**MSW COURSE SYLLABUS FALL 2024**

**COURSE INFORMATION** SOCW611-A/Advanced Clinical Practice: Individuals
and Families Interventions/ 3 credit hours
**Class Times:** Bi-weekly Sundays (Virtual- SOCW 611A) 1:30-3:30 Eastern (**EST)**
            (Hybrid F2F- SOCW 611B, Daniells Rm. 2220) 4:00- 6:00 pm Eastern (**EST)**
**PREREQUISITE(S)** Acceptance into Advanced Standing or completion of Foundation
curriculum.

**INSTRUCTOR (S)**
**Name:** Evie Nogales Baker, DSW, LCSW
**Office:** Daniells Hall # 2211
**Office Hours**: Monday, 10:00 am–2:00 pm; Tuesday, 9:00- 12:00 pm (EST). Available both online and in-person during these times.
**Online Office Hours:** Thursdays, 6:00 to 7:00 pm (EST)
**Zoom Online Office Hours  Link: https://southern.zoom.us/j/864349304**

Regular appointments are available to secure through Calendly for Tuesday and Thursday on
the website at: https://calendly.com/evien/advisementmeeting
**Office Phone:** 423.236.2640
**E-mail:** evien@southern.edu

**CLINICAL MENTOR:**
**Name:** Amanda Ancheta-Reinhardt, MSW
**E-mail:** amandaancheta@southern.edu

**ONLINE LEARNING**

The Eclass URL is http://eclass.e.southern.edu. For technical support, contact the Eclass Help Desk at 423.236.2086 or eclasshelp@southern.edu. Students should use Google Chrome as their browser to access Eclass with the greatest ease (https://www.google.com/intl/en/chrome/browser/).

**REQUIRED TEXTS**

Beck, J. S. (2020). Cognitive behavior therapy: Basics and beyond (3rd ed.). New York: Guilford Press.

**ADDITIONAL REQUIRED READINGS:**

-Will be provided on eclass

**COURSE DESCRIPTION**

In this course, students develop micro and mezzo skills for intervening in complex situations with individuals. They acquire skills in understanding psychopathology and in psychotherapeutic assessment and interventions.

**PROGRAM COMPETENCIES and LEARNING OUTCOMES**

Upon completion of this course, students will:

| Competence | Practice Behaviors/Course |
|---|---|
| 3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice | • Develop an understanding of one's intersectionality and cultural background, and recognize the potential impact of these factors on professional practice.<br>• Utilize clinical supervision as a valuable tool to explore and address personal and cultural biases, fostering increased self-awareness.<br>• Recognize and address the influence of the client's intersectional factors, including race/ethnicity, socioeconomic status, gender, sexual orientation, gender identity, ability status, immigration status, religion, and age, on their emotional and physical well-being. |

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| 6. Engage with individuals, families, groups, organizations, and communities. | • Distinguish the reciprocal relationship between emotional/behavioral difficulties and social issues such as poverty, crime, social injustice, racism, classism, sexism, homophobia, and transphobia.<br>• Reflecting on how the factors that may influence one's approach and client interactions students will apply their knowledge through their client engagement, reflecting on how these factors influence one's approach and client interactions.<br>• Recognize the importance of employing diverse engagement methods to effectively support members of oppressed groups, including people of color, individuals with varying sexual orientations and gender identities, people with different abilities, and those with severe and persistent mental illness.<br>• Explore strategies to foster collaboration with clients and strengthen the therapeutic relationship by promoting their empowerment. This includes actively seeking their input and feedback on the treatment process and supporting their ability to provide feedback to others. |
| 7. Assess individuals, families, groups, organizations and communities. | • Explain the dynamic ecological relationships between emotional/behavioral difficulties and social issues, including poverty, crime, social injustice, institutional racism, sexism, religious and/or ideological bias, homophobia, and transphobia, and apply this understanding to inform their comprehensive assessment.<br>• Critically select, modify, adapt, and evaluate clinical assessment tools and approaches following the client's needs, social characteristics, and the latest empirical evidence.<br>• Examine the impact of privilege, social injustice, and inequities in resource access on client difficulties and their influence on the assessment process. |

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| | Develop strategies to empower clients in expressing their concerns to the treatment team.<br>• Reflect on how our issues of power and privilege and how they could impact the therapeutic relationship. |
| 8. Intervene with individuals, families, groups, organizations, and communities. | • Apply a critical understanding of Cognitive Behavior Therapy theory, research, and practice experience to inform the selection of appropriate psychotherapeutic interventions.<br>• Explore diverse methods for adapting culturally responsive perspectives and interventions to address the individual needs of clients, recognizing that a comprehensive assessment informs the selection of appropriate interventions. |
| 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities | • Assess outcomes and utilize evaluation findings to examine strategies for enhancing the effectiveness of clinical practice with individuals and families. |

**SOCIAL WORK CORE VALUES & THEIR BIBLICAL FOUNDATION FOR FAITH AND LEARNING**

| Social Work Core Values (NASW, IFSW) | Biblical Foundation |
|---|---|
| Servic e | Matthew 25:31-45; Luke 10:25-37 |
| Social Justice | Jeremiah 22:3; Micah 6:7-9; Isaiah 58:6 |
| The importance of human relationships The dignity and worth of the person Integrity Competenc y Human rights | Matthew 5: 23-24; Matthew 22:37-39; Mark 12:31 Isaiah 49:14-16; Matthew 10:31; Romans 12:9-13; Romans 15:7 1 Chronicles 29:17; 1 Timothy 3:9 Proverbs 3:5 Matthew 7:7; Matthew 25:13-30; 2 Timothy 2:15; 2 Corinthians 3:5 Genesis 1:27; Proverbs 22:2; Proverbs 31:8-9; Exodus 22:21; Leviticus 19:33-34; Galatians 3:28; James 2:1-4 |

**Note:** This syllabus is a dynamic document and may be updated throughout the semester. Any changes to assignments, deadlines, or other details will be reflected on E-class. Students are expected to regularly check E-class for the most current information and instructions. If there are any discrepancies between this syllabus and E-class, please follow the information provided on E-class.

**Differences by Modality:** This course is delivered in two separate modalities: in-person and online. Students must meet the requirements specific to their enrolled section, as required by the program. For instance, if you are in the hybrid section and cannot attend an in-person class, you will not have access to Zoom or recorded lectures from the online section.

*SOCW 611A is offered in a hybrid virtual format. We meet in person for half of the scheduled contact hours (Sundays from 1:30 pm to 3:30 pm). The remaining contact hours will be completed through asynchronous E-class assignments.*

*SOCW 611B is offered in a hybrid format. We meet in person for half of the scheduled contact hours (Sundays from 4:00 pm to 6:00 pm). The remaining contact hours will be fulfilled through asynchronous E-class assignments.*

**STUDENT'S COMMITMENT LEVEL FOR SUCCESS**
To be successful in this course, it is helpful to understand the level of commitment expected of graduate students from the School of Social Work. Each credit hour represents a weekly expectation of three "in-class" hours and a minimum of 6 additional coursework hours. Because this is a 3- credit course, you can anticipate spending **at least 9 hours completing the required coursework each week**. Organize your time wisely!

**LEARNING ACTIVITIES**
Synchronous Virtual or in-person on-Campus Learning Activities: Every class meeting will include a variety of active learning exercises. These range from role plays to written exercises. Both the quality and quantity of learning activity participation will be assessed. Participation is required.

**Online Asynchronous Learning E-class Assignments:** This course follows a flipped classroom model where students are expected to review lectures on e-class before each class session for skill practice. Assigned assignments and readings are to be completed in E-class. Points will be awarded based on the completion of lecture activities and the percentage of videos watched. Lectures are accessible from the beginning of the module week, allowing students to pause and resume watching. Short answer exercises in each lecture to enhance learning retention.

**\* CBT Clinical Video Demonstration Session with Family Assessment:** In this assignment, you'll combine your knowledge of Cognitive Behavioral Therapy (CBT) and family assessment. Students will conduct a CBT session role-play and complete an assessment using a genogram. Students will write a paper of their Client analyzing trends and patterns across a minimum of three generations. This project will include a peer consultation feedback, a finalized genogram, and a 3 page analysis paper. This assignment will enhance your clinical, and assessment. This is a portfolio assignment.

**\*Case Conceptualization (Group Presentation) and Self-Assessment Paper:** Students will engage in a comprehensive case-based assignment in preassigned groups. The assignment includes case history, case conceptualization, clinical case simulation, and a written self-assessment reflection paper. Each group will develop a clinical case within their chosen practice area, focusing on a specific population

(e.g., adults with depression, adolescents with social anxiety disorder, etc.). Additionally, each student will submit a concise reflection on their individual learning experience.

Evaluation -- The final grade will be based on the following:

| Graded Items | Points |
|---|---|
| Online Asynchronous Learning E-class Assignments | 40 (5pts. per module) |
| (module lectures are opened Mondays following Sunday class) | |
| Professionalism and "Participation" Attendance | 10 |
| Clinical Practice (outside of class) | 15 (5 pts ea) |
| | |
| CBT Clnical Video Demonstration Session with Family Assessment** | 50 |
| Clinical Case Conceptualization (Group Presentation) and Self-Assessment Paper ** | 60 |
| **Total Points Possible:** | **175** |

**NOTE:** Portfolio product for this course are indicated with a asterisk (**)** by each assignment in this syllabus.

An **extension** is something that is discussed between the instructor and the student prior to the due date of an assignment. For this class, extensions must be communicated preceding an assignment's before the due date; otherwise, the assignment will be considered late, if applicable. Emergencies will be dealt with on a case-by-case basis.

**Resubmission Protocol:** Students who earn below a "B" (or "83%") on a <u>**core assignment only**</u> (portfolio products) may have the opportunity to rewrite their assignment one time. Out of fairness to others, students earn up to a maximum of 83% of their grade on a re-submitted assignment. This means, for example, that a strong resubmitted assignment (one that would receive a grade of 100% on the redo) would earn a grade of a "B" or "83." A re-submitted assignment that is re-graded as 85% would earn a 70.55% (which is 83% of 85%). **Students are allowed <u>one</u> rewrite over the course of the semester.** Students who are re-doing an assignment have <u>one week from the date the grade posted to complete the revised assignment.</u>

**GRADING SCALE**

Grades will be based on a percentage of the total possible points.

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

**Syllabus Policy/Disclaimer**

This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. The professor, however, reserves the right to alter assignments and/or contents of this syllabus. Students will be given appropriate notice of any changes.

**SOUTHERN ADVENTIST UNIVERSITY DISABILITY STATEMENT**

**Disability Statement**

In keeping with the University's policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge (i.e physical, learning, psychological, ADHD or other type), you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or stop by Lynn Wood Hall, Room 1082. Please not that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website at www.southern.edu/administration/student-success/disability.

**Health Guidelines**

To enhance the safety of face-to-face classroom, the university has implemented several safety measures for in-person classes, in keeping with appropriate guidelines. Students will be expected to refer to the University safety guidelines and information found here: https://www.southern.edu/safety/index.html

These guidelines may include, but are not limited to, reducing classroom occupancy, implementing social distancing where possible, and utilizing personal protective equipment (e.g. masks). Refusal to follow guidelines or comply with safety measures will result in you being asked to leave class. Students refusing to follow established safety measures may also be subject to additional disciplinary action from the university. The School of Social Work upholds all health and safety guidelines outlined by Southern Adventist University and all students attending social work classes should plan on doing the same.

*In keeping with the Southern Adventist University attendance policy found in the current university catalog, and in order to ensure the safety of students, staff, and faculty, students who are ill, have been exposed to anyone who is COVID-positive in the last 14 days, or have any of the following symptoms, should not attend face- to-face classes.

- A recently developed cough
- Fever

- Have lost taste or smell
- Any of the following symptoms in the last two days
- Chills
- Headache
- Muscle pain
- Sore throat

- Nausea, vomiting, diarrhea
- Potential COVID-19 symptoms

Students who feel ill are encouraged to contact the University Health Center or another health provider as soon as possible. Students may be asked to present documentation from a health provider to be excused for repeated absences from class due to illness. Students must communicate with their professor before any absence or within 24 hours from missed class meetings.
Students who miss required class, clinicals, or lab periods for illness or COVID quarantine or isolation will be provided accommodations that may include:
- synchronous live streaming
- asynchronous viewing of recordings
- other methods as deemed appropriate.

**SCHOOL OF SOCIAL WORK POLICIES**

Southern Adventist University and the MSW program faculty have developed a set of policies to ensure effective communication and enhance understanding of academic benchmarks for our students. These policies are also designed to encourage and deepen professionalism, an essential competency for excellence in social work practice.

A. **General Course Policies**

- All students enrolled in the MSW Program in the School of Social Work are expected to demonstrate the following professional and academic behaviors: Students are expected to complete all online assignments in a timely manner and arrive prepared for class discussion;

- Students are expected to actively participate in e-class and class discussions and cohort projects. Those who disrupt the class (talk/whispering, clowning, etc.) or over-participate (monopolize or dominate) in discussions on a regular basis should expect to be penalized in the same manner as those who under- participate;

- Students are expected to assess personal and educational needs and interact with the professor as necessary. Do not wait until late in the semester to ask for assistance!

- Students are expected to adhere to the NASW Code of Ethics in all aspects of course work and participation.

B. **"Participation" (*formerly Attendance*):**

Southern's MSW program holds a measured balance of online and face-to-face (F2F) in person or virtual interactions that comprise "class time." The program's F2F class sessions are taught through an intensive, skill-based approach. Because of this engagement model of instruction, students must participate/attend each F2F sessions scheduled; however, **please do not come to school if you are not feeling well!** Success in the graduate program depends on consistent presence and engagement with the course content, classmates, and the instructor. This includes consistent participation.
To maximize student success in the MSW program, this Attendance/Participation Policy has been developed by the School of Social Work faculty, modified to meet CDC recommendations, as well as accommodate for online learners.

1. The MSW program provides the schedule for F2F classes several months in advance of classes.
2. Students are expected to regularly attend all their course related meetings. However, **please stay at home if you feel unwell.** If you are unwell, please **notify your professor immediately**, if possible within 24 hours. You may be required to

present a medical excuse (this may change throughout the semester as university policies related to health issues change).

3. Students may only sign in for themselves, whether online or in-person. Signing in for another students is considered an ethical violation that may lead to dismissal from the program.

4. Students **are responsible for completing the missed work**, including work assigned in lieu of face to face meeting times.

5. Missing more than 30 minutes of a meeting (in person or virtual) is considered an absence under this policy. Three times of being late or leaving early (each less than 30 minutes) also accrues to one absence. Please refer to item above #3 & 4 for exceptions.

6. There are two types of absences: emergency/excused and unexcused. An absence is considered "excused" under very limited em ergency circumstances, which include documented death in the immediate family, or documented illness of self or
a dependent child. All other absences are considered unexcused.

7. For all absences, either emergency/excused or unexcused, students need to alert the professor to the situation preferably in advance of class.

8. If a student has an unexcused absence which is indicated **by a lack of communication** with the instructor, the point total towards the final grade for the course will be reduced by 5%.

9. A student who receives an F (unexcused) as a final grade for the course, and will be required to repeat the course, is financially responsible for the course charges the next time it is offered.

10. If a student falls behind with the class requirements then he/she will receive an Incomplete/Incomplete in Progress for the class is at the discretion of the professor on a case-by-case basis.

11. **Communication with your instructor is key to your success in the course.**

C. **Late Assignment Policy**

The MSW program at Southern is a competency-based and evidence-based academic program. As such, students in the MSW program are required to complete and/or remediate any unsatisfactory work until they meet or exceed program standards for all of the required competencies, as defined by their respective practice behaviors. In this learning environment, students are expected to complete all required assignments *prior* to advancing to their next coursework. This policy delineates the MSW program's standards and processes associated with the late submission of course assignments.

**General:**
1. Due dates/times for assignments and exams are clearly marked in the course schedule found in the syllabus and/or eClass.
2. Exemptions from the penalties for late assignments will be granted on a case by case basis (please check Attendance Policy).
3. Assignments submitted after the designated due date will be considered late and will receive 10% off the achieved score for each day the work is late, up to seven days (70%).
4. Assignments will not be accepted later than one week after the due date.

D. **Policy on Academic Honesty and Integrity**

The School of Social Work is dedicated to scholastic integrity. Students are expected to maintain high professional, ethical, and Christian levels of academic honesty. This policy was developed to define the academic honesty standards that apply to MSW coursework.

1. All coursework should reflect the student's own original work and cited appropriately; all other sources should be cited appropriately.
2. It is the student's responsibility to learn the proper procedures for acknowledging quoted wording, information, or ideas. Please note that "not knowing" is not an acceptable justification for work that is identified as plagiarized.
3. For all coursework, students are required to use the most recent American Psychological Association (APA) guide to formatting citing and referencing works cited.
4. Students must submit all papers to Turn-it-in for an online check of their writing. If the Turn-it-in report notes a similarity index of 30% or more, the student will need to do an immediate rework of the paper.

**POLICY PROCEDURES**

1. When a student engages in academic dishonesty or fails to meet appropriate citation guidelines, a meeting is called between the professor(s) and the student to discuss the incident. This meeting may result in:
   a. Redoing the assignment
   b. Failing the assignment without the opportunity to make up points
   c. Failing the course
2. If the incident is not resolved in the student/teacher(s) meeting, the issue will go to the MSW Leadership Team for a determination.
3. If there is a second infraction, the MSW Leadership Team will automatically review the incident and respond. In addition to the possible consequences listed above, the MSW Leadership Team may consider dismissing the student from the program.
4. The student has the right to appeal the decision of the MSW Leadership Team using the process outlined in the Academic Grievance section of the university's graduate catalog.

**Disclaimer:**

*This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.*

**Turnitin:**

*Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted.*

E.      **Electronic Media Policy**

The School of Social Work is committed to educationally sound uses of technology in the classroom and to preventing technology from becoming disruptive to the learning environment.
To assist in achieving these goals, the MSW program has developed the Electronic Media Policy.

1.      Professors have the authority to decide their media policy for each class. This means that the professor has the authority to allow or disallow the use of cell phones, laptop computers, iPads, iPods, etc. during class time.
   a. For this particular class, the following are some activities NOT ALLOWED during face-to-face in person or virtual meetings; however, exceptions may be granted based on prior communication with the instructor:
   ■ Answering a phone call
   ■ Texting
   ■ Surfing the web unrelated to class work or social media
   ■ Watching movies or YouTube videos unrelated to class work
   ■ Picture-taking during class
   ■ Recording devices, unless pre-approved by professor, and if approved, under NO circumstance are recordings—visual or verbal—to be posted on a public website.
   b. If during class, a phone rings, a student is sending or receiving text messages, or a laptop is on, the professor may request that the activity to cease. In this situation, the professor also reserves the right to request students to surrender the device for the duration of the class period.
   c. Disrespect for this common courtesy may result in professionalism grade reduction.
2.      When their use is allowed, students must not abuse the use of cell phones in class.
   a.      Generally, cell phones should be turned off, or place on silent mode during face-to-face meetings. For rare exceptions (emergency, parent with sick child, or similar types of situations), the phone should be put on vibrate mode. In this case, the student must inform the professor in advance, of the possibility to excuse him/herself to take an important call.
   b. Students must NOT engage in text messaging in the classroom, unless so directed as part of a course exercise.
   c.      Students who create disturbance with ringing cell phones or text messaging will be warned if the behavior continues.
3.      Any audio or video taping during class must have the permission of the professor. In cases where permission is given to record, the information recorded is for the sole use of educational purpose for that specific class therefore prohibited from being distributed, published or posted to any public website and/or social media outlets. No technology activities are allowed that violate laws, such as those related to intellectual property rights or copyrights, invasions of privacy, or sexual harassment. Examples of this may include using a camera phone to videotape, or taking inappropriate photos without the subject's permission.

The sole use of educational purpose for that specific class therefore prohibited from being distributed, published, or posted to any public website and/or social media outlets. No technology activities are allowed that violate laws, such as those related to intellectual property rights or copyrights, invasions of privacy, or sexual harassment. Examples of this may include using a camera phone to videotape or taking inappropriate photos without the subject's permission.

F.        **Incomplete Grade Policy**

The Incomplete Grade Policy applies to a situation in which a student has not been able to complete a major course assignment because of extenuating and compelling circumstances. A grade of incomplete (I), under this policy, may be granted to a student only if it can be demonstrated that it would be unfair to hold the student to the normal time limits of the course. This policy does not apply to situations normally covered under the Late Assignment Policy or the Remediation Policy.

1.        It is the policy of the School of Social Work to consider granting the grade of incomplete (I) on a case-by-case basis. Emergency and/or extenuating circumstances are the usual basis for consideration.
2.        Students receiving an I will be required to submit an Incomplete Contract to the professor no later than the last F2F class of the semester. Time allowed for the completion for the Incomplete Contract should not exceed more than a month after the last day of the semester in which the course was taken. Additional time to satisfy the requirements of the Incomplete Contract will be considered on a case-by-case basis.

*POLICY PROCEDURES*
1.        To receive a grade of "I," a student must complete a Plan for an Incomplete or Remediation form. This form must be approved by the course professor and MSW Leadership Team, and signed by the MSW Program Director and the School of Social Work Dean.

*POLICY FORMS*
1.        Plan for Incomplete or Remediation form

G.        **Remediation and Extension Policy**

The MSW program at SAU is a competency-based learning program. As such, students in our MSW program are encouraged to remediate as needed to meet the required competencies. Issues of importance in the extension policy are outlined as follows:

**COURSE/COMPETENCY REMEDIATION**
MSW students who advocate/petition for additional remediation opportunity to master challenging competencies and practice behaviors will be allowed to extend their study until that same class time the next year.

Extended study can be arranged by providing a written request with details of the remediation plan prior to the last day of class. Any extended course will be given a grade of In Process (IP) with no additional tuition costs to the student.

The student will be given opportunity to master remediation content during a second time attending class and/or addressing challenging components as per the previously arranged written plan with the instructor. All course expectations must be met. Any remediation work must be completed before advancing to next semester classes.


H.     **Progression-Retention Policy**

Students are required to maintain both academic and non-academic standards to remain in the MSW program. First, the university's academic standards for retention must be met and sustained. However, even if a student's academic performance is satisfactory, it may become necessary, due to unsatisfactory professional performance, to advise a student to reconsider his/her goodness-of-fit to the field of social work. Failure to do so may result in termination from the MSW program.

1. Students in the MSW program are responsible for taking full ownership of meeting all academic and non-academic retention requirements.
2. University academic standards for retention must be met and sustained, as follows:
    a. Students must maintain a minimum cumulative grade point average of 3.0, earning a grade below B- in no more than two courses.
    b. Courses with an earned grade of C- or below will not be counted for credit toward the master's degree.
3. The MSW Leadership Team will evaluate students' grades and GPA at the end of each semester. If a student's academic performance does not meet the university's standards, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether extenuating circumstances are present. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.
4. A student may be asked to withdraw from the MSW program for any of the following non-academic reasons:
    a. Academic honesty breaches
    b. Failing the field practicum
    c. Failing to abide by professional values and ethics, as outlined by the NASW Code of Ethics.
5. When there is evidence that a student is not meeting the professionalism standards outlined in program policy, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether the student may be retained in the program. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.

*POLICY PROCEDURES*
1. In general, faculty will provide ongoing professional feedback for professionalism breaches, offering students opportunities to make corrective behaviors, prior to termination from the MSW program; however, any professional ethics breach could result in immediate termination from the program.
2. Challenges to program termination decisions will follow the Grievance Policy.

MSW Leadership Team will be doing a review of his/her status in order to determine whether the student may be retained in the program. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.

Policy procedures

In general, faculty will provide ongoing professional feedback for professionalism breaches, offering students opportunities to make corrective behaviors, prior to termination from the MSW program; however, any professional ethics breach could result in immediate termination from the program.

1. Challenges to program termination decisions will follow the Grievance Policy.

I.   **Commencement Policy**

There are a number of processes that must be addressed prior to an MSW student being cleared for commencement. Students who are preparing to participate in commencement have the responsibility to carry out all of the needed steps in a timely manner so that they do not experience any delay to their degree completion. This Commencement Policy was developed to outline the details of the required steps prior to commencement.

In order to be considered eligible for commencement clearance, students must complete the following requirements:
1. Submission of the online Commencement Contract form (see Policy Procedures section below)
2. Successful completion all MSW coursework requirements in accordance with university academic standards (see the Student Retention Policy or the SAU graduate catalog for details)
3. Successful defense of the MSW portfolio (see the Portfolio Defense Policy for details)
4. No more than 50 field practicum hours remaining

*POLICY PROCEDURES*
1. Complete and submit the university's Commencement Contract form available online at southern.edu/records.
2. Communicate with the MSW program office in the School of Social Work (msw@southern.edu) to verify commencement eligibility.

# COURSE SCHEDULE

Assignments are due by Sunday synchronous class days at 1:30 pm **(EST)\*\*\*** (unless otherwise specified by the instructor)

<span style="color:red">\*\*\*All due dates/times reflect **Eastern Standard Time (EST)**\*\*\*</span>

| DATES | MODULE LEARNING ACTIVITIES | LEARNING PRODUCTS & DUE DATES / *Portfolio Product* |
|---|---|---|
| ***Module 1***<br>*August 18-25*<br><br>Asynchronous | **Theory and the Change Process**<br>**Required Text Reading**<br>Beck, (2021): Chapters: 1, 2, & 4<br><br>**Required E-class Reading:**<br>Cormier, S., Nurius, P. S., & Osborn, C. J. (2017). Interviewing and change strategies for helpers. Cengage Learning Chapter 3<br><br>**Any additional required readings will be posted on eclass** | |
| ***CLASS 1***<br>*August 25*<br><br>Synchronous | **Discussion on Clinical Practice**<br>**Clinical Mentor Classrooms- Practice CBT Model and clinical skills in cohorts** | 1. Review Module 1 lecture<br>2. Review lecture<br>3. Review Clinical CBT practice skills for practice class<br>4. Complete Quiz on (Ch. 1 only)<br>5. Complete Discussion Post<br>**Due** Aug. 25 at 1:30 pm **(EST)** |
| ***MODULE 2***<br>August 26-September 8<br><br>Asynchronous | **CBT Required Text Reading:**<br>Beck, (2021): Chapters: 3, 5-6<br><br>**E-class Moodle Readings:**<br>Dattilio, F. M. (2010). The Mechanics of Change with Couples and Families. In Cognitive-behavioral therapy with couples and families: A comprehensive guide for clinicians (pp. 10-53). Guilford Press.<br><br>*Puhlman, D., Shigeto, A., Murillo-Borjas, G. A., Maurya, R. K., & Vincenti, V. B. (2023). Qualitative genogram analysis: A methodology for theorizing family dynamics. Journal of Family Theory & Review, 15(2), 276-291.*<br>*https://doi.org/10.1111/jftr.12496*<br><br>"Differentiation of Self"<br>"Multigenerational Transmission Process"<br><br>**Any additional required readings will be posted on eclass** | |

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| **CLASS 2**<br>*September 8*<br><br>Synchronous | **Mentor led clinical skills practice in cohorts.** | 1. Watch lectures/videos<br>2. Complete assigned readings<br>3. Complete the Quiz over chapters 2 and 3 in the Beck textbook.<br>4. Download the practice accountability sheet, practice CBT skills, and then upload the sheet before class.<br>5. Complete Homework Assignment #1<br><br>**Due** *Sept. 8 at 1:30pm* **(EST)** |
| **MODULE 3**<br>September 9-22<br><br>Asynchronous | **Required Text Reading:**<br>**Beck, (2021):** Chapter 7, 8, 9, & 10<br><br>**E-class Moodle Readings:**<br>"Triangles"<br><br>*Bregman, O. C., & White, C. M. (2011). Bringing systems thinking to life: Expanding the horizons for Bowen family systems theory. Routledge.*<br><br>Dattilio, F. M. (2010). Methods of Clinical Assessment. In Cognitive-behavioral therapy with couples and families: A comprehensive guide for clinicians (pp. 88-117). Guilford Press.<br><br>**Any additional required readings will be posted on eclass** | |
| **CLASS 3**<br>September 22<br><br>Synchronous | **CBT Assessment Preparation:** Practicing for CBT Video Skills Demonstration assignment in cohorts.<br>**Skills Demonstration in cohorts** | 1. Review Module 3 lecture<br>2. Review lecture<br>3. Complete Clinical CBT practice simulations<br>4. Corrective Dialogue due<br>5. Complete Analyzing Case Scenarios<br>**Due** Sept. 22 at 1:30 pm **(EST)** |
| **MODULE 4**<br>September 23-October 6<br><br>Asynchronous | **Required Text Reading:**<br>**Beck, (2021):** Chapters: 11, 12, & 13<br><br>**E-class Moodle Readings:**<br>Dattilio, F. M. (2010). The Schema Component in Cognitive-Behavioral Therapy. In Cognitive-behavioral therapy with couples and families: A comprehensive guide for clinicians (pp. 10-53). Guilford Press.<br><br>Prasko, J., Krone, I., Burkauskas, J., Vanek, J., Abeltina, M., Juskiene, A., Sollar, T., Bite, I., Slepecky, M., & Ociskova, M. (2022). Homework in cognitive behavioral supervision: Theoretical background and clinical application. *Psychology Research and Behavior Management*, *15*, 3809-3824. https://doi.org/10.2147/prbm.s382246 | |

| | Any additional required readings or visuals will be posted on eclass | |
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| **CLASS 4**<br>October 6<br>Synchronous | **Clinical Supervision Session with Mentors:**<br>1:1 Mentor Consultation meeting- instead of meeting for Class Day (Students will review a clip of their clinical CBT video and genogram based on their assessment of the client). | 1. Review Module 3 lecture<br>2. Review lecture<br>3. CBT Clinical Video Demonstration Session with Family Assessment (Video Demonstrations and Genogram draft due)<br>4. Sign up for clinical supervision to review video<br>**Due** Oct. 6 at 1:30 pm **(EST)** |
| *MODULE 5*<br>October 7-27<br>Asynchronous | **Required Text Reading:**<br>Beck, (2021): Chapters 6, 14, & 15<br><br>**E-class Moodle Readings:**<br><br>**(Read only (1) one clinical case studies below)**<br><br>Baile, J. I., & Rabito-Alcón, M. F. (2022). Cognitive behavioral therapy for an adolescent with anorexia nervosa. *Children*, *9*(1), 92. https://doi.org/10.3390/children9010092<br><br>Kerig, P. K., Sink, H. E., Cuellar, R. E., Vanderzee, K. L., & Elfstrom, J. L. (2010). Implementing trauma-focused CBT with fidelity and flexibility: A family case study. *Journal of Clinical Child & Adolescent Psychology*, *39*(5), 713-722. https://doi.org/10.1080/15374416.2010.501291<br><br>Tudor, M. E., Ibrahim, K., Bertschinger, E., Piasecka, J., & Sukhodolsky, D. G. (2016). Cognitive-behavioral therapy for a 9-Year-Old girl with disruptive mood dysregulation disorder. *Clinical Case Studies*, *15*(6), 459-475. https://doi.org/10.1177/1534650116669431<br><br>Any additional required readings will be posted on eclass | |
| **CLASS 5**<br>October 27<br>Synchronous | Discussion on Case Conceptualization Model<br>Case Study discussion | 1. Review Module 5 lecture<br>2. Complete lecture<br>3. CBT Clinical Video Demonstration Session with Family Assessment (Genogram and Family Assessment Paper) due<br><br>**Due** Oct. 27 at 1:30 pm **(EST)** |

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| ***MODULE 6***<br>October 28- November 10<br><br><span style="color:red">Asynchronous</span> | Required Text Reading:<br>Beck, (2021): Chapters: 17, 18 & 21<br><br>**E-class Moodle Readings:**<br>Taibbi, R. (2022). The Middle Stage: Are We There Yet? In Doing family therapy: Craft and creativity in clinical practice (4th ed.). Guilford Publications.<br><br>Any additional required readings will be posted on eclass | |
| **CLASS 6**<br>November 10<br><br><span style="color:red">Synchronous</span> | | 1. Review Module 6 lecture<br>2. Read Assigned Readings and watch demonstrations<br>3. *Submit **Case History** for the <u>Case Conceptualization Group</u> Presentation*<br>4. *Schedule time to meet with Mentors before Presentations*<br>***Due** Nov.10 at 1:30 pm **(EST)*** |
| ***MODULE 7***<br>November 11-24<br><br><span style="color:red">Asynchronous</span> | **Required Text Reading:**<br>Beck, (2021): Chapters: 16 & 20<br><br>**E-class Moodle Readings:**<br><br>Carlson, K. M., & González-Prendes, A. A. (2016). Cognitive behavioral therapy with religious and spiritual clients: A critical perspective. *Journal of Spirituality in Mental Health*, *18*(4), 253-282.<br><span style="color:blue">https://doi.org/10.1080/19349637.2016.1159940</span><br><br>Taibbi, R. (2022). Endings: Enough Already? In Doing family therapy: Craft and creativity in clinical practice (4th ed.). Guilford Publications.<br><br>Any additional required or optional readings will be posted on eclass | |
| **CLASS 7**<br>November 24<br><br><span style="color:red">Synchronous</span> | ***Round 1:*** *Case Conceptualization Group Presentations* | 1. Review Module 7 lecture<br>2. Video Reflection Paper<br>3. Read Assigned Readings<br>4. ***Round 1:*** *Case Conceptualization Group Presentations*<br>5. *Group Peer Evaluation forms due for Round 1 group peer members (only).*<br>***Due** Nov. 24 at 1:30 pm **(EST)**.* |

| MODULE 8<br>November 25-December 8<br><span style="color:red">Asynchronous</span> | **Required Text Reading:**<br><br>Beck, (2021): Chapter 22<br><br>**E-class Moodle Readings:**<br><br>Kim, J., Chesworth, B., Franchino-Olsen, H., & Macy, R. J. (2021). A scoping review of vicarious trauma interventions for service providers working with people who have experienced traumatic events. *Trauma, Violence, & Abuse*, *23*(5), 1437-1460. https://doi.org/10.1177/1524838021991310<br><br>Any additional required readings will be posted on eclass | |
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| **CLASS 8**<br>December 8<br><br><span style="color:red">Synchronous</span> | ***Round 2:*** *Case Conceptualization Group Presentations* | 1. Review Module 8 lecture<br>2. Complete lecture assessments<br>3. ***Round 2:*** *Case Conceptualization Group Presentations Group Peer Evaluation forms due for Round 2 group peer members (only).*<br>**Due** *Dec. 8 at 1:30 pm* **(EST)**.<br><br><span style="color:red">*Case Conceptualization Self-Assessment paper\**</span><br>**Due** <u>*Tuesday,*</u> *Dec. 10 at 11:59 pm* **(EST)** |
| **Syllabus Policy:** *The professor reserves the right to alter assignments and/or contents of this syllabus. Students will be given appropriate notice of any changes.* | | |

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