

**Valdosta State University, Division of Social Work**  
**SOWK6303 A Fall 2013**  
**Practice Skills Lab**  
**1 Credit Hour**

**Instructor:** Martha M. Giddings, PhD., LCSW; [mgidding@valdosta.edu](mailto:mgidding@valdosta.edu)  
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e-mail is quickest for getting Giddings; Ms. Jones, for emergencies only,  
229-834-4038 (cell)

**Class meetings:** Pine Hall 113, Thursday evenings from 7 pm – 9 pm. *I am aware that most of you have a class from 5 pm to 7 pm. We will begin class promptly at 7:05 pm. Make plans to have food or supper for this back to back class situation.*

#### **CATALOG DESCRIPTION**

Prerequisite: Admission to the program. Corequisite: SOWK 6301. Laboratory for practice of social work interviewing skills.

#### **COURSE DESCRIPTION**

This course will present you with knowledge of the social work interviewing process used in generalist practice with individuals and families within the ecological systems framework. The relationship between social work values, ethics, diversity, and practice skills is emphasized. Students are required to complete role-playing assignments to demonstrate these interviewing skills, which include communication and relationship skills.

#### **RELATION TO OTHER COURSES**

This is one of the first practice courses in your foundation sequence of courses. It will focus on interviewing skills used in social work with individuals and families. The course material builds on the liberal arts base in undergraduate work and allows you to apply material from SOWK 6201 (Human Behavior in the Social Environment), which is taught simultaneously. The combination of these courses (which are linked on the same level, or horizontally) will provide an excellent base for your work in your first practicum. It will also bridge to macro practice and vertically to later, advanced practice courses.

#### **REQUIRED TEXT:**

Evans, D. R., Hearn, M. T., Uhlemann, M. R., & Ivey, A. E. (2011). *Essential interviewing: A programmed approach to effective communication* (8<sup>th</sup> Ed.). Thomson/Brooks/Cole. ISBN-13: 978-0-8400-3471-7.

#### **REQUIRED TECHNOLOGY**

**Required for this course: A webcam and headset with microphone and mute button. These will be used for four assigned simulated interviews during the semester that will be conducted using Wimba Classroom.**

### **VSU BlazeVIEW Support**

Valdosta State provides free technical support for students. If you need technical assistance with your computer or BlazeVIEW, call the Help Desk at 229-245-4357 or visit [BlazeVIEW@valdosta.edu](mailto:BlazeVIEW@valdosta.edu) for Frequently Asked Questions and Self Help. For questions about the new BlazeVIEW system which went online in May, 2013, you may access the University System of Georgia (USG Helpline) on a 24/7 basis for assistance. Specific directions for contacting the helpline either by e-mail or by telephone are found on the right side of each Course Homepage for SOWK 6301. The USG Helpline number is 1-855-772-0423. They also may be contacted through e-mail, and are accessible 24/7. We have all found the Helpline to be experts on BlazeVIEW and to be able to trouble-shoot most user problems.

### **COURSE OUTCOMES**

This course is organized by outcomes that will provide focus, consistency, and clear evaluation criteria. Skills and knowledge that support achievement of the course objectives will receive the majority of class time. These course outcomes are derived the MSW Program Objectives and will help you build toward achievement of the objectives. Lessons, materials, methods and assignments are organized toward your achievement of the course outcomes and toward what you as a student will be able to do differently, as a direct result of participating in the course.

**Upon completion of this course, students should be able to:**

1. *Demonstrate competency in specific interviewing skills, including the reflection of feelings, respect and warmth, nonjudgmental attitude, and authenticity as designated by the text and as outlined in the syllabus.*
2. *Apply analytical and critical thinking skills to interpersonal communication within the context of professional social work practice.*
3. *Demonstrate professional conduct and social work values in classroom discussions and assignments.*
4. *Use culturally competent interviewing skills.*
5. *Conduct a structured social work interview that includes a facilitative relationship with the client, mutual formulation of goals, and mutual generation of action plans related to the goal(s).*
6. *Verbally and nonverbally convey empathy in an interviewing context.*
7. *Collect relevant data from a client system.*
8. *Link competency in specific interviewing skills with the values and ethics of the profession.*
9. *Demonstrate improvement in interviewing skills and professional conduct as a result of instructor's feedback.*
10. *Identify the effects of one's behavior on clients.*
11. *Evaluate one's use of interviewing skills, including timing and structure.*
12. *Adhere to student code of conduct and NASW code of ethics within the Department of Social Work.*

### **COURSE POLICIES PARTICULARLY RELEVANT TO THE SKILLS LAB**

#### **Multiple Instructors and Grading**

- There will be multiple instructors teaching this lab course who will work as a team to engage with students in class activities. All instructors will be involved in course grading based on their observation of student performance and evaluation of student interviews, but Dr. Giddings will assign the final grade based on the recommendations of the other two instructors.
- This course is linked to all courses in the MSW program, but particularly is linked to both SOWK 6301 (Practice I) and SOWK 6610 (Practicum Seminar). All instructors have the right to share information and completed student assignments because all three courses are integral to beginning practice in the MSW Program. When appropriate, student interviews in this course may be shared with (and limited to) other instructors in the MSW program. This course involves an academic team effort to help build and refine students' critical beginning professional skills. Thus, student interviews will be available to your academic advisor, Practicum Seminar instructor, Field Instructor, and other faculty who are part of your academic practice team.
- At any time during the semester, students may be required to complete a "Corrective Action Plan" to address particular deficits in performance or comportment that have been observed by course instructors, all of whom are licensed practitioners/clinicians. If a student is found to be at risk for earning a grade of "C" in the course, there will be an automatic internal review of the student's work by other faculty in the Division of Social Work to determine a grade. This review may result in a Student Staffing or Special Advising as noted in the *MSW Student Handbook*.

#### **Written Work & Submission of Assignments**

- All assignments should be completed in a thorough, accurate, and professional way; all simulations of interviews should be carried out in accordance with the values and ethics of the social work profession as noted in the NASW Code of Ethics (2008).
- Late assignments will lose one full letter grade (10%) for every 24-hour period they are late (including weekends).

**Use of Laptops and Cell Phones in Class:** The use of computer/iPad devices for in-class note taking must be approved by instructor unless mandated by the VSU Access Office as an approved accommodation. Students who choose to "surf the web" post on Facebook during class will receive a grade deduction. Students who choose to text under the desk during class and who use their phones inappropriately also will lose 10 points per class. Based on complaints from students in the past, use of these devices are distracting to classmates who who hear or see these activities. Students must advise the instructor if they are "on call", put phones on vibrate, and sit near the door to take calls. Phone calls during class, just as phone calls during client sessions, are unacceptable. These inappropriate student behaviors are identified in the *MSW Student Code of Conduct*, and these behaviors will also be reflected in student's participation grade.

**Class Attendance:** Because the MSW Program is a professional program, class attendance is **MANDATORY**. The Attendance Policy is extremely important and can be found in the current *MSW Student Handbook*. Students are expected to be on time for class and to return from breaks in a timely manner. Likewise, students are expected to participate in class discussions and activities. These behaviors will also be reflected in student's per class participation grade.

**Due Dates for Assignments:** All assignments must be submitted ON TIME and IN THE MANNER directed by the faculty (e.g., brought to class, sent to the Assignment Drop Box, etc.). Deadlines are extremely important for professional social workers. Additional information about assignment submission is found in the Attendance Policy. Lateness and failure to submit assignments are not acceptable. Students will lose points for late papers unless students have a medical excuse or family emergency. Please submit papers early enough to determine whether there are submission problems in BlazeVIEW so that you can request help if needed. **Thus, timely submission of papers is an required. Late submissions will be penalized by the loss of 10% of the total points per day.** If an individual encounters a personal crisis or emergency that will impact class attendance or participation, the student must contact Dr. Giddings and other instructors immediately.

**ADA Accommodations:** The Access Office for Students with Disabilities (Access Office) serves students with documented disabilities that have met the VSU admission criteria and are otherwise qualified. *The Access Office is the centralized agency for receiving disability related documentation and approving requested accommodations.* Students voluntarily register with the Access Office and provide documentation to support requested accommodations. Documentation review involves the assessment of the individual's disability with respect to documentation presented and accommodations requested. Documentation provided must meet Board of Regents' criteria. Types of disabilities served include learning disabilities, attention deficit hyperactivity disorder, visual, hearing, mobility, psychiatric, and other health impairments. Services provided include test proctoring, classroom modifications, adaptive technology, sign language interpreting, note-taking, faculty notification, and assistance with campus accessibility. Students may contact the Access Office at [www.valdosta.edu/access](http://www.valdosta.edu/access) or 229-245-2498.

## **ASSIGNMENTS FOR SOWK 6303 – SKILLS LAB**

### **In-Class Practice Participation: 165 possible points**

Because this class is a practice laboratory, active participation is required for each student. In order to encourage participation, a large part of a student's grade will be based on in-class participation. Students will receive a 15-point participation score for **each of the eleven** face-to-face classes during the semester (four classes will involve interview simulations), **for a total of 165 possible points.**

The weekly participation score will be based on the following components: 1) Professional Comportment: timeliness, attendance, restraint from using outside technology in class, adherence to social work values and ethics = **5 points** ; 2) Attentiveness: Active listening during class instruction, role plays, and processing of role plays, restraint from using outside technology during class, restraint from cross-talk during class instruction or processing = **5 points**; 3) Active participation: Active participation in role plays or class activities, active observation of others' role plays, willingness to give peers verbal and written feedback on their performance in class activities = **5 points**. **Students will be assigned a participation grade per class by instructional team.** This score will enable students to identify behaviors that are contributing to a reduction in weekly participation points.

### **Four Simulated Client Interviews: 190 possible points**

**1. First Interview. (30 possible points: 20 points for Interview #1, 10 points for Self-Reflection #1).** Each student's video Interview #1 must be completed and saved in Wimba Classroom by Sunday, Sept. 15 at 11:00 pm. Student's Self-Reflection #1 will be submitted to Dropbox by Sunday, Sept. 15 at 11:00 pm.

#### **Description of First Interview Assignment #1**

- a. Using the listening and exploration skills you have learned up to the point in the course, you are to explore the client's story in a 15-minute practice interview. **The primary goal of the interview is rapport building and learning the client's story from their perspective.** While you may do some mutual goal setting and exploring of alternatives, **DO NOT** try to "solve the problem." Consider problem-solving to be an ongoing process that will not occur in the first session. Likewise, avoid the urge to give advice.
- b. For this role play, each participant must choose a client problem from the suggestion list posted in the course content area of the course. Just as clients often are unclear about the nature of their problems, do not identify the problem you are having to your peer "interviewer". This type of rehearsal generally is not helpful, and often increases the interviewer's anxiety rather than relieving it! The "interviewer" is given a chance to practice his/her interviewing skills. Additionally, the "interviewer" must monitor the time of the interview and end the interview at approximately 15 minutes. **Each interview will be videotaped using Wimba Classroom and must be saved.**
- c. For those playing the "client" in the role plays, keep your answers relatively short; the objective of this assignment is to enable the instructor to evaluate the interviewing skills of the "interviewer", not the "client".
- d. **Once you and your partner have finished the first role play and saved the video, switch roles and do a second interview! For the second role play, the new "client" must select a different problem, and the new "interviewer" must engage in rapport building and learning the client's story as noted in section "a" above. The "interviewer" follows the same instructions in order to conduct a 15-minute interview. Again, the instructor will evaluate the interviewing skills of the "interviewer", not the client. Be sure and save each interview.**
- e. As this will be students' first time in conducting simulated interviews through Wimba Classroom, plan for the possible need to do the interview a second time and plan for problems to emerge. Things happen, and the interview may take some time to complete or it might take two sessions to complete at the beginning. For this reason we are not having class on the weeks that interviews are due. As you get used to Wimba, interviews can be done more rapidly.
- f. After you complete interviews in which you are the "interviewer", write a 1-2 page self-assessment of your skills during the interview. Identify the skills you used and skills you need to improve, citing the textbook when

appropriate. Reflect on your use of responses and their effect on the client at various “choice points” (your decision to take the dialogue in a certain direction). **Do not do a self-reflection for interviews in which you play the client!**

**Links to Course Outcomes 1-4; 6, 7, 9-12. Links to Program Objectives 1-4; 11, 12, 14.**

**2. Second Interview (50 points: 40 points for Interview #2, 10 points for Self-Reflection #2).** Video must be completed and saved in Wimba Classroom by Sunday, Oct. 13 at 11:00 pm; Self-Reflection #2 is due in Dropbox by Sunday, Oct. 13, at 11:00 pm.

#### **Description of Assignment**

- a. Using the general guidelines for all interviews, students will be required to conduct a 15-minute simulated interview. For this interview, students will be required to choose a **personal issue** (not too personal) that they currently are facing in their lives to use as their problem when they are playing the “client.” This problem will provide students with the opportunity to increase their understanding of how clients may feel as they discuss personal issues with therapists. The “Interviewer” for this interview will be required to use the skills learned in this course so far to explore client concerns, use confrontation (when appropriate), communicate feelings and immediacy, self-disclose (when appropriate) and interpret the client’s concerns.
- b. After the interview is complete, write a 1-2 page self-assessment of your skills that you used when you were in the role of “interviewer”. Identify the skills that you used and the skills that you need to improve, citing the textbook when appropriate. Reflect on your use of responses and their effect on the client at various “choice points” (your decision to take the dialogue in a certain direction). Evaluate whether you perceive improvement in your interviewing skills.

**Links to Course Outcomes: 1-12. Links to Program Objective: 1-4; 11, 12, 14**

**3. Third Interview (50 possible points: 40 for Interview #3, 10 points for Self-Reflection #3).** Each student’s Interview #3 must be completed and saved in Wimba Classroom by Sunday, Nov. 3 at 11:00 pm; Self-Reflection #3 due in Dropbox by Sunday, Nov. 3 at 11:00 pm.

#### **Description of Assignment**

- a. Using the general guidelines for all interviews, students will be required to conduct a 15-minute simulated interview. For this interview, the presenting problem will be selected from **the suggestions list posted in the course shell**. Just as clients often come to therapists unclear about their problem, you should not tell your interviewer your problem beforehand.

- b. Interviewers for this interview will be required to use the skills they have learned in this course **so far** in order to explore client concerns and possibly agree on an attainable goal.
- c. After the interview is complete write a 1-2 page self-assessment of your skills during the interview. Identify the skills you used and skills you need to improve, citing the textbook when appropriate. Reflect on your use of responses and their effect on the client at various “choice points” (your decision to take the dialogue in a certain direction). Evaluate whether you perceive improvement in your interviewing skills.

**Links to Course Outcomes: 1-12. Links to Program Objective: 1-4; 11, 12, 14**

**4. Fourth Client Interview. (60 possible points: 50 for Interview #4, 10 points for Self-Reflection #4).** Each student’s video must be completed and saved in Wimba Classroom by Sunday, Nov. 24 at 11:00 pm; Self-Reflection #4 is due in Dropbox by Sunday, Nov. 24 at 11:00 pm.

#### **Description of Assignment**

- a. Using the general guidelines for all interviews, students will be required to conduct a **20-minute** simulated interview. For the interview, the presenting problem will be selected from the **suggestions list posted in the course shell**. Just as clients often come to therapists unclear about their problem, you should not tell your interviewer your problem prior to the interview.
- b. Interviewers will be required to use (when appropriate) all of the skills they have learned throughout this semester. The goal of this interview will focus on exploring client concerns, agreeing on an attainable goals, and problem-solving.
- c. After the interview is complete write a **2-3 page self-assessment of your skills** during the interview. Identify the skills you used and skills you need to improve, citing the textbook when appropriate. Reflect on your use of responses and their effect on the client at various “choice points” (your decision to take the dialogue in a certain direction). Evaluate whether you perceive improvement in your interviewing skills during the course of the semester.

**Links to Course Outcomes: 1-12. Links to Program Objective: 1-4; 11, 12, 14**

#### **ASSESSMENT**

##### **GRADING SCALE - 355 possible points**

- A = 319-355 points**  
**B = 283-318 points**  
**C = 247-282 points** (a “C” involves one deficiency point—See Student Handbook, p. 21)  
**D = 211-246 points** (a “D” involves two deficiency points—See Student Handbook, p. 21)  
**F = 210 or below** (an “F” involves three deficiency points--See Student Handbook, p. 21)

I will need to inform your Advisor if your final grade falls below a "B."

**Please Note:** Students should be aware of various issues that may adversely affect their grades and even their participation in the program. These regulations arise from legal codes, The Georgia Board of Regents, Valdosta State University, or the Valdosta State University Division of Social Work. All of them are listed in the Student Handbook at <http://www.valdosta.edu/sowk/documents/StudentHandbook07-08.pdf> IT IS VERY IMPORTANT TO READ AND UNDERSTAND ALL OF THE STUDENT HANDBOOK. Remember the "STATEMENT OF UNDERSTANDING" signed by all students (see pages 20-24). Please contact me with any special needs or developing problems. I will help you all I can.

## COURSE SCHEDULE

**All dates for classes and assignments should match the schedule/content in BlazeVIEW. If you find dates that do not match or content that is confusing, please ask for clarification! Note:** Your "handouts," syllabus, assignments, rubrics, course e-mail, and links to activities of interest are all found in BlazeVIEW. **Readings for each week MUST be completed prior to the class so that you can practice the skill.**

### Week 1, August 15, 2013

**Readings for each week MUST be completed prior to the class!**

**READING:** Ch. 1, *Programming a Foundation for Learning* (read before Class 1)

Introduction to the course as lab for SOWK 6301

Course syllabus and course expectations

Use of BlazeVIEW

Evans, Hearn, Uhlemann, & Ivey (2011) *Essential Interviewing* overview, Ch. 1

Introduction to Interviewing Activities

### Week 2, August 22

**READING:** Ch. 2, *Attending Behavior*

**Readings for each week MUST be completed prior to the class**

Bring questions, comments from chapters to class

The Interviewing Process

Multicultural and Gender Issues in Interviewing

Attending Behavior

### Week 3, August 29

**READING:** Ch. 3, *Effective Questioning*



**Week 4, September 5**

Ch. 4, *Reflecting Content*; & Ch. 5, *Reflecting Feelings*

Review of Skills from Evans (et al) Chapters 1-5

- **Attending behavior**
- **Effective questioning**
- **Reflecting content**
- **Reflecting feeling**

**Week 5, September 12**

**NO CLASS**; Interview #1 & Self-Reflection #1 are due on Sunday, Sept. 15 at 11:00 pm

**Week 6, September 19 - READINGS:** Ch. 6, *Integrating your listening and Exploration Skills*; & Ch. 7, *Confronting*

- **Integrating Exploration Skills**

**Week 7, September 26**

**READINGS:** Ch. 8, *Communicating Feeling and Immediacy*; & Ch. 9, *Self-Disclosing*

**Week 8, October 3**

**READINGS:** Ch. 10, *Interpreting*;

*Review of Skills from Evans, Chs. 7-10 that will be used in simulated interview #3:*

- **Confronting**
- **Communicating Feeling and Immediacy**
- **Self-Disclosing**
- **Interpreting**

**Week 9, October 10 – NO CLASS; Interview #2 & Self-Reflection #2 are due on Sunday, October 13 at 11:00 pm**

**Week 10, Oct. 17**

**READINGS:** Ch. 11, *Information Giving*; 12, *Structuring for Exploration, Clarification and Action*

**SKILLS:** Practicing attending behavior, effective questioning, reflecting content and feeling, confronting, communicating feelings and immediacy

**WEEK 11, Oct. 24****READING:** Ch. 13, *Enlisting Cooperation***SKILLS:** Practicing attending behavior, effective questioning, reflecting content and feeling, confronting, communicating feelings and immediacy**Week 12, Oct. 31 - NO CLASS; Interview #3 & Self-Reflection #3 are due Sunday, Oct. 13, at 11:00 pm****Week 13, Nov. 7****READING:** Ch. 14, *Putting it all together***SKILLS:** Practicing structuring exploration, clarification, and action**Week 14, Nov. 14 – Putting it all together (continued)**

Final Wrap-up, Feedback and Practice

**Week 15, Nov. 21 - NO CLASS; Interview #4 & Self-Reflection #4 are due on Sunday, Nov. 24 at 11:00 pm****DIVISION OF SOCIAL WORK and UNIVERSITY POLICIES**

The goal of the Division of Social Work is to prepare students for the professional practice of social work. The Division requires students to adhere to professional practices and standards in all classes and practicum. These practices and standards are outlined in the MSW Student Code of Conduct which can be found on pages 23-27 of the current *MSW Student Handbook*. The Code of Conduct must be signed by all students beginning MSW students.

The following standards are not negotiable: Students may depend on well-planned classes and knowledgeable instructors. Professors are committed to the facilitation of student success. Learning is a complex phenomenon for which BOTH instructors and students are responsible. Evaluation criteria are stated clearly in the syllabus. However, if students have questions about grading, it is the students' responsibility to discuss these matters with their instructors. The course syllabus represents a contract between students and the instructor. Professors reserve the right to modify syllabi, and students will be notified in writing when such changes are made. Likewise, students are responsible for reading and following instructions on the syllabi.

**Academic Honesty:** Plagiarism and other forms of academic dishonesty are not acceptable in a professional social work program. Students who engage in this type behavior risk failure on specific assignments, in the course, and possible dismissal from the MSW Program. Academic dishonesty is prohibited by the university as well as the Division of Social Work. The following link outlines [VSU's Academic Honesty Policies](#). The Academic Dishonesty Policy for the Division of Social Work is found in the *MSW Student Handbook* found as a link off the [Division web site](#).

**Incompletes:** Incomplete grades are given only in cases of extreme emergency with proper documentation, and are granted only with the prior approval of the instructor. Policies governing Incompletes are found in the *MSW Student Handbook*.

**Academic Performance:** Students are expected to maintain a 3.00 grade point average in the MSW Program. A discussion of all academic expectations and grading can be found in the *MSW Student Handbook*, including the Division's policy of Academic Deficiency Points given for grades lower than C.

**Cancellation of Classes:** The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation: <http://www.valdosta.edu>

#### **ADDITIONAL STUDENT INFORMATION**

**Students Experiencing Academic Difficulties:** Students with academic concerns are strongly encouraged to contact the staff of the [Student Success Center](#) or call them at 229-333-7570. The Student Success Center is located on first floor of Langdale Hall on the main VSU campus. Services provided by the Success Center include tutoring, writing assistance, and help with time management. Students are encouraged to make appointments with Center Staff through the web link or by telephone. The Center is available to all VSU students, and evening appointments are available.

**Additional services:** The [Counseling Center](#) (phone 229-333-5940; e-mail [pjraynor@valdosta.edu](mailto:pjraynor@valdosta.edu)). Services are free of charge to students with emotional/mental, social, substance abuse and other problems. The [Farber Health Services](#) provides physical health services (phone 229-333-5886).

**Emergency Campus Policy:** The Police Contact Number is **229-259-5555**. The Campus Police Division is located in Pine Hall. Officers will escort students on campus, and emergency phones are placed across campus. Students are **strongly encouraged to program the campus emergency number, 911** (for local police) **and \*447** (GA State Highway Patrol) **into their cell phone.**

#### **EXPLANATION OF THE POCO MAP**

As a part of our 2007-2008 MSW Curriculum Revision, you will begin to see the Program Objective Course Outcome Map or "PoCo Map" in each class syllabus. Your instructors will assist you in using the map while you are in the MSW Program. The "map" is simply a graphic

representation of the MSW Curriculum which shows how all parts of the curriculum are interrelated.

The program objectives are derived from the goals of the MSW program. As we define it, program objectives are more specific than goals, and specify what we **intend or expect** students to accomplish by the end of the MSW Program. Think of them as targets to achieve. On the other hand, course outcomes **are much more specific**, course-related components of each program objective. The specific Course Outcomes are what each of you should have achieved by the end of each course. They are measured directly through tests, assignments, discussions, and activities.

Perhaps the analogy of a community may be helpful. The advanced generalist social work community at VSU is made up of program objectives which can be thought of as individual businesses, institutions, and houses in our community. Like any community, each program objective (e.g., house, business) can stand alone, but they need each other to thrive and become a functional community. Course outcomes then can be seen as the walls, floors, windows and doors that are combined to comprise each objective and, ultimately the Advanced Generalist community.

The faculty has selected 19 Program Objectives to form the basic structure of the MSW Curriculum: 14 are foundation objectives and five are concentration objectives. The PoCo Map shows that these 19 Program Objectives are met in different courses across the two-year curriculum. For example, most of the objectives that are related to Social Policy will be met in the two required Policy Courses. Further, each of the 19 Program Objectives is linked with specific Course Outcomes.

In examining the range of courses that comprise the overall curriculum, we can begin to identify specific elements of knowledge, values, and skills that we expect students to achieve during the MSW Program. We have called these elements *Course Outcomes*. Outcomes combine specific chunks of knowledge and skills with a demonstration of their achievement, through application!

Think of a window, which might be a combination of a specific size of glass, with a type of wood and metal. The achievement is the building of a window; the window is an achieved product although its ultimate application is its 'fit' with the specific house. By examining the outcomes that students are expected to master per course, students can determine the actual content that will be learned. Further, we will identify specific assignments, exercises, and quizzes that relate to course outcomes.

The POCO Map ensures that all courses and the overall curriculum meet our own curriculum standards as well as national standards of social work education as set forth by the Council on Social Work Education (*July 24, 2008*).

#### **"MINI-POCO MAP" FOR SOWK 6303**

*The Course Mini PoCo Map displays the connections of the course outcomes and their measures, to the overall Program Objectives for this course (i.e., "FPO 2" is Foundation Program Objective 2; "6303-CO1" is Course Outcome 1).*

**FPO 1. Conduct multi-level generalist practice based on the planned intervention process.**

6303-CO1. Demonstrate competency in specific interviewing skills, including the reflection of feelings, respect and warmth, nonjudgmental attitude, and authenticity as designated by the text and as outlined in the syllabus (**Final Interview [on-campus, structured, with self-assessment]; Classroom practice [F2F] & Chat room practice [Web]**).

6303-CO5. Conduct a structured social work interview that includes a facilitative relationship with the client, mutual formulation of goals, and mutual generation of action plans related to the goal(s) (**Interview [on-campus, structured, with self-assessment]**).

6303-CO7. Collect relevant data from a client system (**Final interview [on-campus, structured, with self-assessment]**).

6303-CO10. Identify the effects of one's behavior on clients (**Midterm interview [recorded role play with self-assessment]; Final interview [on-campus, structured, with self-assessment]**).

6303-CO11. Evaluate one's use of interviewing skills, including timing and structure (**Final Interview [on-campus, structured, with self-assessment]**).

**FPO 2. Demonstrate the ability to apply critical thinking within the context of professional social work practice.**

6303-CO2. Apply analytical and critical thinking skills to interpersonal communication within the context of professional social work practice (**Final interview [on-campus, structured, with self-assessment]**).

**FPO 3. Analyze and apply the values and ethics of the social work profession.**

6303-CO8. Link competency in specific interviewing skills with the values and ethics of the profession (**Final Interview [on-campus, structured, with self-assessment]**).

**FPO 4. Using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences.**

6303-CO1. Demonstrate competency in specific interviewing skills, including the reflection of feelings, respect and warmth, nonjudgmental attitude, and authenticity as designated by the text and as outlined in the syllabus (**Final Interview [on-campus, structured, with self-assessment]; Classroom practice [F2F] & Chat room practice [Web]**).

6303-CO4. Use culturally competent interviewing skills (**Final interview [on-campus, structured, with self-assessment]**).

**FPO 11. Demonstrate the ability to communicate across client populations, colleagues and communities, in both written and verbal form.**

6303-CO1. Demonstrate competency in specific interviewing skills, including the reflection of feelings, respect and warmth, nonjudgmental attitude, and authenticity as designated by the text and as outlined in the syllabus (**Final interview [on-campus, structured, with self-assessment]; Classroom practice (F2F) & Chat room practice [Web]**).

6303-CO3. Demonstrate professional conduct and social work values in classroom discussions and assignments (**Final interview [on-campus, structured, with self-assessment]; Classroom practice [F2F] & Chat room practice [Web]**).

6303-CO5. Conduct a structured social work interview that includes a facilitative relationship with the client, mutual formulation of goals, and mutual generation of action plans related to the goal(s) (**Final interview [on-campus, structured, with self-assessment]**).

6303-CO6. Verbally and nonverbally convey empathy in an interviewing context (**Final interview [on-campus, structured, with self-assessment]; Classroom practice [F2F] & Chat room practice [Web]**).

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6303-CO7. Collect relevant data from a client system (**Final interview [on-campus, structured, with self-assessment]**).