

Date: Thu, 3 Jul 2008 10:24:35 -0400 (EDT)
 From: "Elwood R. Hamlin II" <ehamlin@fau.edu> **Block Address**
 To: ppeluso@fau.edu, lwebb@fau.edu
 Subject: **Request for Support of Syllabi**
 Cc: mhawkins@fau.edu

Reply | Reply All | Forward | Print | Delete

Greetings Drs. Peluso and Webb:

Please find attached two one-credit course syllabi that the School of Social Work would like to take to the Graduate Program Committee. The first course is Play Therapy in the Social Work Settings and the second course is Human Sexuality for Clinical Social Workers. These one-credit courses will be offered to MSW students in the second year of their program. These two course will be taught by social workers who are in practice in the community. Both courses have a specific social work focus.

Thank you in advance for your support.

Woody Hamlin

 Woody Hamlin Ph.D
 Professor
 MSW Program Coordinator
 FAU School of Social Work
 (561) 297-2864
 ehamlin@fau.edu

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|---------------|---|
| SW&PlayTh.doc | Name: SW&PlayTh.doc Type: application/msword Encoding: BASE64 |
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| HumSexualSyll.doc | Name: HumSexualSyll.doc Type: application/msword Encoding: BASE64 |
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FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL

UUPC APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG POSTED _____
 WEB POSTED _____

DEPARTMENT NAME: SOCIAL WORK

COLLEGE OF: ARCHITECTURE, URBAN AND PUBLIC AFFAIRS

RECOMMENDED COURSE IDENTIFICATION:

PREFIX SOW _____ COURSE NUMBER _____ LAB CODE (L or C) Lecture
 COMPLETE COURSE TITLE PLAY THERAPY IN THE SOCIAL WORK SETTING

INSTRUCTIONAL METHOD
(V, BB, IC, EC, ETC.):

EFFECTIVE DATE (first term course will be offered): FALL 2008

CREDITS: 1

LAB/DISCUSSION:
DISCUSSION

TEXTBOOK INFORMATION: LANDRETH, G.
(2002). PLAY THERAPY: ART OF THE
RELATIONSHIP. NY: TAYLOR & FRANCIS

LECTURE: YES

FIELD WORK: NO

GRADING: REGULAR PASS/FAIL _____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

THIS GRADUATE COURSE WILL PROVIDE MSW STUDENTS WITH AN UNDERSTANDING OF THE CURATIVE POWERS INHERENT IN PLAY THERAPY WITHIN SOCIAL WORK SETTINGS. STUDENTS WILL BE INTRODUCED TO PLAY THERAPY MODELS.

PREREQUISITES:

COMPLETION OF MSW
 FOUNDATION CURRICULUM
 Check box to enforce*

COREQUISITES:

NONE
 O Check box to enforce*

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

Graduate MSW Students
 O Check box to enforce*

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

PH.D IN SOCIAL WORK OR MASTER OF SOCIAL WORK

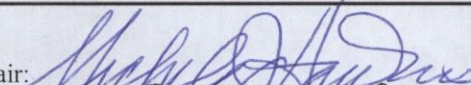
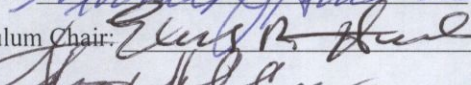
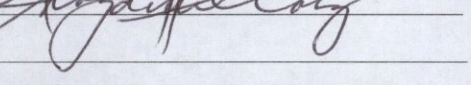
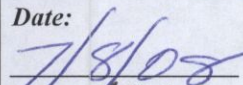
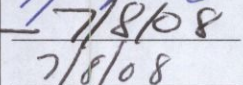
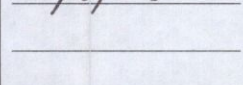
Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.

COUNSELOR EDUCATION

Dr. Woody Hamlin, ehamlin@fau.edu, 7-2864 _____
 Faculty Contact, Email, Complete Phone Number

SIGNATURES

SUPPORTING MATERIALS

| | | |
|--|---|--|
| <p>Approved by:</p> <p>Department Chair: </p> <p>College Curriculum Chair: </p> <p>College Dean: </p> <p>UGPC Chair: _____</p> <p>Dean, Graduate Studies _____</p> | <p>Date:</p> <p></p> <p></p> <p></p> | <p>Syllabus—must include course objectives.</p> <p>Written Consent—required from all departments affected.</p> <p>Go to: http://graduate.fau.edu/gpc/ to download this form</p> |
|--|---|--|

* "Enforce" prerequisites or other registration controls adds these restrictions to the course schedule; students whose academic careers do not show these prerequisites or other details will not be able to register. When box is not checked, restrictions show in catalog description only.

Email this form and syllabus to Graduate Studies one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY
SCHOOL OF SOCIAL WORK
SOW 6932 Sec. _____ Call No. _____**

PLAYTHERAPY IN THE SOCIAL WORK SETTING

Semester: Fall

Start/End Date: August-25, Sept. 8, Sept. 22, 2007

Instructor: Gerda A. Muyen LCSW

Phone: 561-596-9355

Email: Dutchgerda@aol.com

Blackboard: <http://blackboard.fau.edu>

Classroom:

Class Times: 10:00 AM – 3:00PM

Office Hours: 3:00pm – 4:00pm, after class

Office Location:

Web: www.fau.edu/ssw

Course Description:

This course will give an introduction to play therapy models.

Students will gain an understanding in the curative powers inherent in play.

They will gain understanding in how the positive relationship that develops between therapist and child during the play session may provide a corrective emotional experience or it may help to release the natural healing resources that lie within the child.

This course is designed for students in the social work practice to assist children in their emotional healing process.

Relevance to Educational Program:

This course is taken during concentration phase of the program and is an elective that supports the Children, Adolescent & Families and Adults and Families focus area.

Educational Objectives:

Upon successful completion of this course, students are expected to:

1. Students demonstrate the beginning knowledge of the play therapy model. They will critically evaluate the key concepts and objectives of the child centered philosophy of the therapeutic relationship in the Social Work setting.

(measure: class participation, role play, observation of unstructured play therapy session.)

2. Students identify and evaluate detailed guidelines for organizing a playroom with recommended toys and materials.

(measure: observation, paper, class participation).

3. Students will understand and evaluate of the symbolic meaning of play. They will demonstrate how to engage a child in play, the stages of play therapy, limit setting and identify resiliency in a child.

(measure: presentation in class).

Teaching Methodologies:

The teaching methods utilized in this course will include class discussion, simulated role play, assigned readings, presentations in class, and hand-on activities.

Course Assignments and Grading:

Assignments

1. Complete assigned readings
2. Attend class and actively participate
3. Show thoroughness of reviewed articles during class discussions
4. Design a play room on paper (hard copy)
5. Do a presentation in class after an observed play therapy session and identify play therapy concepts

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 of Student Behavior

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

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

*Participate in group activities and assignments at a comparable level to peers.
Complete work in a timely fashion and according to directions provided.
Come to class prepared, with readings and other homework completed.*

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

*Listen while others are speaking.
Give feedback to peers in a constructive manner.
Approach conflict with peers or instructors in a cooperative manner.
Use positive and nonjudgmental language.*

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

*Maintain any information shared in class, dyads or smaller groups within that unit.
Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
Never use names of clients or disclose other identifying information in the classroom.*

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

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

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

Academic: Commit yourself to learning the rules of citing other's work properly. Do your own work and take credit only for your own work.

Acknowledge areas where improvement is needed.

Accept and benefit from constructive feedback

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

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

Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.

Exhibit a willingness to serve diverse groups of persons.

Demonstrate an understanding of how values and culture interact.

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

Demonstrate assertive communication with peers and instructors.

Practice positive, constructive, respectful and professional communications skills with peers and instructor: (body language, empathy, listening)

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

Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.

Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.

Consequences of Unacceptable Behavior

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

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

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

Class Attendance and Participation

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is required*. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it

is vital that the student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class*. If a student misses more than 2 classes – whether or not there is a documented, excused absence – the student may receive a substantial decrease in the final grade.

Policy on Use of Computers and Recording Devices in the Classroom

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

Textbooks:

The two textbooks for this course are:

1. Landreth, G. (2002). *Play therapy: Art of the relationship*. NY: Taylor & Francis, Inc.
This book is required. Please read before the course starts.
2. Norton, C.C. & Norton, B.E. (1997). *Reaching Children through play Therapy*.
This book is optional.

Both books are available at the campus bookstore.
Handouts provided by the instructor.

Other course readings will be distributed in class. Also, please visit the **Blackboard Web site** for this course at <http://blackboard.fau.edu> for additional information. **IMPORTANT:** Blackboard uses the email addresses assigned to you by FAU – unless you plan to pick up email from the FAU account, you need to forward your email to the email address that you generally use. Log onto MyFAU (<http://myfau.fau.edu>) and forward your email to the email address that you want all Blackboard and other FAU email directed to... and if your email address changes, remember to change the forwarding in MyFAU. If you are experiencing problems logging onto MyFAU or Blackboard, you can contact the helpdesk at 561.297.3999.

Course Outline and Reading Assignments:

The following outline and readings may change as the course progresses, given student interests and needs. Please read the required readings prior to the class when we will be discussing them.

| <i>Class</i> | <i>Topics</i> | <i>Readings / Due Dates</i> |
|-------------------------|--|---|
| Week 1 Aug. 25, 2007 | <ul style="list-style-type: none"> • <u>Course Introduction and overview.</u> • <u>Different models of play therapy.</u> | <ul style="list-style-type: none"> • Read assigned book before first class Instructor handout |

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| | <ul style="list-style-type: none"> • <u>Child's first session</u> • <u>Play therapy concepts and theories.</u> • <u>Unstructured play therapy</u> | <p>Instructor handout</p> <p>Landreth video</p> |
| Week 2 Sept. 8, 2007 | <ul style="list-style-type: none"> • <u>Assessment in play therapy</u> • <u>Sand play therapy</u> • <u>Facilitation of play experiences</u> • <u>Attributes of a resilient child</u> • • | <ul style="list-style-type: none"> • Instructor handout • Instructor handouts, • Observation <p>Instructor handout</p> <p>Due date : -design of play room-</p> |
| Week 3 Sept. 22, 2007 | <ul style="list-style-type: none"> • Therapeutic limit setting • Therapeutic story telling • Art in Therapy • Presentation of play therapy session. • | <p><u>Instructor handouts</u></p> <p><u>Presentation due in class</u></p> |
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- In the event of a hurricane warning, see www.fau.edu or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

Bibliography:

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

Hughes, F. (1999). Children, play and development. Boston: Allyn & Bacon

Landreth, G. (2002). Play therapy: Art of the relationship. New York: Taylor & Francis

Schaefer, C. & Cangelosi, D. (Eds.) (2002). Play therapy techniques. New Jersey: Jason Aronson, Inc.

(using APA Format - <http://www.apastyle.org/faqs.html>)

SAFEWALK – Night Owls

Boca 561-297-6695 Davie 954-236-1902

Ft.Laud. 954-762-5611 St.Lucie: 772-873-3400 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

It is a student's responsibility to request academic accommodation. If you are a student with a disability who may require academic accommodation and have not registered with the FAU Office for Student with Disabilities, please contact their office at (561) 297-3880 [Boca] or (954) 236-1146 [Davie]. If you are seeking academic accommodation, please notify your instructor no later than 14 days after the commencement of this course (and preferably before the class starts).

DISCRIMINATION OR HARASSMENT – 561-297-4004

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/public/nondiscrim.html>.

RELIGIOUS HOLIDAYS

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES

For additional information on student rights and responsibilities, please see the FAU Catalog at

<http://www.fau.edu/academic/registrar/univcatalog/welcome.htm>

and the BSW Student Manual at <http://www.fau.edu/ssw/pdf/BSWstudmanual32706.pdf>

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

Bibliography

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

Hughes, F. (1999). Children, play and development. Boston: Allyn & Bacon

Landreth, G. (2002). Play therapy: Art of the relationship. New York: Taylor & Francis

Schaefer, C. & Cangelosi, D. (Eds.) (2002). Play therapy techniques. New Jersey: Jason Aronson, Inc.