter 13</i></p> <p>Due 4/2 11:59pm: Biopsychosocial Assessment</p>
Week 13	Interventions: Juvenile Justice System
4/5	<p>Psychosocial Causes and Outcomes <i>DeLisi_ The etiology of antisocial personality disorder and role of ACES</i> <i>Baker_ Characterizing trajectories of anxiety, depression, and criminal offending in male adolescents</i> <i>Drury_ What Becomes of Chronic Juvenile Delinquents</i></p> <p>Multisystemic Therapy <i>Read: Sheerin_ An Evaluation of Mechanisms of Change in Multisystemic Therapy for Juvenile Justice-Involved Youth</i></p>
Week 14	Group Interventions & Social Learning
4/12	<p>Psychoeducation & Group Work with Children <i>Read:</i> <i>Webb Ch. 8</i> <i>Corey et al. pages 344-350</i></p> <p>Clinical/Progress Notes <i>Read: Cocoran Chapter 9</i></p> <p>Due: Clinical Case Vignette #2</p>

Week 15	Presentations
4/19	Class Presentations
Week 16	No Class – University Reading Day
4/26	
	Finals Week
	Due 4/30 11:59pm: Take-Home Final Exam

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 FLORIDA ATLANTIC UNIVERSITY	NEW/CHANGE PROGRAM REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ Banner _____ Catalog _____
	Department Criminology and Criminal Justice College Social Work and Criminal Justice		
Program Name Master of Science in Criminology and Criminal Justice		<input type="checkbox"/> New Program* <input checked="" type="checkbox"/> Change Program*	Effective Date (TERM & YEAR) Fall 2023
<p>Please explain the requested change(s) and offer rationale below or on an attachment.</p> <p>We are requesting to move CCJ 6669 Class, Race, and Gender in Criminal Justice from an elective course to a required course. This will make a total of 12 hours of core credits to the MSCCJ program. The SCCJ faculty voted in favor of making this a required course. Please see below for requested changes to the catalog (in red).</p>			
<p><small>*All new programs and changes to existing programs must be accompanied by a catalog entry showing the new or proposed changes.</small></p>			
Faculty Contact/Email/Phone Lincoln Sloas lsloas@fau.edu 7-3243		Consult and list departments that may be affected by the change(s) and attach documentation N/A	
Approved by Department Chair <u>Wendy P. Guastaferro, Ph.D.</u> <small>Digitally signed by Wendy P. Guastaferro, Ph.D. Date: 2023.01.18 18:18:46 -05'00'</small> College Curriculum Chair <u>Danielle Linton</u> College Dean <u>Naelys Luna</u> <small>Digitally signed by Naelys Luna Date: 2023.01.19 12:33:39 -05'00'</small> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 1/18/23 1/19/23 _____ _____ _____ _____ _____	

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

Core Requirements (12 credits):



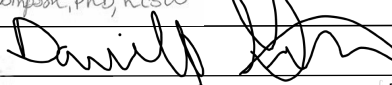
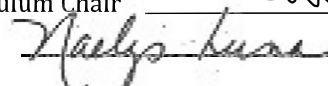
Required:

CCJ 6902	Criminal Justice Research and Policy Foundations	3 credits
CCJ 6056	Understanding Criminal Behavior	3 credits
CCJ 6669	Class, Race, and Gender in Criminal Justice	3 credits
CCJ 6704	Research Methods and Data Analysis	3 credits

Electives (18 credits):

*Students can take **any six** of the following:*

CJC 6021	Corrections Research, Policy, and Practice	3 credits
CJE 6426	Police Research, Policy, and Practice	3 credits
CJE 6688	Computer Crime Research and Policy	3 credits
CCJ 6063	Social Disorganization and Crime Prevention	3 credits
CCJ 6079	Crime Analysis in Policing	3 credits
CCJ 6142	Restorative Justice Research, Policy, and Practice	3 credits
CCJ 6295	Courts, Sentencing, and the Judicial Process	3 credits
CCJ 6335	Prisoner Re-entry Policy and Practice	3 credits
CCJ 6475	Leadership and Organizational Culture in Criminal Justice Agencies	3 credits
CCJ 6485	Applying Criminal Justice Theory, Policy, and Research	3 credits
CCJ 6619	Crime and Everyday Life	3 credits
CCJ 6624	Violence Research and Policy	3 credits
CCJ 6699	Sex Offender Research and Policy	3 credits
CCJ 6675	Victims and the Justice Process	3 credits
CCJ 6712	Advanced Research and Evaluation	3 credits
CJJ 6046	Juvenile Justice Research, Policy, and Practice	3 credits
CCJ 6905	Directed Independent Study	1-3 credits
CCJ 6934	Special Topics	3 credits

 FLORIDA ATLANTIC UNIVERSITY	NEW/CHANGE PROGRAM REQUEST Graduate Programs	UGPC Approval _____ UFS Approval _____ Banner _____ Catalog _____
Department Sandler School of Social Work College Social Work & Criminal Justice		
Program Name MSW Program	<input type="checkbox"/> New Program* <input checked="" type="checkbox"/> Change Program*	Effective Date (TERM & YEAR) Fall 2023
<p>Please explain the requested change(s) and offer rationale below or on an attachment.</p> <p>To explicitly inform students of the requirement of Interprofessional Education (IPE) and Collaborative Practice (IPEC) as a MSW student. IPE is when the MSW student learn about, from, and with FAU COM, FAU CON, and Palm Beach Atlantic University Pharmacy students to enable effective collaboration and improve health outcomes. MSW students have been participating in IPE and IPEC for several years now, this requested change is just to correct an omission in the catalog about it's requirement as part of the program. Please see below document for requested changes to the catalog.</p>		
<small>*All new programs and changes to existing programs must be accompanied by a catalog entry showing the new or proposed changes.</small>		
Faculty Contact/Email/Phone Heather Howard/howardh@fau.edu/401-486-0805	Consult and list departments that may be affected by the change(s) and attach documentation N/A	
Approved by Department Chair  College Curriculum Chair  College Dean  Naelys Luna UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 1/17/23 1/17/23

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

Field Education Requirements

Prior to applying to Field Education, students must exhibit appropriate professional behavior in the academic setting. Students found to be out of compliance with the NASW Code of Ethics will not be permitted to enter the field. Academic credit for previous work experience will not be given in lieu of the Field Education internship.

Students will review a mandatory field orientation the spring/summer semester prior to entering the field and meet individually with field faculty. See www.fau.edu/ssw for complete eligibility criteria.

The internship for Generalist students involves 16 hours per week of generalist practice under the direction of an agency-based field instructor and attendance at a three-hour-per-week integrative seminar. The Generalist student participates in the Foundational Level Office of Interprofessional education and practice in the Fall and Spring semesters. The internship for Specialist and Advanced Standing students consists of approximately 20 hours per week of advanced clinical practice under the direction of an agency-based field instructor and attendance at a three-hour-per-week integrative seminar. The Specialist and Advanced Standing Student participates in two Interprofessional activities, one in the Fall and one in the Spring. Dates will be shared in advance for all Interprofessional activities and students are expected to make arrangements to be in attendance. Part-time Specialist and Advanced Standing students have the option to extend their internship beginning in the fall of Year 3 and completing 16 hours per week through the following summer semester, graduating in August.