

SOWK 7300: ADVANCED PRACTICE IN RURAL AREAS I – INDIVIDUALS

Jan. 5 edits

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Semester: Spring 2012

Credits: Three

CATALOG DESCRIPTION

Co-requisite: SOWK 7310. Provides students with practice models compatible with the ecological systems perspectives and with skills for working with individuals using advanced skills in more complex situations.

COURSE DESCRIPTION

This course emphasizes the use of more specialized and advanced practice models, theories and skills in order to work with individuals and more complex problems and problem-solving. Unlike the foundation year, the concentration practice course sequence combines both human behavior theory and practice methods into an integrated course structure.

The first 9 weeks will emphasize the **depth psychology or psycho-dynamic** relational model. It is a difficult practice model to understand and focuses on psychological and social aspects of the bio-psycho-social paradigm. It is the most widely used practice model in understanding, in-depth, the person with whom you are working. Its focus is a deep understanding of the client and the development and use of an empathic therapeutic bond between worker and client. It demands that the client develop an internal focus. This model and the skills involved can be used in any area of practice. It is particularly useful in understanding why and how people behave the way they do. Rather than just label people by symptoms, this model helps create an understanding of how and why symptoms develop. All clients have problematic ways of doing things, which they repeat throughout life. In fact, all of us do. So this model can be used for understanding the behavior of a heart attack victim who will not comply with follow up or a person who loses a spouse and becomes isolated for years afterward. As far as interventions go, this model offers a number of skills that involve relationship-building and helping clients look at themselves.

A common misconception about this model is that it must be used only in therapy and particularly, long-term therapy. **This is false!** The understanding provided by this model can be used with clients in any setting. Likewise, relational interventions, particularly those in Teyber & McClure (text), can be used with any practice form.

Weeks 11 through 15 will emphasize a COGNITIVE-BEHAVIORAL model that was developed for use with personality disorders. It is a 3rd wave model and was designed for work with personality disorders. It has incorporated elements of gestalt, psychodynamic and others. Briefly, third wave practice models are newer models that have developed using parts of previous models as well as original components that have been newly designed. Having said that, if you are around long enough, you will find that very little in the way of clinical work is truly new!

Generic practice skills: Each week we will cover a discrete and specific set of skills which can be used in any form of social work practice. Some weeks, particularly the first 9 the skills will be taken from the relational psychodynamic model and almost verbatim from Teyber & McClure. Weeks 11 through 15 will be related primarily, though not exclusively to CBT. For other weeks, the skills will not be related to specific practice models. The point here is that the skills are techniques that can be used outside of the practice model from which they developed. Beginning with week 4 and continuing through week 13, you will attempt to use two skills per week in your practicum; you then will write up the results according to the grade guide in the back of the syllabus. Please discuss this with your field instructor and show him/her the list of skills from which you have to choose. If there is a problem, please notify your liaison or me.

They are skills with specific protocols that many practitioners have found helpful over the years. I stress that these skills can be used outside of any practice model and outside of therapy with all clients. In order to adequately complete your skills log, please follow the guideline in the section on "evaluation" and the example at the end of the syllabus. Most students say, in hindsight, that this exercise is one of the most valuable learning experiences they have. I know it may feel daunting to some of you but we'll make it through. **Each skill paper must be turned the assigned class time for the week it is due.**

In addition, there are several concentration objectives that encompass the material mentioned so far and that also go beyond it. The main concentration objectives for the course are: CPO15 which requires that you show that you can use what we cover both independently and in a self-directed way; **CPO16** which requires that you display leadership or the ability to influence your practice environment. In many cases this has meant that our students have helped their co-workers in the practicum and at worksite, to learn better ways of practice. Finally, **CPO19** refers to the use of advanced skills in complex situations.

PREREQUISITE – Successful completion of the foundation year or adequate Advanced standing.

RELATION TO OTHER COURSES

This course builds on the foundation courses, especially HBSE I & II (SOWK 6201, 6202) and Practice I & II (SOWK 6301, 6302). It seeks to extend and add to that knowledge so that students may proactively select and use theories and methods that are most useful at specific ecological systems levels and particular phases of the problem solving method. The practice methods explored are linked and overlap with some methods in SOWK 7310. There is an expectation that research methods covered in SOWK 6600 and SOWK 7500 will be used in assignments. There is the expectation that in analyzing the fit between practice and rural areas (in class and in assignments), students will use material presented in SOWK 7400.

REQUIRED TEXT

Teyber, E. & McClure, J. (2010). 6th ed. *Interpersonal process in psychotherapy: An integrative approach*. Belmont CA: Brooks/Cole. ISBN 0-495-60420-6 or 978-0-495-60420-4. Will be in bookstore. Do not ask if you can use the older version. You are responsible for knowing what is in the latest version and it is different. I think the most current version is worth it. It is the best text I have ever used for this class.

REQUIRED READINGS:

Required readings are presented in syllabus and are linked to specific classes. Other readings are considered as SUPPLEMENTAL. Unless the specific readings are noted in the assigned readings for a particular class, these are not required, but suggested, either during or following the course. There are several articles on work with children which are supplemental. Assigned readings are as follows:

Beck, A.T., Freeman, A, & Davis, D. (2006). *Cognitive behavior therapy of personality disorders, (2nd ed.)*. New York: The Guilford Press.

Ch. 1 Overview of cognitive therapy of personality disorders

Ch. 2 Theory of personality disorders

Ch. 3 Assessment of personality disorders

Ch. 4 General principles and specialized techniques

Ch. 15 Overview: Cognitive Restructuring Therapy

Ch. ? The cognitive therapy relationship with personality-disordered patients

Ch. 15 Overview: Beck's Cognitive Restructuring Therapy

Beck, A. T. (2005). Overview: Beck's Cognitive Restructuring Therapy (Chapter 15). In Corsini, R.J., & Wedding, D. (2005). *Current Psychotherapies*. Canada: Brooks/Cole.

Ch. 15 (Cognitive Therapy for Week 13.

Goldstein, E.G. (1995). *Ego psychology and social work practice*. (2nd ed.). New York: The Free Press.

Chapter 3-Ego Functions: Week 2-6

Chapter 4 –defenses, Week 6

Chapter 6 – ego development, Weeks 4-7

Hembree et al., (don't yet have reference or week)

Linahan, M. M. (1993). *Cognitive Behavioral Treatment of Borderline Personality Disorders*. New York: The Guilford Press. (don't yet know which week)

Vaughan , S.C. (1998). *Teaching an old dog new tricks*. The talking cure: Why traditional talking therapy offers a better chance for long term relief than any drug. New York: Henry Holt & Co., pp. 77-101.

Wilson, G.T. (1996). *Excerpt*. (pp. 215-227). In O'Leary, K.D., & Wilson, G.T. Eds.,(1996). *Behavioral therapy: Application and outcome*. New York: Prentice Hall.

SUPPLEMENTAL READINGS:

Doidge, Norman. (2007). *The brain that changes itself: stories of triumph from the frontiers of brain science*. New York: Penguin. Chapter 9. Turning our ghosts into ancestors: Psychoanalysis as neuro-plastic therapy. Week 1

Kagan, Richard (2004). *Rebuilding attachments with traumatized children*. New York: Routledge. Chapter 1. Week 6.

Perry, B. & Machiodi, C. (2008). *Creative interventions with traumatized children*. Connecticut: The Guilford press.

Chapter 1, *Creative interventions and childhood trauma*, C. Malchiodi wk 2

Chapter 3, Attachment: A neuroscience framework, Gussie Klorer wk 6

Chapter 8, The healing power of stories; Malchiodi and Gruenberg wk 2

chapter 12, Art and play therapy, C. Malchiodi wk 2

Vodde, R. & Giddings, M.G. (1997). The propriety of affiliations beyond the professional role: Nonsexual dual relationships. *Arete*, 2(1), pp. 58-70.

All readings other than Teyber & McClure can be found online.

REQUIRED WEEKLY ACTIVITIES TO PREPARE FOR CLASS: Before each class, you will be expected to:

1. Complete the weekly readings for class.
2. Review in depth, the power point multimedia presentations ON CD-ROMS for the week. Do this before class. If you get behind, talk with instructor. This is a course in which the content is so challenging, that getting behind causes significant problems.
3. Write down any questions, confusing issues, things you don't understand, discussion points or clinical issues in your practicum and bring these issues to class, relevance to clients you are seeing in practicum or work.
4. Starting in week 4 and continuing through week 15, you will turn in weekly skills papers. Each skill paper is a brief write up of your attempt to try **TWO** new skills with a client. See in depth descriptions of each skill. **These skills papers must be done in either your practicum or work environment. If you are not in practicum and not working in some capacity with clients, I suggest you take this course when you are in practicum! This is not negotiable!!!!** There are a total of 9 of these for the semester. They take less than 10 minutes per skill to write up.
5. BlazeVIEW will be used to supplement this course. There will be no teaching or discussions in BlazeVIEW; instead, it is a warehouse central for ALL course materials, including: all online readings and handouts, all information about this course, including instructions, grade guides, grade rubrics, case studies, class notes and weekly skills. After week one, there will be no in class handouts. **CHECK BlazeVIEW REGULARLY and BEFORE YOU COME TO CLASS.** If there are questions or issues, I will notify the class via BlazeVIEW E-mail!

You can expect to spend from 6 to 10 hours per week in preparation for each class. This does not include working on assignments or studying for exams. This is a very rigorous and challenging course. Historically, students have ranked it as extremely valuable in learning how to work with clients in a more complex way. However, it requires staying on top of things. One week builds on the next. The worst thing that can happen to you is to fall behind. If you have any questions feel free to ask me. However, the best people to ask are those who have had this course. They can tell you in a way that we as faculty cannot.

DURING CLASS

1. Talk; do not wait to be prodded. Your questions and comments will drive this course. If I am calling on you, then **YOU ARE** not being a part of the class!

2. Be prepared for the structured discussions. Many of the weekly discussions will involve practicing a psychodynamic assessment. There is a case study posted for a woman named Karen. We will use this case in class as practice. This case will be an aid to learn how to use the psychodynamic model. You may ask questions about it throughout the course. Try to understand it. You are to use it for a model of what is expected on your assessment. Both of these cases and the assessment are posted in the “practice assessment” page

3. Turn in assignments on time. I take off 10% of points per day for papers submitted after the specific due date unless you have a documentable emergency, have a doctor’s excuse, or are hospitalized. If you are going to miss class, please contact me directly and prior to class. Please bring paperwork if you wish to be considered for credit for missing class due to emergency/illness.

Your psychodynamic assessment will be based on a fictional client by the name of “Hilda”. This assignment, however, will be completed in sections. Please examine the due dates per section which are identified in the syllabus.

4. Be kind and respectful. Disagreement, divergence, diversity and discussion are a part of learning. However, treating others rudely is not acceptable professional comporment.

5. Try. This is a challenging course. However, most of you will like the challenge. “Getting it right” is not the purpose of this course; “getting it” is. You cannot be a learner and a finished product simultaneously. Allow yourself to learn and be patient with yourself. It takes 3 to 5 years of using both of these models and necessitates intensive supervision.

WRITTEN WORK AND SUBMISSION OF ASSIGNMENTS

Submission of Assignments: All assignments must be submitted ON TIME and IN THE MANNER directed (e.g., sent to an assignment drop box, etc.). I will lay out the due dates in this syllabus and in the linked course calendar. Deadlines are extremely important for professional social workers. If an assignment is submitted after the due date and time in the Assignment Drop Box, I will take off 10% of the total possible points, and will so do each day until the assignment is submitted.

Your work should show thoroughness, thoughtfulness, accuracy, and professionalism. Proofreading or checking over your own work, is an essential element of writing and professional practice. Sloppy or thoughtless errors can result in deductions on your assignments, particularly if I have trouble reading your assignment. **I do not accept rewrites.** Two kinds of errors are unacceptable. The first is plagiarism which will result in a zero for the assignment and can result in dismissal from the program. The second is a lack of heading and/or sub-headings which make your work difficult and sometimes,

impossible to understand. Lengthy papers must be organized according to sections so that I can identify and follow what you are communicating. Your sections are usually provided through a grade rubric. Failure to use sections will result in points being subtracted from your grade.

Make up exams and extra credit will not be permitted. Only in extraordinary and meticulously documented circumstances will such options be considered.

ASSIGNMENTS AND EVALUATIONS

1. **STARTING WEEK 6.** Using skills identified in class, apply these methods to your practice settings. Write up the results of two skills 9 times during the semester for a total of 18 skills and submit each assignment to the Drop Box as directed. Address only these points.

- 1) **Name each skill. (1 pt.)**
- 2) **For each skill, describe briefly what you did. (4 pts.)**
- 3) **The response/results from the client including the overall effect. (1 pt.)**
- 4) **What you found to be most useful. This refers to your personal/professional experience. Do not write things like, "This is a useful skill because..." (4 pts.). A total of 10 points is possible per skill**

This assignment should help you practice your advanced skills in more complex ways, as well as learning to self-direct and self-correct. Please try to make generalizations based on observations. **(No more than two type-written pages total, double-spaced.)** This is not a writing assignment, but I must be able to read your paper. However, it is not necessary to write a lengthy assignment. An example is given in the course shell and in your handouts. The first skill paper is due on Week 4. **10 possible points per skill X 2 skills per week X 9 assignments = 190 points total.**

2. Turn in a Psychosocial Assessment based on the psychodynamic practice model and using the Hilda Case Study. Identify major issues or problems that may be focus of interventions, assess person's capacity (including strengths), opportunity, and motivation, and address salient rural considerations if appropriate. Be prepared to apply relevant aspects of attachment theory, object relations and any other theorems or principles derived from a psycho-dynamic perspective. Additionally, consider salient rural policies (based on material from SOWK 7400 and rural readings) that could impact assessment and treatment in this case). Your grade will be based on use of specific elements of assessment as well as integration and synthesis of elements. **(300 points total)**. This assignment is designed to help you become more comfortable with going below the surface in order to more fully understand and deal with more complex solutions to complex problems. There will be a complete grade guide and score sheet in the course shell per section. This assignment will be submitted in specific sections as noted in the assignments/calendar.

4. Midterm (Class 10). A mid-term exam will be given that focuses on the topics of Case Conceptualization and Treatment Focus for Hilda. The exam is likely to consist of 20-25 multiple choice question and matching or ranking questions (questions that will require ranking items according to significance based on the questions). There also are likely to be 3 to 5 brief essay questions. **(100 points total)**

5. Cognitive Behavioral Treatment Plan. Develop a treatment plan using either CBT or elements of DBT for a client in your practicum. There will be a rubric posted in the course shell **(200 points)**.

6. Class Participation. 5 points per class = 75 points total (e.g., lateness, absence, unprofessional behavior, and lack of participation will cost you)

Total possible points in course: 865 points

Grading Scale:

A	865-778
B	777-691
C	690-604 (a "C" involves one deficiency point)
D	603-517 (a "D" involves two deficiency points)
F	516 or Less (an "F" involves 3 deficiency points and retaking course)

COURSE SCHEDULE – Spring, 2013

All assigned readings that are not in Teyber & McClure can be found online.

COURSE OUTLINE: PLEASE MAKE SURE YOU HAVE DONE THE READING AND REVIEWED THE CD-POWERPOINTS BEFORE YOU COME TO CLASS!

Class Schedule and Calendar for Spring Semester, 2013 edit 2

Class 1, Wed., Jan. 9

Overview of course

Levels of treatment

Principles of Interpersonal Process Model

Relational approach and understanding

Assignments to read BEFORE Class 1: Teyber & McClure, Ch. 1, pp. 3-34, The Interpersonal Process Approach; Ch. 2, Establishing a working alliance
 CD - listen to first CD on LEVELS of PSYCHOTHERAPY (Levels of Psychotherapy is also found in BlazeVIEW in the Class 1 materials)

SKILLS: 1. Process Questions that foster collaboration

2. Process questions that explore therapist-worker interaction

3. Self-involving statements

Class 2, Wed., Jan. 16

Read the psychodynamic Assessment of Karen, Section 1
Ego functions: Classifying ego functions; The building blocks
Primary process thinking
Developing the internal focus and fostering responsibility
Practice assessment begins with Karen

Assignments to read BEFORE Class 2: Teyber & McClure, Ch. 4, An internal focus for change; Karen Case (online); Goldstein, Ch. 3 (Ego Functions) in online reading packet. Goldstein's chapter is really important for Hilda assignment!

CD

SKILLS: 1. Internal Focusing Questions

2. Tracking Anxiety

3. Enlisting clients in their own problem solving

*****Section 1 of Hilda DUE: Basic Ego Functions due in Assignment Drop Box: Wednesday, Jan. 23, 5:00 pm! (same time as class)**

Class 3, Wed., Jan. 23

Dealing with client's emotions and pain (from Teyber & McClure, Chapter 5)
The emotional holding environment: Containment
Practice assessment continued – See instructions posted for this week

Assignments to read BEFORE Class 3: Teyber & McClure, Ch. 5, Helping clients with their emotions

CD

SKILLS: 1. Questions that identify/explore emotions

2. Questions that expand/clarify emotions

3. Questions and statements that encourage the client to "feel" the feeling

4. Questions or statements that encourage the client to explore the feelings "under" the lead feeling.

5. Responses and statements that validate the feeling

*****Section 2 of Hilda DUE: Ego functions related to emotions due in Assignment Drop Box, Wednesday, Jan. 30, 5:00 pm!**

Class 4, Wed., Jan. 30

Ego functions related to attachment – object relations, relational templates, attachment development and interpersonal styles
Identifying relational patterns that occur in therapy: Eliciting behaviors and the “anticipated, but dreaded” response and eliciting behavior

Assignments to read BEFORE Class 4: Teyber & McClure, Ch. 1 (pp. 10-16, beginning with Object Relations); Ch. 6, pay attention to the issue of INSECURE ATTACHMENTS; Ch. 7, pp. 288-bottom of 290 (Inflexible coping styles: moving toward, moving away and moving against); Ch. 8 (Eliciting behavior, pp. 317-327).

CD

SKILLS: 1. Questions that explore eliciting behaviors
2. Questions that explore the anticipated, but dreaded response

*****Section 3 of Hilda: Ego Functions related to Attachment due in Assignment Drop Box at Wednesday, Feb. 6 at 5:00 pm**

Class 5, Wed., Feb. 6

Understanding resistance and working with it
Ego functions related to identify

Assignments to read BEFORE Class 5: Teyber & McClure, Ch. 3. Online – Goldstein, Ch. 3 (continued); identify, gender and race, identify development

SKILLS related to Resistance: 1. Giving permission to resist
2. Process comments that identify resistance
3. Questions that explore resistance
4. Interpreting resistance
5. Dealing with Testing Behavior

*****Section 4 of Hilda: Ego Functions related to Identity due in Assignment Drop Box on Wednesday, Feb.13 at 5:00 pm**

Class 6, Wed., Feb. 13

Inflexible coping strategies and generic conflicts (Teyber & McClure, Ch. 7)
Defenses (Goldstein, Ch. 4)
Making connections
Practice assessment with Karen (continued)

Assignments to read BEFORE Class 6: Teyber & McClure, Ch. 7; Goldstein, (online) Ch. 4 on Defenses. This chapter is important for your assignment.

SKILLS: 1. Early recollections

2. *Generic interpretations based on the model*

*****FIRST SKILLS PAPER DUE in Assignment Drop Box by 5:00 for Class 6 on Feb. 13!**
From this point on, a skills paper will be due each week by 5:00 pm of the day of class unless indicated.

Class 7, Wed., Feb. 20

Developmental problems and current functioning
Building a Holding Environment based on developmental needs
Conceptualizing a client: Putting patterns into practice

Assignments to read BEFORE Class 7: Teyber & McClure, Ch. 1, pp. 24-39; Ch. 4, pp. 160-175, and Chapter 8. Goldstein (online), Ch. 6. Object relations and ego development, very important for your assignment.

SKILL: 1. Interpretations based on case conceptualization

SECOND SKILLS Paper Due in Class in Assignment Drop Box by 5:00 pm on Feb. 20

*****Section 5 of Hilda: Defensive Ego Functions due in Assignment Drop Box on SATURDAY, Feb. 23 at 11:00 pm**

Class 8, Wed., Feb. 27

Continue to examine Case Conceptualization
How to use this practice model in treatment
Working with change in the Interpersonal Process Model Part 1: Insight and interpretation
Psychodynamic video (in class)

Assignments to read BEFORE Class 8: Teyber & McClure, Ch. 8; Ch. 9, An Interpersonal Solution

SKILLS: 1. Questions that track transference to its roots
 2. Process comments that identify and contain ambivalence
 3. Questions that anticipate transference

THIRD SKILLS Paper Due in Assignment Drop Box by 5:00 pm on Feb. 27

The final sections of Hilda (Sections 6 and 7) will not be assigned as WRITTEN ASSIGNMENTS to be submitted; rather, we will discuss these sections in class and talk about case conceptualization and treatment.

Class 9, Wed., March 6

A Treatment Focus

Working with change in the Interpersonal Process Model Part 1: Reparative experience and new patterns

Working through

How to work with Hilda (in class)

Assignments to be read BEFORE Class 9: Teyber & McClure, Ch. 10; reread Ch. 9
SKILLS: 1. Process challenges 2. Process comments and questions that look for connections between patterns in therapy and patterns outside

FOURTH SKILLS Paper Due in Assignment Drop Box by 5:00 pm on March 6

From this point on, all readings are online.

SPRING BREAK: March 12-March 16

Class 10, Wed., March 20

Wrap-Up of Interpersonal Process Approach

FIFTH SKILLS Paper Due in Assignment Drop Box by 5:00 pm on March 20

MIDTERM EXAM

Class 11, Wed., March 27 and Class 12, Wed., April 3

Traditional cognitive behavioral therapy

Personality disorders

The Therapeutic Ledge: Creating treatment space for personality disorders

Third wave CBT

Cognitive conceptualization

The closed self-system

Assessment

Assignments to be read BEFORE Class 11: Corsini, Chapter 15; Beck's Cognitive Restructuring: Readings on personality disorders; Chapter 1, Overview of Cognitive Theory, Beck et al.

SIXTH SKILLS Paper Due in Assignment Drop Box by 5:00 pm on March 27

Class 12, Wed., April 3 (continued from Class 11)

Review, traditional cognitive behavioral therapy**Personality disorders****The Therapeutic Ledge: Creating treatment space for personality disorders****Third wave CBT****Cognitive conceptualization****The closed self-system****Assessment**

Assignments to be read BEFORE Class 12: Chapter 2, Theory of Personality Disorders; Chapter 3, Assessment of Personality Disorders (Beck et al.)

SKILLS: 1. Stretching empathy

2. Therapeutic ledge

SEVENTH SKILLS Paper Due in Assignment Drop Box by 5:00 pm April 3

Class 13, Wed., April 10**The process of CBT treatment for personality disorders****Phase one – normal CBT with abnormal folks****The importance of the therapeutic relationship**

Assignments to be read BEFORE Class 13: Beck, Chapter 5, The Cognitive Therapy Relationship with Personality Disordered Patients; Brief Therapy with CBT; Hembree et al., Chapter 3, Brief Behavioral Therapy

SKILLS: 1. Flooding, Systematic Desensitization

2. Behavioral Analysis

3. Creating Positive Self-Talk

EIGHTH SKILLS Paper Due in Assignment Drop Box by 5:00 pm on April 10

Class 14, Wed., April 17**Phase 2: The long haul****Goals and changing goals: Cracking or breaking the closed self-system****Validating strategies**

Assignments to be read BEFORE Class 14: Beck et al., Specialized Techniques; Chapter 9, CBT with Borderline Personality Disorders;

NINTH SKILLS Paper Due in Assignment Drop Box by 5:00 pm on April 17

Class 15, Wed., April 24

When the client says, Enough
Final thoughts on the paradox of therapy
Wrap-up and reflection on these models

Assignments to be read BEFORE Class 15: will be assigned

*****CBT Treatment Plan due in Assignment Drop Box on Tuesday, April 30, at 5:00 pm**

COURSE OUTCOMES

Course outcomes are what you should have achieved or can be expected to do, by the end of the course. We know that you will not be able to do any of these perfectly. Our expectation is that you can accomplish them enough so that you can begin to use them in your professional practice! The following is a list of behaviors and competencies that you should achieve as a result of this course. At the end of the syllabus, there is a more detailed list of course outcomes, how each will be measured or evaluated, as well as their connection to the Program's Objectives. Upon completion of this course, students should be able to:

7300-CO1- Formulate all advanced practice using the Planned Intervention Process (all sections of hilda assessment; cognitive treatment plan)
7300-CO2. Identify specific patterns of connecting or attachment as they occur in therapeutic interactions and client interactions with others (section 3 of interpersonal assessment).
7300-CO3. Connect specific past interpersonal relationships and experiences to current specific patterns of connecting or attachments and other personal patterns (section 3 of interpersonal assessment).
7300-CO4. Explain clients' current behaviors, problems, and patterns empathically and in-depth in relation to their past history, relational and cultural templates and unique life history (section 3, 5 and midterm)
7300-CO5. Help colleagues and peers develop a non-blaming and empathic understanding of client problems and behaviors using models taught in this course (leadership assignment from 7300 and 7310). Will not be used
7300-CO6. Describe or explain problematic human behavior using models taught in this course in such a way that suggests therapeutic strategies and helpful interventions (midterm).
7300-CO7. Model with one's colleagues and peers the use of interpersonal advanced therapeutic strategies and interventions course (leadership assignment from 7300 and 7310). Will not be used
7300-CO8. Distinguish the "content" and symptoms of a client's problem from the patterns of behaviors that undergird it (midterm.)
7300-CO9. Explain and identify transference behaviors, while formulating potential interpersonal responses to transference behaviors (midterm).
7300-CO 10 . Formulate ideas about how a client might react to an intervention before it is employed (midterm).

7300-CO11. Identify and manage problematic interpersonal reactions and behaviors on the part of the professional (countertransference) (midterm) .
7300-CO12. Identify defense mechanisms and related behaviors as they occur as well as their functions for clients while developing therapeutic responses to them (section 5 of interpersonal assessment) .
7300-CO13. From the models in this course, identify and use together 20-30 influencing interventive techniques that can be applied to various situations (Skills Papers) .
7300-CO14. Distinguish between cognitive distortions and deficiencies in cognitive and/or behavioral performance (cognitive treatment plan) .
7310-CO15. Address deficits in knowledge base, clinical methods and client system conceptualization in self and agencies in relation to working with clients (Leadership assignment) . Will not be used this semester
7300-CO16. Identify mechanism by which our emotional state, quality of life, and functional status are influenced from a theoretical and applied approach based on factors commonly associated with the cognitive behavioral school of thought (cognitive- behavioral treatment plan) .
7300-CO18. Either adopt or develop, and defend, a comprehensive explanation of thought and behavior that reflects consideration of changes observed across the human life span (interpersonal assessment all sections or CBT treatment plan) .
7300-CO19. Conduct an interview demonstrating the ethical use of the Planned Intervention Process as well as advanced therapeutic interventions that are sensitive to and appropriate for human differences (cognitive- behavioral treatment plan) .

EXPLANATION OF THE POCO MAP

As a part of our 2007-2008 MSW Curriculum Revision, you will begin to see relevant portions of 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*).

Each course will have its particular part of the POCO map in the syllabus. Your job is to keep track of all of your assignments and the course outcomes that are measured by sections of assignments.

COURSE POLICIES PARTICULARLY RELEVANT TO COURSE.

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.

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* on page 19. 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.

Submission of Assignments: All assignments must be submitted ON TIME and IN THE MANNER directed by the faculty (e.g., brought to class, sent to an assignment drop box, etc). Deadlines are extremely important for professional social workers. Additional information about assignment submission is found in the Attendance Policy.

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

Technology Assistance: Students having technology problems may contact the [Help Desk](#) (phone 229-245-4357) or e-mail a question at helpdesk@valdosta.edu. The Help Desk is located on the 2nd floor of the Odum Library. Their hours are 8:00 AM – 9:00 PM, Mondays – Thursdays; 8:00 AM – 5:00 PM, Fridays; 11:00 AM – 5:00 PM, Saturdays; and 1:00 PM – 9:00 PM, Sundays. If students are having problems with VISTA, they may seek link to [Common Questions & Solutions](#) or use the [Vista Contact Form](#).

Students may also visit or call the Hub at 229-245-6490. The Hub is located in 2616 Odom Library and is available to help students with problems in VISTA courses. Students also should talk with their instructors if the technology problems are not easily resolved.

Specific Learning Needs: Students requiring classroom accommodations or modifications because of a documented disability should discuss their needs with the professor at the beginning of the semester. Students who are not registered with the Access Office for Students with Disabilities should contact [VSU's Access Office](#) or call 229-245-2498 (229-219-1348 for TTY). The office is located in Room 1115 Nevins Hall.

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). 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.**

Weekly Skills Example

(This example includes only one skill. You will turn in two like this each week starting week 4). ALL skill papers will be due at 5:00 on class days. There will not be an assignment drop box set up for skill papers.

1. Skill 1: Self-involving statement (1 pt.)

2) I was working with a female single parent of four children who is being investigated for possible child neglect. She was describing all of her daily activities which involved taking care of her children, trying to get child support from the fathers, and working 10 hours per day for minimum wage. As she was describing her activities, I said: **“Hearing you and your efforts makes me feel very overwhelmed, scared and maybe even a little**

hopeless, now being investigated for neglect. I can only imagine how you may feel.” (4 pts.)

3. At this point, she began to cry and sob saying, “I’m trying so hard, and the harder I try, the worse it gets. I’m so tired.” She really seemed to begin to open up and let down her guard. (1 pt.)

4. This was quite helpful in allowing me to show I was with the client rather than trying to take away her children. The skill seems to let you connect with the client and display empathy, so the client knows that just hearing their story affects me the same way it affects them. I think this skill is useful to **show clients that I understand where they’re coming from.** (4 pts.)

Total points for Weekly Skills Paper = 10 points

9 weeks x 2 skills = 20 points per week beginning in Week 6

You will try two new skills each week, starting week 6 and write them up in a way that is SIMILAR to what I have shown.