

Valdosta State University, Division of Social Work
SOWK 7310A Fall 2010 (3 Credit Hours)
Advanced Practice with Families

Instructor:	Phillip Dybicz Ph.D., LCSW
Office:	Pine Hall 205
Office Hours:	Tues & Thurs 2-5PM & by appt.
Phone:	229- (direct) 229-249-4864 (Div. office)
E-Mail:	pdybicz@valdosta.edu
Class:	Pine Hall 114 Tuesdays 5-8PM

CATALOG DESCRIPTION

Advanced seminar which provides theories compatible with the ecological systems perspective in relation to multi-level work with families at different levels of functioning and of diverse forms.

COURSE DESCRIPTION

This course emphasizes the use of more specialized and advanced practice models, theories and skills in order to work with families and individual family members with 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. This course will utilize the planned intervention process within the ecological systems framework in advanced generalist practice emphasizing time-limited work and work with families. Family practice is often undertaken with individuals and family subsystems and is usually time limited. Therefore emphasis will be placed on work with individual family members as well as family systems and time-effective and proven methods of intervention (This is sometimes referred to as “brief therapy”.)

The first part of this course-weeks 1 through nine-focuses on a generic and pragmatic approach to time effective therapy. Rather than focus upon a particular practice model, the common elements, referred to in this class as “keys”, found in numerous practice models that tend to re-occur, no matter what the practice model, will be emphasized. There will also be an emphasis on instrumental intervention skills or techniques that are also generic. Students will be expected to practice both of these in their practica and/or the workplace. There will be assignments based on this expectation.

The second part of this course-weeks 10 through 15- will focus on different aspects of family systems theory and how they might be used to contribute to time-effective practice.

PREREQUISITE

Admission to the program and completion of foundation year.

RELATION TO OTHER COURSES

The material in this course builds on the knowledge and skills gained during the Foundation year in SOWK 6201 (Human Behavior in the Social Environment), SOWK 6301 (Generalist Practice I—Individuals and Families), and SOWK 6302 (Generalist Practice II—Organizations and Communities). It allows you to apply material from SOWK 7300 (Advanced Practice in Rural Areas I—Individuals), which is taught simultaneously, to social work practice with families. Material from this course is directly related to your Concentration Practicum.

REQUIRED TEXTS

None

Because there are no texts used for this course, all readings will be found online.

Additional required readings for each week can be found on Blazeview under “Online readings.” These electronic files are for the use of only the students who are taking this course.

Unauthorized distribution or circulation of these materials will be considered a violation of the course contract.

The online bibliography - will be expanded at the discretion of the instructor and the needs of the class; presently it includes the following:

- Bloom, B.L. (1997). *Planned short term psychotherapy: A clinical handbook*. (2nd ed.). Massachusetts: Allyn & Bacon. chp. 1. Planned short term therapy: An introduction
- Budman, S.H., Hoyt, M.F. Friedman, F. (1992). *The first session in brief therapy*. The Guilford Press: New York
- Nelson, T.S., Trepper, T.S. (eds.) (2001) 101 More interventions in Family Therapy. The Haworth Press: New York.
- Carlson, J, Sperry, L. , Lewis, J.A. (2005). *Family therapy techniques: Integrating and tailoring treatment*. Routledge: New York
- Corsini, R.J. & Wedding, D. (2005). *Current psychotherapies*. (5th Ed.). New York: Brooks/Cole.
- Corsini – introduction, week 1
Chapter 15-cognitive therapy, week 13
- Cummings, S.M., Cooper, R.L. and Kim, C.M. (2009) Motivational interviewing to affect behavioral change in older adults *research on social work practice* (19) 195.
- Hoffman, L. (1981). *Foundations of family therapy: A conceptual framework for systems change* (1981). Basic Books: new york.
- Dewan, M.J., Steenbarger, B.N. & Greenberg, R.P. (2004). *The art and science of brief psychotherapies: A practitioner’s guide*. American Psychiatric Publishing. Washington DC. Introduction, week 10/11
- Dybicz, P. (2012) The hero(ine) on a journey: A postmodern conceptual framework for social work practice. *Journal of Social Work Education*, 48(2). Pp. 267-277.
- McGoldrick, M. & Gerson, R. W.W (1985). *Genograms in family assessment* . Norton, New York
- Nelson, T.S., Trepper, T.S. (eds.) (2001) 101 More interventions in Family Therapy. The Haworth Press: New York.
- Preston, John (2006). *Integrative Brief therapy*. California: impact publishing
- Sanger, M. & Giddings, M.M. (2012) Teaching notes: A simple approach to complexity theory. *Journal of Social Work Education*, 48(2). Pp. 369-376.

- Vodde, R. & Gallant, J.P. (2002). Bridging the gap between micro and macro practice: Large scale change and a unified model of narrative-deconstructive practice. *Journal of Social Work Education.*, 38(3), 439-458. wk 15
- Vodde, R., Randall, E.J. & Gallant, J.P. (2002). Pragmatic postmodern treatment and short-term hospitalization: A brief therapy of hope and dignity. *Journal of Brief Therapy.* 1(2). 101-112. wk 14
- Vodde, R. (2003) Truth and consequences: A pragmatic alternative in determining truth and falsehood with clients. *Journal of Brief Therapy.* , 3(1), 27-44.
- Vodde, R. (2001). Fighting words and challenging stories in couples work: Using constructionist conflict theory to understand marital conflict. *Journal of Family Social Work.* 6(2), 69-86.
- Wells, R. (1994) *Planned short term treatment* (1994). New York: the free Press

REQUIRED TECHNOLOGY

Blazeview will be used as a tool for course enhancement. Your documents will reside in the WebCT/Vista course site, where you will find all handouts, readings, and links to Internet sites. Begin with the Home Page and the top left link entitled “Getting Started,” then access each week’s learning activities under “Weekly Activities.”

VSU Blazeview Support

Valdosta State provides free technical support for students. If you need technical assistance with Blazeview, call the Help Desk at 229-245-4357 or visit the [Blazeview@Valdosta State University](mailto:Blazeview@ValdostaStateUniversity) web site for Frequently Asked Questions and Self Help, or contact [Blazeview Help](#). You may also contact your instructor for assistance.

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 outcomes (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:

1. Chain together two or more generic influencing techniques to create more complex responses to clients. **assessed by skill papers**
2. Identify and Use generic ‘key elements’ in numerous forms of brief therapy. **assessed by key elements assignment and Role play and part 1 of BTA**
3. Negotiate solvable problems in collaboration with clients. **assessed by Role play and part 1 of BT assignment**
4. Partialize complex problems into manageable steps, measurable benchmarks and outcomes. **assessed by Role play and part 1 of BT assignment**
5. Use externalizing questions which separate the client from his or her problem and connect the problem to its macro level roots. **assessed by Section D part 2 of BT assignment**

6. Evaluate the utility of an intervention or influencing skill based on the client's response to the intervention or skill. **assessed by question 4 on Skill paper**
7. Use homework and tasks that are strategically formulated to facilitate change in a client system within the clients lifeworld **assessed by skill paper and part 2 of BTA**
8. identify particular entry points for interventions, based on their potential to disrupt the problem system or generate a positive feedback loop in the client system **part 2 of BTA)**
9. Identify and analyze potential value conflicts and ethical dilemmas that may occur when working with families and recommend responses that are consistent with the NASW Code of Ethics **assessed by question 9 family assessment and Section E part 2 of brief therapy assignment**
10. Apply knowledge of a dynamic conceptualization of family to working with a diverse range of family forms **assessed by family assessment**
11. Integrate the Planned Intervention Process (PIP) with various family theoretical approaches and intervention strategies in the provision of social work services to families **assessed by part 1 of BTA and keys to BT assignment**
12. Develop a critical awareness of family dynamics in relation to biases and assumptions that may affect one's ability to practice without discrimination with families from diverse cultural and social backgrounds **assessed by questions 8 & 9 on family assessment**
13. identify dysfunctional role responses of family members to selected family issues. **assessed by Family assessment**
14. Apply the theoretical constructs and assessment and intervention strategies of family systems, structural, interactional, and narrative to families or sub-systems. **assessed by Family assessment**
15. Synthesize elements from various family therapy theories and intervention strategies into an integrative approach. **assessed by Family assessment**
16. use 30 to 40 advanced interventive skills from this course **assessed by skill papers**
17. incorporate knowledge of family dynamics and system into work with individual clients. **assessed by BTA and family assessment**
18. identify other members of the client system integral to problem resolution, and when to see them **assessed by BTA part 2 section A; final family therapy assignment question 2.**
19. Use elements of CBT and Narrative treatment models in a brief therapy format **assessed by part 2 of brief therapy assignment**
20. Identify the potential for the ethical and cultural misuse of the time effective model and family theory. **Measured by section E of BTA and question 9 of family assessment.**
21. articulate the limits, ethical issues and biases of the brief therapy model and specific family theories in work on special issues in the family (e.g. alcohol, violence, sexual abuse multi-problem families) **Measured by section E of BTA and question 9 of family assessment**

COURSE POLICIES PARTICULARLY RELEVANT TO THIS COURSE (*Other, general policies are listed at the end of the syllabus in Grading Issues*)

Online component: The online course shell is where you will find all documents to be used in class. Copies of the syllabus, all gradeguides, rubrics, scoresheets, assignment directions, reading that are not in the text, cases and sometimes classnotes will all be found in the blazeview course shell.

Online instructions for electronic submission of assignments: The majority of major assignments will be submitted online. ***There will be "dropboxes" in blazeview for these assignments.***

Skill papers: Starting week 3 and continuing through week 12. you will turn in your 'weekly skills paper'. The skill paper is a brief write up of your attempt to try two new skills with a client. See Gradeguides and rubrics folder for in depth description. This must be done in either your practicum or your 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!!!! This makes a total of 10. ***These will be submitted in the online dropbox! These must be submitted by 5PM the day of class (Tuesday).***

Case Studies: The brief therapy assignment involves reading an in-depth case description of a client. The case description will be available by the second week of class, in the grade guides and rubrics folder. You will be expected to construct or make up one session of brief therapy and provide other interventions. Because this is an unusual assignment, I will provide an example of how this is done. However, it will be based on another case description and history of an actual client "John Smith" or "Karen" whose name has obviously been changed. This will require you to read another case history (Smiths).

Preparation for class: You can expect to spend from 8 to 10 hours per week in preparation for each class. I will have all of your readings online. Additionally, I will handout cd-roms with in class presentations on them. Many of these presentations contain extended video clips, demonstrating practice applications. Because there is no text and not an abundance of reading, ***I expect you to review the presentations before you come to class.*** If you do this, we can run the class more in seminar fashion, with your informed curiosity and comments driving the class. This will mean that you will have to say something in class. Remember you are in graduate school, not gradual school. Being a graduate student demands another level of functioning beyond what you were familiar with as an undergraduate. Although I would prefer not to, I have no problem giving Cs or below.

This 8 to 10 hours per week does not include working on assignments or studying for exams. Warning: 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 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 FTF

1. Talk; do not wait to be prodded. You're questions and comments will drive this course. If I am calling on you, then YOU ARE not there!
2. Be prepared for the structured discussions; I do not expect you to know the right answer. I do expect you to make an "informed response" or an "educated guess". This means that you have prepared for class and are using knowledge that has been made available to you. Right answers are for people who already know! We learn from our mistakes, but our mistakes should be informed, not just wild guesses.
3. Turn in assignments on time. On rare occasions there are reasons for submitting an assignment late that are compelling enough to warrant an extension. However, they are typically rare. In order to find out if your reasons qualify, you must communicate those reasons to me before - not after - the assignment is due. Otherwise late assignments will be penalized according to the following formula.

1st late assignment = loss of 5%/day for the first 5 days (25% loss max)

2nd late assignment = loss of 10 %/day for the first five days (50% loss max)

3rd late assignment loss of 20%/day for the first 5 days -

This formula does not automatically apply to the skill papers and leadership paper as they are both dependent on the practicum site.

4. Be kind and respectful. Disagreement, divergence, diversity and discussion is a part of learning. However, that does not mean treating each other rudely.
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.

Remember, time spent lecturing will be minimal. Please come to all face-to-face classes having reviewed the CD and powerpoint for that week. That way we can use class time for more productive activities such as case discussions, assessing our practice client, role plays etc.

Additionally, we will have a Q&A about relevant course issues. I will also "demonstrate" any skills or other things for which you need clarification. To the degree that you come to class on these weeks having already reviewed the weekly presentation, this will allow us to do more experiential things like role-plays and in depth seminar-type discussions. We will discuss this further.

Written Work & Submission of Assignments

- Your written work should show thoroughness, accuracy and professionalism. All work must be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation.
- **Any Word documents submitted electronically and uploaded to WebCT Vista must have a .doc (Microsoft Word) file extension.**
- No revisions of assignments will be allowed, however, please feel free to meet with me (face-to-face, online, or by phone) to discuss your papers before the final due dates.
- Make-up exams, as a rule, will *not* be permitted. Only in extraordinary circumstances will such work be accepted.
- any form of plagiarism is unacceptable. I reserve the right to check any submission for plagiarism

ASSIGNMENTS: there are a total of 5 formal assignments that will be submitted during the class.

You will demonstrate your achievement of Course Outcomes through the following submitted papers, exams, and assignments:

1. **Weekly Questions on the Readings.** These are to be turned in as a hard copy at the beginning of each class. Answers may be hand written. These questions serve to focus your attention upon key items in the readings and signal some of the main themes to be discussed in the upcoming class discussion.
6 pts. per paper times 15 weeks = **90 points total**
2. **Identify keys to brief therapy in video.** Take your cd's labeled week 5 - brief therapy demo and Identify keys to brief therapy in video. You must note the following:
 - a. The exact name of the key and exactly where it occurs in the interaction.
 - b. State exactly what was done that identifies it as the use of that particular key.
 - c. Identify the level of intervention of the key (1,2,3)
 - d. Explain why you think the practitioner felt the need to use that particular key there. (scenario provided week 3; paper due week 5). **See rubric online.**
100points total
3. **Weekly skills . FIRST PAPER DUE WEEK 3,** Using methods identified in class, use these methods in practice settings. Write up the results of *two skills*: Address only these points.

a) Name the skills.

b) For each skill describe briefly what you did.

c) Describe the response/results from the client, including the overall effect.

d) What you found most useful. (This refers to your personal and professional experience. Do not tell me things like, "this is a useful skill because..."): **See rubric online.**

This assignment should help you use advanced skills in more complex ways, as well as learn to self-direct and self-correct. Please try to make generalizations based on observations. (No more than two type written pages total double-spaced.) ***The skills for each week will be published in the course shell in the folder for that week.*** This is not a writing assignment, so it is not necessary to write lengthy pages. An example is given in the course shell and in your handouts. First one due week 3 and then weekly up to and including week 12. The first skill paper will be scored and feedback given, but will not be entered as a grade. **10 points per skill, per week (1 pt for section 1 and 3 points each for the next three sections.) = 20 points per week See rubric and example online: 180 points total.**

4. **Brief therapy assignment.** Taking the case presented; create **ONE initial brief therapy session** based on the clients history. In the first session, you will, with the client, negotiate a solvable problem and begin attempts to solve it. The second part of this assignment requires that you use elements of CBT and Externalizing as well as some other interventions. Your task in this paper is to literally construct how you think the initial session of time-effective therapy might go with this client. You should try to employ the common elements of brief therapy if possible as well as any skills that you can make fit the case. This paper should be no longer than 16 typewritten pages (8 pages for the first session). Do not give a description of the client since we all know who she is.

You will be graded on the following 4 factors for the first session.

1. Using the overall guidelines of brief therapy.
2. Worker activity in the use of the above interventions and skills.
3. Constructing believable client responses.
4. Therapeutic creativity This involves your ability to combine skills and responses in a unique but realistic way.

Remember the initial session of brief therapy is usually the most important and the one in which you **MUST** negotiate a solvable problem. As you reviewed the video, you noticed that the therapist used almost all of the keys to brief therapy in his single session. I expect that you will use as many keys as possible. **200 points total. Due Oct. 20th.**

5. **Family assessment assignment.** Taking the same case history that you used for your brief therapy assignment, you will assess the client's family history, using the major elements of family assessment covered in weeks 8 through 15. **December 6th at noon See grade rubric online. 200 points total**
6. **In class participation.** This class will limit lectures and rely on your review of course material before class. Therefore you are expected to participate in informed and engaged discussion. Of course, one must be present to participate. Tardiness to class will result in a loss of 1-5 pts per incident. An unexcused absence will result in the loss of 10 points. **30 points total**

EXTRA CREDIT

There is one and only one way to earn extra credit in this class: volunteer once for an in-class role play. **However, you must volunteer to be the therapist and you must actually do it. those who volunteer but dont get the opportunity, do not get the points.. below is a description:**

In class and online role play. During weeks 5 through 9, you will be expected to role-play a therapeutic vignette in which you will be the clinician for ten minutes. Others will be observing you. The term for this in clinical training is “reflecting team role play”. *Vignettes will be provided online. . This assignment should give you the opportunity to use more advanced skills as well as to model them for others and give helpful feedback. 10 points EC total.*

Summary of Assignment submission schedule:

Week 3 through 12 skill papers
Week 5 key to BT
Week 5 thru 9 role play
Week 10 brief therapy assignment due

Dec. 5, family assessment due

GRADING SCALE

A	800-720
B	719-640
C	699-612 (a “C” involves one deficiency point—See Student Handbook, p. 21)
D	611-525 (a “D” involves two deficiency points—See Student Handbook, p. 21)
F	524 or Less (an “F” involves three deficiency points and you must retake the course—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 “STATEMENET 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

Note: Your “handouts,” syllabus, assignments, readings, course e-mail, and links to activities of interest are all found in Blazeview.

Readings listed after the date of each class should be completed before that class.

Focal points for Modules 1 through 4 – learn the keys to BT in order of important. Begin to use BT skills in Practice

Class 1 –

Read: Introduction to brief therapy and Preparing clients for therapy and chaps 1 & 2 integrated brief therapy.

Overview of the course

Syllabus

Advanced generalist

History and confluence of family tax and brief tx

Four basic principles of the course

1. economic and social constraints and human nature force us to do brief tx
2. brief tx might not be that effective
3. most insurance will not pay for family therapy
4. you are always doing family therapy

begin keys to BT – FIRST 5 KEYS

special issue - the problem with pain

Skills: see weekly folder

Class 2

Read: see weekly folder

Negotiating a solvable problem

Demonstration of problem negotiation

Finding pivot chords or key problems

Skills: see weekly folder

Class 3 –

Read: Read: see weekly folder

Homework and the other keys.

Disrupting the homeostatic cycle

Who else do I see?

Skills: see weekly folder

First skill paper due

First assignment given - identify keys to B.T. in videotape

Class 4

Read: see weekly folder

The final group of keys: level 3

Complexity, systems theory and brief therapy.

An example of single session brief therapy.

Introduce final brief therapy assignment – due week 10

Skills: see weekly folder

Focal points classes 5 through 10: Integrating the keys and skills into practice that is always helping the client to move forward. Folding specialized interventions and practice models into time effective therapy.

Class 5

Read: see weekly folder

Keys to BT Assignment due

Skills: see weekly folder

Class 6

Read: see weekly folder Faulty beliefs and the seeds of doubt

Skills: see folder

Class 7

Read: see weekly folder

CBT and brief therapy

Skills: see weekly folder

Class 8

Read: see weekly folder

narrative therapy and externalizing

skills-externalizing

Solution-focused therapy and the “miracle question”

Review final brief therapy assignment – due week 10

Midterm deadline Thursday OCT3 - last day for withdraw passing

Class 9

Read: see weekly folder

The pragmatics of brief therapy: taking the change you can get or co-create

Resistance and BT

Skills: see weekly folder

Focus classes 10 through 15: Family Assessment and Treatment

Class 10

Read: see weekly folder

Family Assessment begins: focus on family interaction: articles on genograms

Skills: see weekly folder

Brief therapy assignment due

Class 11

Read: see weekly folder

Family structure

more on triangulation

structural family therapy: an example.

special issues; The Alcoholic family;

Skills: see weekly folder

Skills: circular questioning

Class 12

Read: see weekly folder

Power and conflict issues in the family

family coalitions

Triangles and triangulation

Special issues: violent families

Skills: see weekly folder

Last skill paper due

Class 13

Read: see weekly folder

Developmental issues in families

The family life cycle

Identifying developmental issues

Special issues: children's transitions

Skills: see weekly folder

Class 14

Read: see weekly folder

Family of origin issues

Intergenerational triangles

Using genograms to identify intergenerational issues

Special issues: working with the "grandfamily". loosening intergenerational coalitions

Skills: see weekly folder

Class 15

Read: see weekly folder

The multi-problem family

The chaotic FAMILY meeting

Special issues: 1. the chaotic or out of control family; 2. how to survive and thrive in an out of control family session

Thanksgiving break-November 25 through December 1.

Family assessment due Thursday December 5th at noon. online submission.

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 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 Blazeview, they may seek link to [Common Questions & Solutions](#) or use the [Blazeview 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 include 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.**

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! Just as a window might be a combination of a specific size of glass, with a type of wood and metal. Its 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 7310

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; “7310-CO2” is Course Outcome 2).

Foundation Objectives:

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

7310-CO2. Critically analyze the use of the various family theoretical approaches and intervention strategies in social work practice with families. 7310-CO 7 evaluate the utility of an intervention or influencing skill based on the client’s response to the intervention or skill. **assessed by question 4 on Skill paper**

7310 - CO 9 identify particular entry points for interventions, based on their potential to disrupt the problem system or generate a positive feedback loop in the client system (**assessed part 2 of Brief therapy assignment**)

7310-CO 20 incorporate knowledge of family dynamics and system into work with individual clients. **assessed by BTA and family assessment**

FPO3: Analyze and apply the values and ethics of the social work profession

7310 CO 10- identify and analyze potential value conflicts and ethical dilemmas that may occur when working with families and recommend responses that are consistent with the NASW Code of

7310-CO 23. identify the potential for the ethical and cultural misuse of the time effective model and family theory. **assessed by ethical and cultural critique of models Ethics**

7310 CO24 articulate the limits, ethical issues and biases of the brief therapy model and specific family theories in work on special issues in the family (i.e alcohol, violence, sexual abuse multi-problem families) **Measured by ethical and cultural critique of models**

FPO4: Using the strengths perspective, practice without discrimination and with respect, knowledge and skills that are appropriate for the range of human differences.

7310-CO11. Apply knowledge of a dynamic conceptualization of family to working with a diverse range of family forms. **assessed by family assessment**
7310-CO -13 Develop a critical awareness of family dynamics in relation to biases and assumptions that may affect one's ability to practice without discrimination with families from diverse cultural and social backgrounds **assessed by family assessment questions 8 & 9**
7310-CO 16 Demonstrate leadership ability to modify a practice environment to improve the quality and delivery of services to families **assessed by leadership assignment**
7310- CO24 Articulate the limits, ethical issues and biases of the brief therapy model and specific family theories in work on special issues in the family (i.e alcohol, violence, sexual abuse multi-problem families) **Measured by ethical and cultural critique of models**

Concentration Objectives:

CPO15: Demonstrate an increasing ability to engage in informed and systematic self-directed practice.

7310- CO1 Chain together two or more generic influencing techniques to create more complex responses to clients. **(assessed by skill papers)**
7310-CO3 Negotiate solvable problems in collaboration with clients. **assessed by Role play and part 1 of BT assignment**
7310-CO9 identify particular entry points for interventions, based on their potential to disrupt the problem system or generate a positive feedback loop in the client system **(assessed by part 2 of BTA)**
7310-CO12 Integrate the planned intervention process with various theoretical approaches and intervention strategies in the provision of social work services to families **assessed by part 1 of BTA and key to BT assignment**
7310-CO13 Develop a critical awareness of family dynamics in relation to biases and assumptions that may affect one's ability to practice without discrimination with families from diverse cultural and social backgrounds **assessed by questions 8 & 9 of family assessment**
7310-CO14 identify dysfunctional role responses of family members to selected family issues. **assessed by Family assessment**
7310-CO18 Synthesize elements from various family therapy theories and intervention strategies into an integrative approach. **assessed by Family assessment**
7310-CO21 Identify other members of the client system integral to problem resolution, and when to see them **assessed by BTA and genogram assignment**

CPO16: Demonstrate elements of leadership and ability to shape the professional environment.

7310-CO6 Model or display or suggest to one's peers, key elements of a brief therapy session working with a client who has a number of inter-connected problems. **assessed by Leadership assignment**

7310-CO15 Address deficits in knowledge base, clinical methods and client system conceptualization in self and agencies in relation to working with clients **assessed by leadership assignment**

7310-CO16. Demonstrate leadership ability to modify a practice environment to improve the quality and delivery of services to families. **assessed by leadership assignment**

CPO17: Demonstrate an ability to analyze and critically evaluate the contextual elements to inform social work practice.

7310- CO7 Evaluate the utility of an intervention or influencing skill based on the client's response to the intervention or skill. **assessed by question 4 on Skill paper**

7310- CO20 Incorporate knowledge of family dynamics and system into work with individual clients. **assessed by BTA and family assessment**

7310-CO21 identify other members of the client system integral to problem resolution, and when to see them **assessed by BTA and genogram assignment**

7310-CO23-Identify the potential for the ethical and cultural misuse of the time effective model and family theory. **assessed by ethical and cultural critique of models.**

CPO18. Apply balanced attention to multi-level practice.

7310-CO5 Use externalizing questions which separate the client from his or her problem and connect the problem to its macro level roots. **assessed by part 2 of BT assignment**

7310- CO10 Identify and analyze potential value conflicts and ethical dilemmas that may occur when working with families and recommend responses that are consistent with the NASW Code of Ethics **assessed by family assessment**

7310-CO13 Develop a critical awareness of family dynamics in relation to biases and assumptions that may affect one's ability to practice without discrimination with families from diverse cultural and social backgrounds **assessed by questions 8 & 9 of family assessment**

7310-CO16 Demonstrate leadership ability to modify a practice environment to improve the quality and delivery of services to families **assessed by leadership assignment**

CPO19. Demonstrate the ability to practice at increasing levels of complexity using specialized theories and practice methods.

7310-CO1 Chain together two or more generic influencing techniques to create more complex responses to clients. (assessed by skill papers)

7310-CO2 Identify and Use generic 'key elements' in numerous forms of brief therapy. assessed by key elements assignment and Role play and part 1 of BTA

7310-CO4 Partialize complex problems into manageable steps, measurable benchmarks and outcomes. assessed by Role play and part 1 of BT assignment

7310-CO5 Use externalizing questions which separate the client from his or her problem and connect the problem to its macro level roots. assessed by part 2 of BT assignment

7310 CO8 Use homework and tasks that are strategically formulated to facilitate change in a client system within the clients lifeworld assessed by skill paper and part 2 of BTA

7319-CO9 identify particular entry points for interventions, based on their potential to disrupt the problem system or generate a positive feedback loop in the client system (assessed by 2 of BTA and part 2 of family assessment)

7310-CO12 Integrate the Planned Intervention Process (PIP) with various family theoretical approaches and intervention strategies in the provision of social work services to families assessed by part 1 of BTA and keys to BT assignment

7310-CO17 Apply the theoretical constructs and assessment and intervention strategies of family systems, structural, interactional, and narrative to families or sub-systems. assessed by Family assessment

7310-CO18 Synthesize elements from various family therapy theories and intervention strategies into an integrative approach. assessed by Family assessment

7310-CO19 use 30 to 40 advanced interventive skills from this course assessed by skill papers

7310-CO20 incorporate knowledge of family dynamics and system into work with individual clients. assessed by BTA and family assessment

7310- CO22 Use elements of CBT and Narrative treatment models in a brief therapy format assessed by part 2 of brief therapy assignment

7310 CO24 articulate the limits, ethical issues and biases of the brief therapy model and specific family theories in work on special issues in the family (i.e alcohol, violence, sexual abuse multi-problem families) Measured by ethical and cultural critique of models