



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

SWK 5103-102: Generalist Practice for Individuals, Families, and Treatment Groups

Course Description:

This is the first of two generalist social work practice courses. It explicates a generalist perspective that focuses on the knowledge, values, skills, and techniques appropriate for engagement, assessment, intervention and evaluation with individuals, families, & treatment groups. Prerequisite: SWK 5233.

Course Purpose:

This course introduces the student to the generalist perspective and its application with individuals, families and treatment groups. Based upon the generalist intervention model, it builds upon evidence-based knowledge gained in concurrent foundation year courses. Skill development focuses on the use of self in the helping relationship supported by the values of culturally sensitive practice. The course is further supported by the concepts of person-in-environment, client strengths, and social and economic justice.

Class Dates, Location and Hours:

Dates: January 19-20, February 2-3, February 16-17, & March 2-3, 2018
Location: Zarrow Hall, Room 115, 700 Elm Avenue, Norman OK
Hours: Fri 5:00-9:00 p.m.; Sat 9:00 a.m.-5:00 p.m.
Last day to enroll or drop without penalty: January 18, 2018

Campus Map: A map of the campus can be found on the OU website at: <http://www.ou.edu/map/>.

Site Director:

Email: apnorman@ou.edu. Phone: 405-325-3333.

Professor Contact Information:

Course Professor: Charles B. Hyde, MA, MSW
Telephone Number: (405) 325-2821
E-mail Address: cbradfordhyde@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Boyle, S.W., Smith, L.L., Farley, O.W., Hull, G.H., & Mather, J.H. (2008). *Direct practice in social work* (2nd ed.). Boston: Pearson. ISBN 9780205569380.
2. Miller, W. R. & Rollnick, S. (2012). *Motivational interviewing: Preparing people for change* (3rd ed.). New York: Guilford Press. ISBN 9781609182274.
3. American Psychological Association Staff (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. ISBN 9781433805615.
4. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Educational Outcomes:

Given regular class attendance, participation in class activities, completion of assigned readings, and successful completion of course assignments, students will, at the conclusion of the course, have the ability to:

- A. List and articulate societal and personal values relative to human differences as related to the professional value base for multi-level generalist practice;
- B. Formulate a generalist intervention plan which reflects skills in client engagement, motivation, problem definition, assessment, intervention planning, appropriate selection of intervention procedures, and outcome evaluation;
- C. Demonstrate intervention skills informed by culturally sensitive perspectives that are effective with diverse individuals, families, and treatment groups;
- D. Describe families in dimensions of culture, socioeconomic status, member composition and developmental stage, and the implication of these for effective intervention; and,
- E. Apply knowledge of group dynamics and structural variables, including cultural norms, values, and group composition, to social work practice with families and treatment groups.

Social Work Competencies and Practice Behaviors Assessed:

Upon successful completion of the course students will demonstrate novice ability in the following areas:

Competency 1:

Students know the profession's history and are committed to SW core values and principles. They recognize that SW as a profession is unique in its focus on social justice and person in the environment.

Associated Behaviors:

- F 1.1 Advocate for client access to services available in their communities. (Assessed in Assignment 1).
- F 1.2 Recognize the importance of identifying the influence of their own values on practice. (Assessed in Assignment 2)
- F 1.3 Identify and discuss professional roles and boundaries. (Assessed in Assignment 2)
- F 1.4 Identify and discuss professional demeanor in behavior, appearance, and communication. (Assessed in Assignment 2).

Competency 2:

Students have read and discussed the SW Code of Ethics. They are knowledgeable of the value base of the profession, its ethical standards, and relevant laws.

Associated Behaviors:

- F 2.1 Recognize personal values in a way that gives priority to professional values in guiding practice (Assessed in Assignment 2).
- F 2.2 Make ethical decisions by identifying the relevant standards in the NASW Code of Ethics. (Assessed in Assignment 2).

Competency 3:

Students are knowledgeable about scientific inquiry, and the importance of critical reading of research.

Associated Behaviors:

- F 3.1 Identify and appraise multiple sources of knowledge, including research-based knowledge. (Assessed in Assignments 1 & 2)
- F 3.2 Identify and critique multidimensional assessment, prevention, intervention, and practice evaluation tools. (Assessed in Assignment 1)
- F 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. (Assessed in Assignment 2)

Competency 6:

Students understand quantitative and qualitative research along with the scientific and ethical approaches to building knowledge.

Associated Behaviors:

- F 6.1 Understand the importance of evidence-based practices (Assessed in Assignments 1 & 2)
- F 6.2 Conduct informed literature reviews when working with specific client problems. (Assessed in Assignment 1)
- F 6.3 Use research evidence to inform practice (Assessed in Assignments 1 & 2)

Competency 7:

Students are knowledgeable about human behavior across the lifespan. They can describe theories pertaining to biological, social, cultural, psychological, and spiritual development.

Associated Behaviors:

- F 7.1 Discuss conceptual frameworks that guide the processes of assessment, intervention, and evaluation (Assessed in Assignment 2)
- F 7.2 Understand the complex interrelatedness of individuals and the various systems that comprise their social environment (Assessed in Assignment 2)

Competency 10:

Students have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.

Associated Behaviors:

- F 10.1 – Engagement
 - F 10.1(a) Use empathy, unconditional positive regard, genuineness, reflective listening and other engagement strategies (Assessed in Assignment 2)
 - F 10.1(d) Develop a mutually agreed-on focus of work and desired outcomes (Assessed in Assignment 1)
- F 10.2 – Assessment
 - F 10.2(a) Collect, organize, and interpret basic client data multidimensional bio-psycho- social-spiritual assessments. (Assessed in Assignment 2)
 - F 10.2(b) Identify client strengths and limitations. (Assessed in Assignment 2)
 - F 10.2(c) Develop intervention plans through the use of mutually agreed-on goals and objectives (Assessed in Assignment 2)
 - F 10.2(d) Select appropriate, evidence-based intervention strategies (Assessed in Assignment 2)
- F 10.3 – Intervention
 - F 10.3(a) Initiate actions to achieve organizational goals. (Assessed in Assignment 2)
 - F 10.3(c) Help clients resolve problems. (Assessed in Assignment 1& 2)
 - F 10.3(d) Negotiate, mediate, and advocate for clients. (Assessed in Assignment 1)

Major Course Divisions:

- A. Introduction to the Social Work Profession, including:
 - i. History
 - ii. Fields of practice
 - iii. Social Work Values and Ethics
- B. Evidence-Based Practice, including:
 - i. Introduction to EBP
 - ii. EBP model and “triangle” of the levels of available evidence
- C. Generalist Intervention Model, including:
 - i. Engagement
 - ii. Assessment
 - iii. Planning
 - iv. Implementation
 - v. Evaluation
 - vi. Termination
 - vii. Knowledge and skills for addressing needed change
- D. Families
 - i. Target for intervention
 - ii. Structure, roles, and communication
- E. Treatment groups, including:
 - i. Group process and roles
 - ii. Group treatment skills

Course Outline

The course will involve mini-lecture, group discussion, reflection papers and video recordings.

Week 1, “Who Are We?” Identifying as a Social Worker

Read/Review

1. Boyle et al: Chapter 1
2. Reamer: Boundary Issues in Social Work: Managing Dual Relationships (Canvas)
3. Lowenburg & Dolgo!: Guidelines for Ethical Decision Making ((Canvas)
4. Canda et al: Ethical Considerations About Spirituality and Social Work (Canvas)
5. Week 1 Power Point (Canvas)

Friday

1. CCE Check-In
2. School Business
3. “What Do I Need to Know-What Do You Need to Know?”
4. Introduction to Course and Social Work Practice
5. Introduction to Social Work Practice

Saturday

1. Values, Ethics, and Ethical Dilemmas
2. Boundary Issues in Ethical Practice Group Work

Looking Ahead to Week 2

1. Initiate Psychological First Aid course online.
2. Review Interviewing Skills Power-Point.
3. Complete Interview Preparation Documents and submit to Canvas.

Week 2, “What Communication Skills Do We Need” Helping People Change in Generalist Practice:

Read/Review

1. Miller & Rollnick: Chapters 3-22
2. Week 3 Motivational Interviewing readings (Canvas)
3. Week 2 Power Point (Canvas)

Friday

1. Trans-theoretical Model of Change
2. Intentional Interviewing Review
3. Introduction to Motivational Interviewing

Saturday Morning

1. MI – Engagement
2. MI – Focusing
3. Practice Interviews
4. Paired Interview for Reflection Assignment

Looking Ahead

Case Preparation for Week 3

Week 3, Theory and Model for Generalist Practice

Read/Review:

1. Boyle et al: Chapters 3, 5, 6, & 7
2. Prochaska & Norcross: Chapters 1 & 10 Prochaska et al: In Search of How People Change (Canvas)

3. Reid: Task Centered Treatment (Canvas)
4. Week 2 Power Point Handout (Canvas)
5. Saleeby: Strengths Perspective (Canvas)
6. Oklahoma Individual & Family Support Principles
7. “Helping That Helps”
8. Heroes of New Orleans (Canvas)
9. Strengths Perspective: Heroes of New Orleans Discussion

Saturday

1. Three people present their Eco-Gram of change.
2. Task Centered Case Discussion for Case Example

Looking Ahead

1. Evidence Based Practice Paper
2. Review Macro power point.

Week 4, Final Assignments and Online Module

Evidence Based Practice Power Point

Saturday Morning

Family-Centered Discussion for Case Example.

Saturday Afternoon

1. Topping off our practice: why do direct practice social workers think “macro”?
2. Wrap-Up for the course.

Assignments, Grading and Due Dates:

Submission of Assignments:

All assignments (except for absence remediation) must be submitted to the designated Canvas Dropbox. Since technological glitches can occur, students should submit well before the Canvas deadline set for any given assignment. **Should a student experience difficulty in submitting to the Canvas Dropbox and believes he/she cannot resolve the problem before the deadline, she/he should immediately submit the assignment directly to the instructor by email attachment.** However, the time/date of the email must be prior to that deadline to be accepted as a timely submission. Students who miss assignment deadlines may submit the assignment by email attachment if delivered by 5:00 p.m. on the Wednesday following the due date. Late submissions will be assessed a point total equal to a reduction of one letter grade in the grading rubric. No assignments will be accepted after the Wednesday 5:00 p.m. deadline.

Assignment #1: Self-Assessment (10%)

Students will complete a 9-page self-assessment addressing self-awareness/ understanding, personal strengths, ethics, and multicultural awareness. Responses are reported in scales and brief answers. Grading is by completion of assignment and discussion in class. **Submit to Canvas Dropbox by 12:00 a.m. on Friday, February 2, 2018**

Assignment #2: Ethical Practice Scenarios Assignment (10%)

Students compose a brief, substantive, response to selected scenarios representing varied ethical dilemmas that could be encountered in social work practice. The assignment is designed to assess one’s capability to (1) identify ethical dilemmas in social work practice and the Code of Ethics sections that should address them, and (2) other reasonably accurate resolutions for practitioners to follow to resolve these dilemmas. **Submit to Canvas Dropbox by 12:00 a.m. on Sunday, February 4, 2018**

Assignment #3: Interviewing Skills Preparation/ Reflection (10%)

Students will prepare a preparation document for participating in practice sessions and paired interviews during Week 3. **Submit the reflection document in hardcopy in class by 5:00 p.m. on Saturday, February 17, 2018**

Assignment #4: Bio-Psycho-Social Assessment and Eco-Gram of Change (30%)

Students will compose a complete Bio-Psycho-Social Assessment based upon their individual life experience. Using this document, they will construct a description of a major change in their life, using an Eco-Gram to represent their person-in-environment experience before and after this major change. **Submit to Canvas Dropbox by 12:00 a.m. on Friday, February 16, 2018**

Assignment #5: Evidence-Based Practice Paper (30%)

Social workers are expected to understand evidence-based practices and then to educate, network and evaluate as part of their profession. Having updated research knowledge and updated community resource knowledge about problems addressed by social workers ensures practice. Students will write an 8-10 page paper on an evidence-based practice for a problem in an area of interest to the student, and then critique their community resources using the literature review as a guide. Use paper outline to write paper. **Submit to Canvas Dropbox by 12:00 a.m. on Saturday, March 3, 2018**

Assignment #6: Scholarly Article Review and Applications (10%)

Social workers are often the part of the “first response team” when disasters hit. This online course offered through the National Child Traumatic Stress Network will provide and introduction to mental health aid to victims of trauma as a result of disaster. **Submit article review and applications in Canvas Dropbox due by 12:00 a.m. on Sunday, March 4, 2017**

Grading:

This is a letter-graded course: A, B, C, D, or F. A = 100 – 90; B = 89 – 80; C = 79 – 70; D = 69 – 60 (Must Repeat Course)

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Methods of Evaluation

This course will include projects, research papers, reflection assignments, and case analysis papers to assess student learning.

Breakdown of Class Grading

1. Self-Assessment Assignment (10%)
2. Ethical Practice Scenarios (10%)
3. Interviewing Skills Preparation/Reflection (10%)
4. Evidenced-Based Practice Paper (30%)
5. Bio-Psycho-Social Assessment and Eco-Gram of Change Assignment (30%)
6. Article Review and Applications (10%)

(Items 4 and 5 are common assignments for all course sections offered by the School)

Assignment	Due Date	Percentage Weight
Self-Assessment	Submit to Canvas Dropbox by 12:00 a.m. on Friday, February 2, 2018	10%
Ethical Practice Scenarios	Submit to Canvas Dropbox by 12:00 a.m. on Sunday, February 4, 2018	10%

Assignment	Due Date	Percentage Weight
Interviewing Skills Preparation/ Reflection	Submit the reflection document in hardcopy in class by 5:00 p.m. on Saturday, February 17, 2018	10%
Bio-Psycho-Social Assessment and Eco-Gram of Change	Submit to Canvas Dropbox by 12:00 a.m. on Friday, February 16, 2018	30%
Evidence-Based Practice Paper	Submit to Canvas Dropbox by 12:00 a.m. on Saturday, March 3, 2018	30%
Article Review and Applications	Submit article review and applications in Canvas Dropbox due by 12:00 a.m. on Sunday, March 4, 2018	10%

Academic Conduct

Each student should acquaint him or herself with the University's codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment and discrimination based on physical handicap. This information can be reviewed in The University of Oklahoma – Norman Campus Student Handbook located at: <http://www.ou.edu/content/studentlife/studenthandbook.html>. Students should also be familiar with the Anne and Henry Zarrow School of Social Work Academic and Professional Performance Policy <http://socialwork.ou.edu/> and the NASW Code of Ethics <http://socialwork.ou.edu/policies-and-procedures>.

Statement of Reasonable Accommodation

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities who require accommodations in this course are requested to speak with the professor as early in the semester as possible. International students, who are not fluent in English, can request extended times for examinations. Students with disabilities must be registered with the Disability Resource Center prior to receiving accommodations in this course.

Disability Resource Center

Goddard Health Center 620 Elm Avenue – Suite 166
 Norman, OK 73019-2093
 405- 325-3852 (voice)
 405-325-4173 (voice)
 Email: drc@ou.edu
<http://www.ou.edu/drc/home.html>

Provost-Approved University Activities and Religious Observances

It is university policy “to excuse student absences that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.” Therefore, a make-up exam will be given when it falls on a practiced religious holiday and/or for religious observances and “Provost-approved University-sponsored activities such as scholarly competition, fine arts performances...” and legally required activities, such as emergency military service and jury duty (Student Codebook, p. 26).

Attendance Policy:

Attendance is required to be successful in this course, and will be documented by sign-in sheets for every session. In the Advanced Programs Part-Time format, Friday evening, Saturday morning, and Saturday afternoon are each considered one class session for attendance purposes. Regardless of the reason, students who miss one class session must (1) remediate the absence by submitting a written assignment by 5:00 p.m. on the Friday immediately following the weekend session in which the absence took place, or (2) accept a 7 point deduction from their final course grade. This option may be repeated for one additional absence. On the third absence, no remediation is offered, and 14 points will be

deducted from the student's final course grade. After three absences, the student may be required to withdraw from the course. Absence remediation assignments will be assigned at the discretion of the instructor, **but it is the responsibility of the student to contact the instructor as soon as possible after the weekend course to arrange for receipt of the assignment.** Remediation assignments will be submitted by email attachment.

Given the opportunity for remediation there should be no need for exceptions to this policy. However, students may always request an exemption if they believe they have cause. However, granting exceptions will still be at the discretion of the instructor.

Incomplete Policy:

An incomplete grade for the course may be assigned only if the student has “satisfactorily completed a substantial portion of the required coursework for the semester” (Oklahoma State Regents Policy). Additionally, the instructor must advise the student (and the Office of Academic Records) what must be done to complete the course, and must set a time limit appropriate to the circumstances (OU General Catalog, Academic Standards, Grades). It is recommended that the student request the incomplete grade as soon as possible before the end of the course, and that the student and instructor construct a written contract outlining what is needed to resolve the incomplete grade.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore, all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA
Charles Bradford Hyde

Education

- 2011 Master of Social Work-Administration and Community Practice concentration; University of Oklahoma, Norman, Oklahoma
- 2000 Master of Arts, Political Science-International Affairs concentration with an emphasis in Latin American Political Systems; University of Central Oklahoma, Edmond, Oklahoma
- 2000 Master of Landscape Architecture; University of Oklahoma, Norman, Oklahoma
- 1993 Bachelor of Arts, Political Science; University of Central Oklahoma, Edmond, Oklahoma

Professional Experience

- Community Faculty Professor, The University of Oklahoma, Norman, Oklahoma; January 2014-present
- Medical Social Worker, Heartland Hospice, Norman, Oklahoma; April 2013-present
- Social Worker, St. Anthony Hospital, Oklahoma City, Oklahoma; January 2012-April 2013
- Assistant Director of Family Support Services, Catholic Charities of Oklahoma City; May 2010-January 2012
- Secondary School Teacher, Macris School, Tegucigalpa, Honduras; August 2005-February 2008
- Secondary School Teacher, La Estancia School, Tegucigalpa, Honduras; August 2002-June 2005
- Rural Community Development Volunteer, Peace Corps Honduras, Santa Ana de Yusguare, Honduras; August 2000-August 2002

Representative Honors and Awards Received

- Outstanding Graduate Student in International Affairs Award, University of Central Oklahoma, Edmond, Oklahoma
- Excellence in Design Award, University of Oklahoma, Norman, Oklahoma

Professional Memberships and Trainings

- Member, National Association of Social Workers (NASW), 2010-2016
- Member, Phi Alpha Honor Society for Social Work Students, 2010-2011
- The Heartland Way, 2013, 2014, 2015; Heartland Circle of Care, 2013, 2014, 2015; SSM Healthcare Case Management Training, 2012, 2013; CPR Training, 2012-2016; Bridges Out of Poverty Training, 2011; Prescription Drug Abuse Training, 2011; Cognitive Behavioral Training, 2011; Motivational Interview Training, 2010; Diversity and Ethics Training, 2010.