

SWK 5503-101: Advanced Direct Practice with Populations at Risk

Course Description:

This course will focus on a critical analysis of traditional and emerging social work practice approaches as well as advanced interviewing and assessment skills and techniques. Specific attention is focused on the application of practice models in complex situations, particularly those involving populations at risk and diverse clients, behaviors, strengths, needs and values.

Class Dates, Location and Hours:

Dates: August 26 – December 9, 2017

Location: **Football Game Days:** Classes will be at the Thurman White Forum Building of OCCE, 1704 Asp Avenue on September 2, September 16, October 7, October 28, and November 11.

Non-game days: Classes will be at Zarrow Hall, Room 210, 700 Elm Avenue, Norman, OK

Hours: Saturday, 1:00-3:50 p.m.

Last day to enroll or drop without penalty: August 25, 2017

Site Director:

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

Professor Contact Information:

Course Professor: Elizabeth Fletcher, LCSW

Mailing Address: 700 Elm Avenue
Norman, OK 73019

Telephone Number: 405-761-2514

Email Address: Elizabeth.J.Fletcher-1@ou.edu or efletcherlcsw@gmail.com

Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment only.

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@fhg.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. American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). New York: American Psychological Association. ISBN 9781433805615.
2. Materials posted on the OU Canvas learning management system: Access 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. (See Class Schedule for weekly reading assignments due).

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.

Course Objectives/Educational Outcomes:

The purpose of this course is to provide concentration level students with the capacity to critically analyze and apply practice models to engage, assess, intervene and evaluate individuals from disenfranchised groups and populations at risk.

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. Critically evaluate and apply evidence-informed practices relevant to populations at risk,
- B. Differentially select and use advanced interviewing skills in complex situations, particularly those involving diverse client cultures, behaviors, strengths, needs, and values;
- C. Design and implement a process of intervention with clients, based on specific research evidence, including assessment, use of the professional literature, intervention planning and implementation, selection of techniques, termination, evaluation, follow-up, and documentation;
- D. Identify ethical and value dilemmas that may arise in social work practice with individuals and suggest professional responses to each that are consistent with the NASW Code of Ethics.

Major Course Divisions:

- A. Initiating a social worker-client relationship with diverse individuals through a systems lens, including
 - a. Engagement
 - b. Interviewing and communication techniques that build relationships between social workers and clients among populations at risk
- B. Evaluation
 - a. As initial assessment
 - b. As on-going assessment using single-subject designs
 - c. As evaluation of effectiveness of chosen interventions/ outcomes
- C. Major theories and perspectives
 - a. Psychodynamic theory
 - b. Cognitive-behavioral theory
 - c. Feminist theory
 - d. Crisis intervention
 - e. Systems theory
- D. Evidence-informed practices with populations at risk including
 - a. Clients affected by trauma (such as domestic violence, child physical abuse, sexual abuse, and sexual assault, systematic racism)
 - b. Clients affected by substance abuse
 - c. Grief and loss

Social Work Competencies and Practice Behaviors Assessed:

EP 2.1.1 - Competency: Professional Conduct - Identify with social work profession

Associated Behaviors:

Regularly practice personal reflection in order to analyze professional strengths, limitations, and biases, both generally and in specific cases (Assessed in Assignments 1, 2 & 3).

EP 2.1.2 - Competency: Ethics - Apply ethical principals in practice

Associated Behaviors:

Employ strategies of ethical reasoning to address emerging issues and the impact on client systems. Consider potential consequences of various courses of action. Identify and use relationship dynamics, including power differentials (Assessed in Assignments 1, 2 & 3).

EP 2.1.3 - Competency: Critical Thinking - Apply critical thinking in practice

Associated Behaviors:

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, social work values and ethics, person-in-the-environment, and practice wisdom (Assessed in Assignments 1, 2 & 3).
- Evaluate, select, and implement multidimensional assessment, intervention, and practice evaluation tools (Assessed in Assignments 1, 2 & 3).
- Communicate professional information to clients, social workers, and other professionals, in verbal and formal/informal written formats (Assessed in Assignments 1, 2 & 3).
- Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations (Assessed in Assignments 1, 2 & 3).

EP 2.1.4 - Competency: Diversity - Incorporate diversity into practice

Associated Behaviors:

- View themselves as learners and engage those with whom they work as experts on their own experiences (Assessed in Assignments 1, 2 & 3).
- Work effectively with diverse populations, supporting cultural differences and being cognizant of power and privilege dynamics (Assessed in Assignments 1, 2 & 3).
- Critique evidence-based practices as often culture-bound and adapt those practices to be culturally relevant (Assessed in Assignments 1, 2 & 3).
- Research and apply knowledge of diverse populations to enhance interventions (Assessed in Assignments 1, 2 & 3).

EP 2.1.5 - Competency: Justice - Advocate human rights and social and economic justice

Associated Behaviors:

Use knowledge of the effects of oppression, discrimination, and historical trauma on client systems to guide interventions (Assessed in Assignment 1, 2 & 3).

EP 2.1.6 - Competency: Research - Engage in informed research

Associated Behaviors:

- Select and adapt evidence based practices to specific client problems (Assessed in Assignments 1, 2 & 3).
- Apply literature review findings to assessment and intervention with diverse client problems (Assessed in Assignments 1, 2 & 3).
- Describe the limitations of evidence-based practices (Assessed in Assignments 1, 2 & 3).

EP 2.1.7 - Competency: HBSE - Apply knowledge of human behavior and the social environment

Associated Behaviors:

- Apply bio-psycho-social-cultural frameworks in the formulation of comprehensive assessments, interventions, and evaluations (Assessed in Assignments 1, 2 & 3).
- Conceptualize client problems in context of person in the environment as well as understand the complexity and interrelated contribution of bio-psycho-social factors in different forms of adaptation and coping (Assessed in Assignment 1 & 3).

- Critically evaluate, select, and apply knowledge of human development to practice with diverse populations (Assessed in Assignments 1, 2 & 3).

EP 2.1.10 - Competency: Contexts - Respond to contexts that shape practice

Associated Behaviors:

Develop interventions that respond to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (Assessed in Assignment 1, 2 & 3).

EP 2.1.10 - Competency: Engage, assess, intervene, evaluate with individuals, families, groups, organizations, and communities

Associated Behaviors:

Engagement

- Substantively and affectively prepare for action with individuals, families, and groups by thoughtfully considering data from the case (Assessed in Assignment 1, 2 & 3).
- Develop a culturally responsive and empathic relationship with clients which attends to interpersonal dynamics and contextual factors that can either strengthen or threaten the relationship (Assessed in Assignment 2).
- Establish and use an empathic, relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes (Assessed in Assignment 2).

Assessment

- Use assessment tools that are supported by evidence based practice and have been critically examined for cultural sensitivity (Assessed in Assignment 1).
- Assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances, and events (Assessed in Assignment 1).
- Interpret qualitative and quantitative data to measure and ascertain contributing elements of the problem(s) (Assessed in Assignment 1).
- Identify and utilize client strengths to create intervention strategies (Assessed in Assignments 1 & 3).

Intervention

- Critically evaluate, select, and apply best practices and evidence-based interventions with particular consideration to diversity (Assessed in Assignments 1, 2 & 3).
- Demonstrate the use of appropriate techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies (Assessed in Assignments 1, 2 & 3).

Termination

- Facilitate thorough, planned termination which addresses any ongoing needs, clients' feelings and a review of progress (Assessed in Assignment 2).
- Critically analyze, monitor, and evaluate interventions using relevant outcome measures (Assessed in Assignment 2).

Teaching/Learning Methods:

Class will include a combination of lecture, classroom discussion, group, and individual activities. Assignments offer individual and group formats.

Course Schedule:

August 26, 2017 - Intro to Pops at Risk, syllabus

Bring to class:

- APA Publication Manual
- Notebook/paper and pen or pencil

Read:

<http://theoatmeal.com/comics/believe>

September 2, 2017 – Assessment and Evaluation, Part 1

View:

Evidence-Based Behavioral Practice Online Training modules at <http://www.ebbp.org/training.html>. You must first create your free account, then complete EBBP Process Module, (the first module only). Must complete post module quiz.

Read:

- Boswell, J., Kraus, D., Miller, S., & Lambert, M. (2013). Implementing routine outcome monitoring in clinical practice: Benefits, challenges, and solutions. *Psychotherapy Research*, 6-19.
- McWilliams, N. (1999). Introduction and Chapter 1: The Relationship between Case Formulation and Psychotherapy. In *Psychoanalytic Case Formulation* (pp. 1-28). New York, NY: The Guilford Press.

Assignment:

- Bring proof of module completion
- Finalize groups and dates for case analysis (assignment 1)

September 9, 2017 - Assessment and Evaluation cont.

Readings:

- Lukas, S. (1993). Chapter One: How To Conduct The First Interview with an Adult. In *Where to start and what to ask: An assessment handbook* (pp. 1-12). New York: W.W. Norton.
- Sublette, M.E.& Novick, J. (2004). Essential techniques for the beginning psychodynamic psychotherapist. *American Journal of Psychotherapy*, 58(1), 67-75.

Watch:

Lew Schlosser series on Privilege in counseling: Watch White Privilege, Christian Privilege, Straight Privilege, Social Class Privilege (each are about 24 minutes).

Assignment Due:

5 Case Analysis Presentations (Assignment 1)

September 16, 2017 - Psychodynamic Theory – Part I – Definition and Basics

Read:

- Berzoff, J. (2012). Why we need a biopsychosocial perspective with vulnerable, oppressed, and at-risk clients. In J. Berzoff (Ed.), *Falling through the cracks: Psychodynamic practice with vulnerable and oppressed populations* (pp. 1-39). New York, NY: Columbia University Press.

- Maroda, K. (2010). Introduction and Chapter 1: Emotional Engagement and Mutual Influence: Basic Issues as Therapy Begins. In *Psychodynamic Techniques: Working with Emotion in the Therapeutic Relationship*. (pp. 1-29). New York, NY: The Guilford Press.

Watch (or listen):

Dr. Jonathan Shedler's interview with Oliver Burkeman, a columnist for *The Guardian*. Burkeman opens the interview with the following challenge:

"The whole world believes that psychoanalysis has been debunked, and CBT has been established by actual scientific evidence. We now know that if you modify your thoughts as CBT teaches us, you can get rid of negative emotions and do so swiftly. Psychoanalysis is no longer relevant. We know this because this is what we are told by the media, by university textbooks, by scientific journals, by policy makers. Why should I believe anything different?"

The 60-minute video is Dr. Shedler's response, and their ensuing conversation.

<https://www.youtube.com/watch?v=pUxkgEeqcXg>

Optional/Extra Credit Reading:

Walsh, J. (2013). Chapter 3: Person-centered. In *Theories for direct social work practice*. (3rd ed.) Belmont, CA: Wadsworth Cengage Learning. ISBN-10: 0495601209

Assignment Due:

2 Case Analysis Presentations (Assignment 1)

September 23, 2017 - Psychodynamic Theory – Part II – Attachment and Pops at Risk

Read:

- Bellow, G. (2012). Navigating the perils of the child welfare system: Applying attachment theory in child protective practice. In J. Berzoff (Ed.), *Falling through the cracks: Psychodynamic practice with vulnerable and oppressed populations* (pp. 157-179). New York, NY: Columbia University Press.
- Franzblau, S. (1999). Attachment Theory. *Feminism & Psychology*, 9(1), 5-9.

Assignment Due:

4 Case Analysis Presentations (Assignment 1)

September 30, 2017 - Psychodynamic Theory – Part III – Object Relations/ Relational, Intersubjective

Read:

- DeYoung, P. (2003). Introduction and Chapter 1: Relational Therapy and Its Contexts. In *Relational Psychotherapy: A Primer*. (pp. vii-44). New York, NY: Routledge
- Segal, C. (2012). "We're cool, you and me": A relational approach to clinical social work in the city: Psychodynamic psychotherapy within a homeless shelter for formerly incarcerated women and their children. In J. Berzoff (Ed.), *Falling through the cracks: Psychodynamic practice with vulnerable and oppressed populations* (pp. 98-106). New York, NY: Columbia University Press.

Optional/Extra Credit Reading:

- Walsh, J. (2013). Chapter 5: The Relational Theories with a Focus on Object Relations. In *Theories for direct social work practice*. (3rd ed.) Belmont, CA: Wadsworth Cengage Learning. ISBN-10: 0495601209
- Martinez, C. (2006). Abusive family experiences and object relations disturbances: A case study. *Clinical Case Studies*, 5 (3), 209-219.

Assignment Due:

4 Case Analysis Presentations (Assignment 1)

October 7, 2017 - Cognitive Behavioral Part I – Background**Read:**

- MacLaren, C. (2008). Use of self in cognitive behavioral therapy. *Clinical Social Work Journal*, 36, 245-253.
- Walsh, J. (2013). Chapter 7: Behavior Theory. In *Theories for direct social work practice*. (3rd ed.) Belmont, CA: Wadsworth Cengage Learning. ISBN-10: 0495601209
- Walsh, J. (2013). Chapter 8: Cognitive Theory. In *Theories for direct social work practice*. (3rd ed.) Belmont, CA: Wadsworth Cengage Learning. ISBN-10: 0495601209

Assignment Due:

5 Case Analysis Presentations (Assignment 1)

October 14, 2017 - CBT Part II - Contemporary Versions and intro to Solution-Focused

This will be an online class. The case analysis presentations for this class will be uploaded to Canvas. Class participation will include each student making at least 1 online feedback comment on each case presentation. I'll go over the guidelines for comments and post them in Canvas.

Read:

Stosny, S. (2013, November 1). Blue-Collar Therapy: The Nitty-Gritty of Lasting Change. *Psychotherapy Networker*, 22-29, 54.

Watch:

- The Motivation Revolution <http://feelinggood.com/hot-links/>
- The Law of Opposites: <https://www.youtube.com/watch?v=u483reZJJKY>

Listen:

- Leading From Behind: Episode 4 - First Sessions - General Considerations: <http://www.hbtc.ca/podcast/2013/1/31/leading-from-behind-episode-4-first-sessions-general-considerations>
- Leading From Behind: Episode 5 - First Sessions: Getting Started: <http://www.hbtc.ca/podcast/2013/2/17/leading-from-behind-episode-5-first-sessions-getting-started>
- Leading From Behind: Episode 6 - First Sessions: Exploring Preferred Future (Part 1): <http://www.hbtc.ca/podcast/2013/3/2/leading-from-behind-episode-6-first-sessions-exploring-preferred-future-part-1>

Assignment Due:

- Final Case Analysis Presentations (uploaded to Canvas by midnight Friday, October 13, 2017)
- Feedback comments due by midnight Friday, October 20, 2017

October 21, 2017 - Solution-focused and strengths based**Read:**

- Cade, B., & O'Hanlon, W. H. (1993). Exceptions, solutions, and the future focus. In *A brief guide to therapy* (pp. 93-109). New York: Norton.
- De Jong, P., & Miller, S. (1995). How to Interview for Client Strengths. *Social Work*, 40(6), 729-736.

Listen to these podcasts (about 15 minutes each):

- Leading From Behind: Episode 7 - Exploring the Client's Preferred Future (Part 2): <http://www.hbtc.ca/podcast/2013/3/16/leading-from-behind-episode-7-exploring-the-clients-preferred-future-part-2>
- Leading From Behind: Episode 8 - Exploring Exceptions in First Sessions: <http://www.hbtc.ca/podcast/2013/3/31/leading-from-behind-episode-8-exploring-exceptions-in-first-sessions>
- Leading From Behind: Episode 9 - Scaling Questions in First Sessions: <http://www.hbtc.ca/podcast/2013/4/15/leading-from-behind-episode-9-scaling-questions-in-first-sessions>

Assignment:

In-class discussion and mid-term catch-up: What do you have questions about that we haven't been able to spend enough time on? Come with questions prepared to discuss in class.

October 28, 2017 - Feminist Theory

Read:

- Dermer, S. B., Hemesath, C. W., & Russell, C. S. (1998). A feminist critique of solution-focused therapy. *American Journal of Family Therapy*, 26(3), 239-250.
- Evans, K., Kincade, E.A., & Seem, S.R. (2011). *Feminist Therapy: Strategies for Social and Individual Change*. Thousand Oaks, Ca.: Sage Publications. (Chapter 2).

Assignment:

Continuation of mid-term catch-up. Bring questions or cases/situations for discussion in class.

November 4, 2017 - Crisis Intervention

Read:

- Jobes, D. (2012). The Collaborative Assessment and Management of Suicidality (CAMS): An Evolving Evidence-Based Clinical Approach to Suicidal Risk. *Suicide and Life-Threatening Behavior*, 42(6), 640-653.
- Klonsky, E. D. and May, A. M. (2014), Differentiating Suicide Attempters from Suicide Ideators: A Critical Frontier for Suicidology Research. *Suicide and Life-Threat Behavi*, 44: 1–5. doi: 10.1111/sltb.12068
- Klott, J. (2012). Chapter 3: Assessments. In *Suicide & psychological pain: Prevention that works*. Eau Claire, WI: Premier Publishing & Media.
- Walsh, J. (2009). Chapter 13 Crisis Theory and Intervention. In *Theories for direct social work practice*. (2nd ed) Belmont, CA: Wadsworth Cengage Learning.

November 11, 2017 – Trauma

Read:

- Rothschild, Babette. (2000). Overview of Posttraumatic Stress Disorder (PTSD): The Impact of Trauma on Body and Mind. In *The body remembers: The psychophysiology of Trauma and Trauma Treatment*. New York, NY: W.W. Norton & Company.
- Anderson, K. M. (2010). Chapter 1: Dynamics and consequences of oppression and violence. In K.M. Anderson, *Enhancing Resilience in Survivors of Family Violence*. (pp. 1-16). New York, NY: Springer Publishing.
- Frye, L. A. and C. R. Spates (2012). Prolonged Exposure, Mindfulness, and Emotion Regulation for the Treatment of PTSD. *Clinical Case Studies* 11(3): 184-200.

- Temple, L. R. (2008). Loosening the soil of their thinking: A theoretical integration for contracting with low-income single mothers to stop physical aggression toward their children. *Child and Adolescent Social Work Journal*, 26, 39-58.

Watch:

ACE study: brief overview at: <https://vimeo.com/65361181>

November 18, 2017 - Domestic Violence

Read:

Fugate, M., Landis, L., Riordan, K., Naureckas, S., & Engel, B. (2005). Barriers to domestic violence help seeking: Implications for intervention. *Violence Against Women*, 11(3), 290-310.

Watch:

A Case of Domestic Abuse: Brief Character Change:

<http://search.alexanderstreet.com/counseling-therapy/view/work/1779303>

Assignment Due:

Papers and videos for Assignment 2 (Role-Play and Critique Video Assignment) due (uploaded to Canvas) by midnight Saturday, November 18, 2017.

November 25, 2017 – Online class: Substance Abuse

This will be an online class. I will post a quiz question for you to answer on Canvas.

Read:

- Horsfall, J., Cleary, M., Hunt, G. E., & Walter, G. (2009). Psychosocial Treatments for People with Co-occurring Severe Mental Illnesses and Substance Use Disorders (Dual Diagnosis): A Review of Empirical Evidence. *Harvard Review Of Psychiatry (Taylor & Francis Ltd)*, 17(1), 24-34. doi:10.1080/10673220902724599
- Klott, J. (2013). Chapter Three: The Core Task of Therapy. In *Integrated Treatment for Co-Occurring Disorders: Treating People Not Behaviors* (pp. 57-84). Hoboken: Wiley.
- Klott, J. (2013). Chapter Four: The Therapy Alliance: Nobody Changes without Motivation. In *Integrated Treatment for Co-Occurring Disorders: Treating People Not Behaviors* (pp. 85-106). Hoboken: Wiley.
- Klott, J. (2013). Chapter Seven: Putting it All Together- Integrated Treatment. In *Integrated Treatment for Co-Occurring Disorders: Treating People Not Behaviors* (pp. 151-176). Hoboken: Wiley.

December 2, 2017 - Grief/Loss and class review

Read:

- Hall, C. (2014). Bereavement theory: recent developments in our understanding of grief and bereavement. *Bereavement Care*, 33(1), 7-12. doi:10.1080/02682621.2014.902610
- Doka, K. J. (2008). Chapter 11: Disenfranchised grief in historical and cultural perspective. In M.S. Stroebe (Ed.), *Handbook of bereavement research and practice: Advances in theory and intervention*. (pp. 223-240). Washington, DC: American Psychological Association, xiv, 658 pp. <http://dx.doi.org/10.1037/14498-011>

Course Outline:

- A. Initiating a social worker-client relationship with diverse individuals through a systems lens including
 - a. Engagement

- b. Interviewing and communication techniques that build relationships between social workers and clients among populations at risk
- B. Evaluation
 - a. As initial assessment
 - b. As on-going assessment using single-subject designs
 - c. As evaluation of effectiveness of chosen interventions/ outcomes
- C. Major theories and perspectives
 - a. Psychodynamic theory
 - b. Cognitive-behavioral theory
 - c. Feminist theory
 - d. Crisis intervention perspective
 - e. Systems theory
- D. Evidence based practices with populations at risk including
 - a. Clients affected by trauma (such as domestic violence, child physical abuse, sexual abuse, and sexual assault)
 - b. Clients affected by substance abuse
 - c. Grief and loss

Assignments, Grading and Due Dates:

Participation/ Attendance (15 Points)

In addition to your attendance, your presence is required for each class session. This means that you should come prepared to engage in and foster graduate-level dialogue, having read content relevant to the course.

Effective class participation includes: respectful and non-dominating involvement in class discussions, and showing initiative and investment in classroom activities and respect for fellow students and instructor. I would define ineffective classroom conduct as engaging in distracting behaviors, such as working on non-class material, texting, holding side conversations, sleeping and/or excessive typing/ internet browsing (social media). Please note that any disrespectful language, attitudes or behaviors will not be tolerated. After the first warning, upon a second occurrence, you will be asked to leave the class, with resultant loss of attendance points and possibly face disciplinary action from the department or university.

The class participation grade will be determined by the instructor's perception of the student's preparation for and contributions to class discussion/activities and the student's respectful classroom conduct and adherence to all policies put forth in this syllabus and those announced by the instructor in class. You earn up to 1 point per class.

Below is a class participation rubric to help further delineate behaviors that **add** points and those that **decrease** points.

Note about class participation rubric: This is a guideline. It does not mention every possible variation of exemplary to unacceptable behavior that could possibly exist.

Item	Exemplary	Proficient	Developing	Unacceptable
Participation/ Demonstration of Listening to others	Student initiates contributions more than once in each class period. Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks.	Student initiates contribution once in each class. Student is mostly attentive when others present ideas as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from instructor to focus comments.	Student initiates contribution in at least half the class meetings. If called upon puts forth effort. Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Student does not initiate contribution & demonstrates indifference when called upon. Does not listen to others; regularly talks while others speak or is otherwise distracted; uses phone or computer during discussion or lecture (unless otherwise permitted by the instructor); sleeps in class; gets up frequently to leave; makes any excessive noises from gum chewing, eating or drinking.
Quality of comments	Comments are insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "That's bad/ good", etc.

Item	Exemplary	Proficient	Developing	Unacceptable
Preparation	Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). Offers analysis, synthesis, and evaluation of material, e.g. puts together pieces of the discussion to develop new approaches that take the class further.	At best, demonstrates good preparation: knows reading facts well, has thought through implications of them. On the lower end, knows basic the reading facts, shows beginning effort toward interpretation/analysis.	Demonstrates adequate preparation: knows some basic reading facts, but may only demonstrate evidence of having skimmed the material. Does not show evidence of trying to interpret or analyze them.	Minimal to no evidence of preparation.
Daily Possible Points Earned (1 being highest x 15 classes = 15 total points)	1	.75	.50	0

Reading Quizzes (10 Points):

There will be 14 reading quizzes at the start of class. Each quiz counts for 1 point (**pass/fail only; no partial credit**) and I will take your 10 best scores. Total value for grade is 10 points.

Format for the quizzes: I will pose a question or statement about one or more of the readings (for example, “What was most striking to you about DeYoung’s description of who would make a good relational therapist? Why?”) and will give you 5-10 minutes to write out your response, which shouldn’t be more than a paragraph or two. I’ll grant the point for the assignment based on these criteria:

- Is your written response coherent?
- Is it clear that you read the material?
- Is it clear that you have an adequate understanding of the material?

Grammar, punctuation, etc. will not be factors, but simple coherence will. If I can’t understand what you’re trying to say, I can’t give you the point, in other words.

Assignment #1 – Case Analysis Power Point (35 Points)

Instructions:

Students will compose a power point presentation of approximately 10 slides, illustrating the process of engagement, assessment, intervention, and evaluation with a client. Choose one of the case scenarios provided to you in class. Students will sign up for dates to make their presentations to the class. Presentations should be no longer than 10 minutes. The majority of the information should be given verbally, from your own notes—I expect your PowerPoint to contain highlights, rather than the bulk of your content. Reading directly off your slides is discouraged.

Engagement (1-2 slides):

- Describe the client briefly, including risk and protective factors
- Describe how you would engage with the client, including engagement with the larger client system if applicable
- What critical information do you need to gather to further understand the situation and prepare to understand the client’s presenting problem(s)?

Assessment (1-2 slides):

- What do you assess as the client’s primary and secondary problems/concerns?
- What assessment tools might be useful in gathering a fuller picture of these concerns?
- What considerations might you need to make in regards to utilizing these assessment methods?

Intervention (2-3 slides):

- Describe at least two evidence-informed practices that would be appropriate for the client, incorporating literature of studies that have utilized the particular practice with a similar population to the client in the scenario
- Analyze the pros and cons of each practice in relation to your particular client, using details of the case scenario
- Select the evidence-informed practice you think is best, and describe why you are choosing this particular practice in this situation

Evaluation and Reference List (1-2 slides):

- Describe how you would evaluate the client's progress within the chosen evidence based practice
- What outcomes are you expecting to see that would indicate progress?
- APA-compliant list of references and works cited in your research.

Assignment #2 – Role-play and Critique Video Assignment (40 points total)

Role Play Instructions: (20 points)

Students will work in groups of 4 persons. In those groups each student will role play (2) sessions – one as the social worker and one as the client. Students should role-play these sessions with **different** group members (i.e. one cannot be both the social worker and the client with the same partner). Each session will be approximately 20 minutes. Each session should simulate a second or third interaction with the “client” so as to simulate intervention and not initial assessment.

Students are responsible for video recording the session where they role play the social worker. Students will upload their videos onto Canvas so that they may be observed and critiqued by the remaining two (2) members of their group.

Paper Instructions: (20 points)

For the second part of the assignment, each student will turn in an **individual** paper with four (4) sections. The entire paper should be **no more than 12 pages**, typed in double-spaced, 12-point font with regular 1 inch margins using the guidelines outlined below.

The role-played “client” is to be chosen either from the case studies provided for Assignment 1, or students may “play” themselves. I will provide a screening form and specific information about how and whether to use your own experience in this exercise.

Paper Format:

Section 1 - In the Role of the Social Worker (4-6 pages)

Students will be responsible for selecting, demonstrating, and reflecting upon an intervention with the client. As the social worker, the student should address the following items:

- Briefly describe the client
- Summarize the assessment data
- Indicate the type(s) of assessment instrument(s) that would be utilized with this client
- Briefly describe the evidence-informed practice or model chosen for this intervention
- Identify the theory(ies) that inform the EBP
- Specify goals of treatment and goals of session
- Transcribe and identify at least 5 sections (may be 2- to 5-sentence sections) of the interview where particular EBP content or techniques were demonstrated
- Discuss how was this client was like or different from the general population of this at risk group
- Identify what modifications to the EBP were needed for your specific client
- **Optional** for up to 1 point of extra credit: Describe how you would assess the effectiveness of your intervention using a single subject research design
- Reflect on your own strengths and weaknesses within this interview

Section 2 - In the Role of the Client (2-3 pages)

As the client, you will have control over how you present at the session, how you communicate and interact, establishing the important traits of your character, and the strengths, problems, and goals that will emerge. Be creative and enter the session with a solid idea of who your client is, what stage of change s/he is in, what s/he may say, how it will be said, etc. Take advantage of this as an opportunity to experience what it is like to be a client and to reflect upon your perceptions and feelings about your social worker's skills. You will also include your reactions to the experience of being in the client role. You will submit a written evaluation of the session, including your responses to the following:

- Describe yourself as the client (1st-person)
- Identify what you see as your primary and secondary problems
- How you are similar to the general description of this population at risk and what unique characteristics you have?
- Complete and discuss the Session Rating Scale
- Describe your response to the social worker in terms of rapport, effectiveness, empathy, etc.
- What insights did you gain in terms of being in the client role?
- How can this experience contribute to your professional development?

Sections 3 and 4 - Observations (2-3 pages)

Observers have the benefit of watching and taking notes about what transpires without having the responsibility of engaging in the process. This enables the student to see, hear, feel, sense, register, etc. what neither the social worker nor the client may be able to while in the moment. The observer's job is to provide informative feedback to the social worker, specifically in reference to skills or techniques that were utilized.

After watching two (2) group member videos students will provide observational feedback regarding the both social workers' strengths as well as areas for continued improvement. For this section of the paper, address the following for **each** video tape that you observe:

- Name of social worker observed
- What did you notice about the social worker and client's rapport?
- How closely did the social worker adhere to EBP techniques and content? Describe.
- How well did the social worker deliver and adapt the techniques and content for their unique client?
- What did you notice about the use of questions and/or statements?
- Describe at least two particular strengths of the social worker
- Offer at least two areas for future growth

References (1 page)

APA-compliant list of all works cited in your paper.

Extra Credit Options:

If you decide to complete one of the extra-credit readings or the extra-credit portion of the paper, you may earn **up to 1 point** per assignment. For extra-credit readings, answer the following question:

What in this reading struck you as most important for your current and/or future work in social work? Why?

I may also, for extraordinary work on weekly quizzes or in-class discussion, award extra credit. If you've earned extra credit, I'll let you know via email.

Bibliography:

- Aldarondo, E. (Ed.). (2007). *Advancing social justice through clinical practice*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Dominelli, L. (2002). *Anti-oppressive social work theory and practice*. New York: Palgrave MacMillan.
- Finn, J. L., & Jacobson, M. (2003). Just practice: steps toward a new social work paradigm. *Journal of Social Work Education*, 39(1), 57-78.
- Gutierrez, L. M., DeLois, K. A., & Glen Maye, L. (1995). Understanding empowerment practice: Building on practitioner knowledge. *Families in Society: The Journal of Contemporary Human Services*, 76(8), 543-542.
- Gutierrez, L. M., Parsons, R. J., & Cox, E. O. (Eds.). (1998). *Empowerment in social work practice: A sourcebook*. Pacific Grove, CA: Brooks-Cole Publishing Co.
- Kazantzis, N., Reinecke, M.A., & Freeman, A. (2009). *Cognitive and Behavioral Theories in Clinical Practice*. NY, NY: Guilford Press.
- Parker, L. (2003). A social justice model for clinical social work practice. *Affilia*, 18(3), 272-288. doi: 10.1177/0886109903254586
- Summers, N. (2003). *Fundamentals of Practice with High Risk Populations*. Pacific Grove, Ca.: Brooks/Cole-Thompson Learning.
- Weedon, C. (1999). *Feminism, Theory and the Politics of Difference*. NY, NY: Wiley & Sons.
- Wood, G. G., & Tully, C. T. (2006). *The structural approach to direct practice in social work: A social constructionist perspective* (3rd ed.). New York: Columbia University Press.

Grading:

This is a letter-graded course: A, B, C, D, or F.

Methods of Evaluation:

These may include, but are not limited to, written assignments, class presentations, and class participation. The course is evaluated formally using the University of Oklahoma student evaluation of courses format. In addition, individual suggestions and comments by students will be accepted. Faculty peer evaluation may be employed at the discretion of the instructor

Breakdown of Class Grading:

- 100-91 = A: Excellent: Work exceeds course expectations
- 90-81 = B: Good: Work meets course expectations
- 80-71 = C: Fair: Work marginally meets course expectations
- 70-65 = D: Poor: Work minimally meets course expectations
- 64 or below = F: Failure: Work does not meet course expectations

Breakdown of Assignment Points:

- Participation/Attendance: 15
- Reading quizzes: 10
- Case analysis presentation: 35

- Role play and critique video assignment: 40

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.

Class Policies:

Academic Conduct

Each student should acquaint themselves 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 obtained at <http://studentconduct.ou.edu/>. Students should also be familiar with the Anne and Henry Zarrow School of Social Work Academic and Professional Performance Policy and the NASW code of ethics.

Statement of Reasonable Accommodation

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities must be registered with the Disability Resource Center (Norman) or the Office of Disability Resources (Tulsa). These offices then determine and notify the student and instructor of any accommodations in this course. The Disability Resource Center is located at 620 Elm Ave, Suite 166, Norman, OK, 73019-2093. 405-325-3852 (voice), 405-325-4173 (voice), email drc@ou.edu

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)

Health Insurance Portability and Accountability Act Statement (HIPAA)

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any client information that you share, either verbally or written, will need to be de-identified. This means that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates, but may also contain other information that is so unique to the person that it could allow for identification, including, but not limited to diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation, it can be included if it will not allow for identification.

Adjustments 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 www.ou.edu/content/eoo/pregnancyfaqs.html for commonly asked questions.

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. For access to these resources please contact:

OU Advocates ([formerly known as SART](#)) 24/7: (405) 615-0013

Tulsa OU Advocates (formerly known as SART) (918) 660-3163 - After Hours: (918) 743-5763

In Norman, If you have a report of a potential policy violation, you should report it directly to the Sexual Misconduct Officer: Kathleen Smith (405) 325-2215, Four Partners Place, 301 David L. Boren Blvd., Suite 1000, Norman, Oklahoma 73019, or smo@ou.edu; or you may report it to the Interim Title IX Officer: Bobby Mason (405) 325-3549, Four Partners Place, 301 David L. Boren Blvd., Suite 1000, Norman, Oklahoma 73019, or bjm@ou.edu, or the Associate Title IX Coordinator for the Health Sciences Center Campus: Bobby Mason (405) 271-2110, 755 Research Parkway, Building 4, Suite 429, Oklahoma City, OK 73104, or bobby-mason@ouhsc.edu.

In Tulsa, if you have a report of a potential policy violation, you should report it directly to the Associate Title IX Coordinator, Josh Davis, (918) 660-3107, 4502 East 41st Street Rm. 1C76, (Founders Student Union), Tulsa, OK 74135, or jmdavis@ou.edu.

Attendance Policy

University students are adult learners, indicating preparedness to attend all classes and actively participate. This is a short but intensive course. All classes are required to fulfill the standards for accreditation. There are no excused absences. For the first missed class a makeup assignment will be allotted to allow you to earn at least a portion of the participation grade for **one class only**. The makeup assignment is a written summary of the reading due to me by email **before the next class**. With a second absence, your final grade will drop 1 whole letter grade, and continue to drop one letter grade with each subsequent absence. A second absence will also trigger a meeting with me to discuss the feasibility of remaining in the course. Attendance will be taken at the beginning of all class sessions. It is your responsibility to sign the attendance sheet at the beginning of class. If you fail to sign the attendance sheet you will be marked absent for the day. Similarly, arriving late or leaving early will detract from your grade.

Inclement Weather Closures

If OU closes for weather, class will move to an online format and students should check their email for instructions about what is required.

Electronics

Phone use is prohibited during lectures, presentations and discussion class time. There will be opportunities to use laptops and smartphones at other times though, so please bring them with you to class. Laptop note-taking is discouraged, as it is too tempting to do non-class related activities and can be distracting to everyone. It also greatly limits the quality of engagement. Finally, it is an inferior means of note-taking as “the act of typing effectively turns the note-taker into a transcription zombie, while the imperfect recordings of the pencil-pusher reflect and excite a process of integration, creating more textured and effective modes of recall” (Rockmore, 2014). I will incorporate a break during class, and that is the time when students may check email, text, etc.

Late Assignments

Assignments should be turned in when they are due, **by the time stated in the syllabus** or as specified by the instructor. Failure to complete assignments on time will result in a 10% grade reduction for the first late day and 5% for each following day. With electronic submission, assignments are considered late **anytime** within the first 24 hours after the specified due date and time listed in the syllabus.

Participation grade/ Classroom Expectations

Attendance and class participation in this course accounts for 15% of your grade. It is important to remember that in a social work program, evaluation extends beyond academic performance. Your interactions with your instructors and peers are an integral part of the assessment of social worker dispositions. Should any concerns arise, these will be discussed with the individual student and the policy that is stated in the student handbook will be instituted as needed. The expectations are further outlined under Course Assignments in the syllabus with a rubric as well.

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

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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

Elizabeth Fletcher, LCSW

Education and Licensure

- Licensed Clinical Social Worker, 2009-present, Oklahoma License #3871
- Master of Social Work, East Carolina University, Greenville, NC, 2007
- Bachelor of Arts, Spanish and Theatre, Oklahoma City University, Oklahoma City, OK, 1998

Current/Past Positions

- Director/Psychotherapist in Private Practice, Big Sky Counseling, Inc.
- Licensed Clinical Social Worker, Essential Integrative Health (Integrative Pain Management Clinic)
- Bilingual Psychotherapist, home-based Medicaid agencies
- Psychotherapist and director at adult day treatment/Intensive outpatient program
- Psychotherapist, intake therapist and unit director in acute and long-term psychiatric hospital settings

Major Areas of Teaching and Research Interest

- Psychotherapy and advocacy in Spanish-speaking communities
- Psychodynamically-informed psychotherapy with disenfranchised populations
- Self-care and burnout prevention for psychotherapists
- Sexual abuse/sexual assault
- Trauma
- Depression/Anxiety, including chronic/long-term and treatment-resistant mood disorders
- Adolescents/young adults
- Developmental Trauma and Grief
- Women's issues, including perinatal mood disorders, reproductive justice and body autonomy
- Sexuality and gender identity

Representative Publications and Presentations

- Provider Resilience Initiative: presentations made throughout 2017
- Panelist, Diversity Symposium 2017
- Mindfulness/mindful eating, relaxation, self-care classes through Essential Integrative Health, 2016-2017
- Guest lecturer on psychoanalytic theory and practice, graduate Gender Studies classes, Louisiana State University, Fall 2016
- Oklahoma Society for Psychoanalytic Studies case study featuring visiting lecturer Dr. Jonathan Shedler, October 2015
- React or Respond? Conflict Resolution and Professional Efficacy Training, Coe Plumbing Company, Oklahoma City. August 2015
- Difficult Relationships: Letting Go vs. Giving Up, Trinity Lutheran Church, Oklahoma City. February 2014

Major Professional Affiliations

- Division 39 of the American Psychological Association (division dedicated to psychoanalytic psychology) 2016-present
- Oklahoma Society for Psychoanalytic Studies 2010-present
- National Association of Social Workers 2014-present
- American Association for Psychoanalysis in Clinical Social Work 2012-present
- Clinical Social Workers Association 2009-present
- Postpartum Support International 2011-2012