

Course Title:

Generalist Practice with Groups, Organizations, and Communities

Course Number:

SWK 5113-102

Course Description:

The second of two required foundation year method courses in generalist social work practice. This course is a continuation of the exploration of the generalist perspective focusing on the knowledge, values, skills, and techniques appropriate to assessment and interventions with groups, organizations, and communities.

This is a required course in the curriculum of the Master of Social Work degree program and requires as prerequisite the completion of Social Work 5103. Social Work 5113 involves graduate social work students in continued study of the generalist social work practice model with a focus on higher level systems. The course examines complex systems within social work practice, and identifies meaningful approaches to assessment, planning, action, evaluation and knowledge development and utilization. Students will expand their frameworks of social work practice and strengthen their understanding of how to take action within higher level systems employing models and strategies useful in achieving the aims of the profession.

Class Dates, Location and Hours:

Dates: August 25-26, September 8-9 & 22-23, & October 6-7, 2017
Location: Room 120, Zarrow Hall, 700 Elm Avenue, Norman OK. **October 7th** class will be held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Hours: Friday 5:00-9:00 pm; Saturday 9:00am to 5:00 pm
Last day to enroll or drop without penalty: August 24, 2017

Site Director:

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

Professor Contact Information:

Course Professor: Sue Durrett, MSW
Mailing Address: Anne & Henry Zarrow School of Social Work
University of Oklahoma
700 Elm Ave., Rm 306,
Norman, OK, 73019
Telephone Number: 405-919-2225
E-mail Address: sdurrett@ou.edu or sdur2128@gmail.com (preferred)
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@fhcg.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. Long, D. D, Tice, C, & Morrison, J. (2006). *Macro social work practice: A strengths perspective*. Belmont, CA: Wadsworth. ISBN 9780534640439.
2. Fisher, R., Ury, W.L., & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in* (3rd ed.). New York: Penguin. ISBN 9780143118756.

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:

The course, normally completed in the foundation year of the MSW, will prepare students at the advanced beginner's level of professional practice. Given regular class attendance, participation in class activities, completion of assigned readings, and successful completion of course assignments, students should, at the conclusion of the course, have the ability or enhanced ability to:

- A. Orientation to Social Action in Complex Systems: Describe a broad framework of action useful in achieving the goals of professional social work through approaches to assessment, strategic planning, community development and organization, organizational development, social research and development, and evaluation of practice.
- B. Methods of Social Action in Complex Systems: Assessment - Describe assessment at community and organizational levels involving (a) environmental assessment, (b) needs assessment, and (c) asset assessment.
- C. Methods of Social Action in Complex Systems: Strategy Formulation - Understand and apply strategy formulation as a method useful in planning social action and incorporate the findings and insights systematic assessment of complex systems offers.
- D. Methods of Social Action in Complex Systems: Group Work - Understand the history of social action task groups, and steps to help a social action task group form and accomplish its purpose.
- E. Methods of Social Action in Complex Systems: Community, Organizations, Administrative, and Advocacy - Identify and describe approaches to social action involving community organizing, community development, and administrative practice.
- F. Methods of Social Action in Complex Systems: Evaluation Practice and Social Research and Development - Understand evaluation practice as a critical component of social, organizational and administrative action with social work and as a form of social intervention.

Integration of Specific Content Areas:

Social Work 5113 employs previous student learning from the areas of practice, human behavior in the social environment, diversity, research and evaluation, and ethics, to further expand their frameworks of professional social work practice. The course further integrates the methods of working with complex systems into a holistic framework of action in which can engage in professional development in substantive areas of their own choosing thereby valuing the self-determination of students.

Major Course Divisions:

- I. Macro social work: Core concepts
- II. Ethics in macro practice
- III. Assessment methods in complex systems
- IV. Strategy formulation and execution in complex social action and change
- V. Using groups and group work to advance social aims and social change
- VI. Community organization and development and their models, strategies and practices
- VII. Social administration and organizational development
- VIII. Social research and evaluation as social action
- IX. Leadership
- X. Understanding communities using Census data and community assets

Course Outline:

Date	Topic	Assignments Due
8/25	Review Syllabus & Assignments Chapters 1-2 - Getting to Yes	Readings as outlined in topic
8/26	Chapters 3 & 4 - Getting to Yes Chapters 1-2 - Macro Social Work Practice	N/A
9/8	Chapters 3 & 4 - Macro Social Work Practice	N/A
9/9	Chapter 5 & 6 - Getting to Yes Chapters 5 & 6 - Macro Social Work Practice	Common Assignment 1 Due
9/22	Chapters 7 & 8 - Macro Social Work Practice Chapter 7 - Getting to Yes	N/A
9/23	Chapters 9 & 10 – Macro Social Work Practice Chapter 8 - Getting to Yes Review for Exam	September 25 th —Common Assignment 2 Due
10/6	Comprehensive Exam	N/A
10/7	Presentations	All Papers due for Common Assignment #3

Assignments, Grading and Due Dates:

Common Assignment #1: Problem Analysis - Due September 10th - Canvas dropbox

Compose this assignment in no more than five pages and use standard formatting of 10-point font, double spaced and one inch margins. Grading is based on answering clearly and concisely each item below, and not on the overall length of the paper, unless the page limit is exceeded. Grammar, spelling and punctuation are graded. You will address a substantial amount of material, so be concise and thoughtful in writing. Do not repeat the questions or instructions in the paper, but do use the outline as a guide. APA Style format is **not required**. Use text as a resource for this assignment.

- 1. **Select a Condition/Problem.** Select a condition/problem to which you have been exposed through your early practicum experience. If you do not have a practicum, select a condition/problem you have encountered in prior social service experience or through participation in an organization. You should select a condition /problem that initially will be generally stated, but likely will become more precise with analysis. Go small! Don't try, for

example, to manage “world hunger” in a 3-5 page paper. The condition/problem should be embedded in a well-defined community or organization, which should be briefly described.

2. **Gather Information from Key Informants.** Interview a minimum of two people about the condition/problem selected. One should be a person with direct experience in the community or organizational situation (a client or consumer). The second should be a professional or advocate associated with the community or organization.
 - a. Identify Major Participants:
 - i. Who first identified the condition or problem? Are they still around? Involved?
 - ii. Who may support and oppose change to address the problem, or condition?
 - iii. What individuals or groups have power to approve or deny the change?
 - b. Identify Relevant Historical Incidents:
 - i. Has the condition or problem been recognized or acknowledged by community or organizational members? If so, when? By whom?
 - ii. What are the important incidents or events that have occurred since the first recognition to present?
 - iii. What do earlier efforts reveal?
3. **Explore the Professional Knowledge Base.** Review relevant literature and locate at least four relevant resources. Answer the following questions for this section.
 - a. What body of knowledge is critical or key to understanding this condition/problem?
 - b. What are the important concepts to define? What are your initial proposed definitions?
 - c. What relevant quantitative data exists? Write four related and relevant data statements. **Select the Factors That Help Explain Underlying Causes.** From your interviews, identification of important historical events, review of the professional knowledge base and analyze your compilation of data and ask: “What appear to be some of the major contributing factors that help in understanding the problem?” Discuss at least three of the causes you have identified.
4. Return to your Problem Statement. Review, modify and/or refine the statement of the chosen condition/problem.

Common Assignment #2: Assessment of an Organization - Due September 24th - Canvas

Base this assignment on your experience with your practicum agency. If you are part of a major division within a larger organization, it is acceptable (and may be preferable) to focus on the division instead of the entire organization. Communicate with the instructor if defining the “organization” becomes complicated problematic. Use text as a source for completing this assignment.

Of the numbered items listed, 1-3 and 7-9 are required. Students will choose to respond to one of the items numbered 4-6. Use the outline provided and state the question. Address all items under each major and minor section heading. Some can be answered in one sentence, others require more substantive responses.

Much of the information requested in items 1-6 is factual and can be found in existing organization/agency documents such as annual reports, policy manuals, articles of incorporation, web sites, strategic plans, etc. Some is based on opinion and may be subjective. However, subjective responses should be based on knowledge learned from your work with the agency, including interactions with staff and consumers/clients.

Clarity, spelling, grammar, and punctuation will be graded. Use 12-point font and double spacing, and aim for five pages of writing.

1. Provide a brief overview of the agency, describing its mission and services.

2. Assess the Organizational Environment
 - a. What are the agency's funding sources?
 - b. What percentage of the overall funding is received from each?
 - c. Discuss the nature and quality of the relationship between the funding sources and the agency.
 - d. Describe any non-cash revenue sources.
3. Identify and assess relationships with clients and referral sources.
 - a. What is the organization's domain? How does it determine which clients it will serve? In other words, what eligibility criteria does it use? How was this established?
 - b. What are the major sources of client referrals? Do clients seek out the services or are they mandated by an authority?
 - c. How does the agency respond to potential clients who do not have a funding source?
 - d. Discuss the quality of relationships with referral resources.
 - e. Is there unused agency capacity or does the demand for services outstrip supply?
4. Identify and assess relationships with other elements in the task environment.
 - a. What state or federal regulatory bodies oversee the programs/services provided by this organization?
 - b. With what government agencies does the organization contract for services?
 - c. What professional licensing or certification entities influence the agency operation?
 - d. What are the perceptions of the public regarding the quality and value of the services?
 - e. What are the perceptions of the consumers regarding the quality and value of the services?
5. Relationships with competitors and collaborators
 - a. What other organizations (in the same/overlapping geographic area) provide the same (or similar) services to the same clientele as this agency?
 - b. With whom does the organization cooperate? Is it part of a coalition or an alliance?
 - c. In relation to its peers, how is the agency perceived by regulatory and governmental bodies and the general public?
6. Identify and assess cultural competence in external relationships.
 - a. What efforts does the agency make to familiarize itself with the diversity that exists in its environment?
 - b. Does the organization recognize and seek to overcome barriers to service access?
 - c. Does the organization take steps to ensure that its staff reflects the diversity of its clientele?
 - d. Do the organization's services fit well with the needs of the minority as well as nonminority clients?
7. Which of the above aspects of the organization's relationship to the external environment do you consider to be strength of the organization? Why?
8. Which of the above aspects of the organization's relationship to the external environment do you consider to be a challenge to the organization and in need of attention? Why?
9. List the resources (documents, people, etc.) used to collect the information for this assignment.

Common Assignment #3: Macro Change Project - Due 10/7 - Canvas Dropbox and Scheduled Presentation

This assignment will be completed in small work groups with fellow students. The product will be presented in class as well as submitted as a document/report which explains and supports the group work.

1. Propose a macro change effort. Choose one that is manageable and “local”. While ideal to stay local, many rules and regulations that impact the area chosen for change may be governed at the state level, so state level tactics or change efforts may have to be explored. However, do not select a change at the federal or national level.
2. Prepare an in-class presentation of no more than 30 minutes in length. Present the product to the class as if they are a group of “stakeholders” impacted by the proposed macro change. View it as an actual meeting where you have 30 minutes to educate and explain your work to people who are critical to the ability of your change effort to move forward.
3. The entire process need not be fully developed. This is an attempt to garner input, support and involvement/assistance for the effort. It is important that the background analysis and the effort/approach developed to achieve positive macro change be effectively communicated to the “stakeholders”.
4. Suggest some potential strategies/tactics.
5. Discuss the possible evaluation strategies, or at least the importance of building in an evaluation component.
6. Work to make the presentation engaging, interesting and concise. Aim to provide the stakeholders with the information needed to understand the proposal.
7. Incorporate a component to gain feedback from stakeholders that can improve and support the effort.
8. Use any electronic technology available in the classroom.
9. Handouts (e.g. executive summary, power point outline, other brief document or resource) considered useful to the stakeholders may be distributed,
10. Be mindful of the use of presentation time. A penalty will be assessed for exceeding 30 minutes. Presentations will be ended by the instructor at 30 minutes, completed or not. No penalty will be assessed for presentations under 30 minutes, but it is likely presentations much shorter than this will struggle to be effective. If so, this will impact the assigned grade.
11. Create a brief Executive summary.
 - a. Include an introduction to the macro issue, concern or problem selected.
 - b. Provide an analysis of the problem, and a description of the population
 - c. Provide an analysis of either the community or organization upon which the focus of the intervention is suggested.
 - d. Explain the framework used to develop the intervention,
 - e. Include a list of resources used in your analysis. (Not to be included in the page count).
12. One grade will be assigned to the whole group of presenters.
 - a. It will be based upon the presentation and the supporting document in equal proportion, but will also take into account how well the two parts support and are consistent with one another.
 - b. Each group should strive to insure that all members contribute in meaningful ways to the project. Use each member’s strengths for best collaboration, and work together with care not to duplicate efforts.

Common Assignment #4: Comprehensive Final Exam

A comprehensive final examination will be administered which will cover material presented throughout the course, including all readings, class lectures and outside presenters. The form of this exam will be multiple choice questions.

Social Work Competencies and Practice Behaviors Assessed

Students will demonstrate competencies and practice behaviors of advanced beginners in the following areas:

- EP2.1.3 Competency: Apply critical thinking to inform and communicate professional judgments. Relevant Practice Behaviors:
 - distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (Assignments)
 - Analyze models of assessment, prevention, intervention, and evaluation (Assignments)
 - Demonstrate effective oral and written communication in working with individuals, families, groups, organizations communities, and colleagues (Assignments)
- EP2.1.4 Competency: Incorporate Diversity in Practice. Relevant Practice Behaviors:
 - View themselves as learners and engage those with whom they work as informants (Assignments)
- EP2.1.6 Competency: Engage in research-informed practice and practice-informed research. Relevant Practice Behaviors:
 - Use research evidence to inform practice (Assignments)
- EP 2.1.9 Competency: Respond to contexts that shape practice. Relevant Practice Behaviors:
 - Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (Assignments)
 - Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services (Assignments)
- EP 2.1.10 Competency: Engage, assess, intervene, and evaluate with communities. Relevant Practice Behaviors:
 - Assessment:
 - i Collect, organize, and interpret community data (Assignments)
 - ii Assess Community strengths and limitations (Assignments)
 - iii Develop mutually agreed upon intervention goals and objectives
 - iv Select appropriate intervention strategies
 - Evaluation
 - i Social workers critically analyze and evaluate interventions.

Teaching/Learning Methods

This course is designed to include a number of teaching/learning activities which involve a seminar format with in-class lecture/discussion, simulations, films, student presentations, required readings, fieldwork, and structured assignments. All students will be responsible for contributing to class discussion and so class attendance is of utmost importance. Structured assignments are outlined and intended to provide experience in community organizing and development. Students are expected to be conversant with reading assignments and to actively engage in class discussion. Students may be asked to summarize assigned readings. Guest lecturers, experiential group exercises, and video presentations may be used to support learning objectives.

Grading:

This is a letter-graded course: A, B, C, D, or F. 92-100 = A; 84-91 = B; 76-83 = C; 69-75 = D; 68 & below = F.

Assignment	Due Date	Percent of Grade
Common Assignment #1: Problem Analysis	September 10, 2017	20
Common Assignment #2: Assessment of an Organization	September 24, 2017	20
Common Assignment #3: Macro Change Project	October 7, 2017	30
Common Assignment #4: Comprehensive Final Objective Exam	October 6, 2017	30

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 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 obtained at <http://www.ou.edu/studentconduct/>. 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 Avenue – Suite 166 Goddard Health Center 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 (HIPAA) Statement:

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.

Attendance:

Excused absences are defined in your student codebook. Outside of the exceptions in the codebook, you are expected to attend every class session. The lecture material and discussions are central to your learning. More than 6 hours of absence for the entire course will result in a reduction of your overall grade by 10 percent. If you miss between 7-9 hours, you will be responsible for completing a 10 page make-up assignment reflecting on the assigned readings for the missed class session. If you miss more than 9 hours of course in any semester, you will be asked to drop the course or alternatively receive a failing grade. You are responsible for all course information presented and/or materials passed out regardless of an absence. Be sure to contact a few students for updates.

Inclement weather:

If the university is closed for an extended period due to inclement weather, I will communicate with students about alternate arrangements. If all courses for an entire week are cancelled, I may decide to postpone the assignments. However, unless you are notified otherwise, please assume that assignments will be due as scheduled even if the university is closed.

Class Distractions:

Electronic devices that distract the class by beeping, ringing, or prompting a student to leave the classroom **must be off** during class time. Other contacts can be made during the regular class break times. Students who do not adhere to this rule during class will be asked to leave and incur an absence upon a second warning. Refrain from non-class related activity - Reading during lecture or class activities, working on non-class material, texting, holding side conversations, sleeping (either sitting up or head down), and/or excessive doodling are examples of unaccepted classroom behavior.

In addition to your attendance, **your professional presence** is required for each class session. This means that you should come prepared to engage in and foster professional dialogue having read content relevant to the course. Refrain from cross-talking. Return from breaks punctually.

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

Sue Durrett, MSW

Education

- 2007 M.S.W., University of Oklahoma
- 1982 BS, University of Oklahoma

Current Positions

- Adjunct Professor, University of Oklahoma
- Adjunct Professor, Rose State College

Frequently Taught Advanced Programs Courses

- SWK5243 Human Behavior: Groups, Organizations, and Communities
- SWK 5313 Social Welfare Policy Practice
- SWK 2113 Introduction to Social Work
- SWK3323 Human Diversity/Social Justice

Major Areas of Teaching and Research Interest

- Dynamics of Child Abuse and Neglect
- Social Work Education
- Mentoring Child Welfare Workers
- Community Building Practice

Representative Honors and Awards Received

- 2009 Heart & Soul of Norman Social Service Staff Lifetime Achievement Award
- 2012 OKDHS Freida Mosely Award for outstanding work in the community
- 2014 Undergraduate Professor of the Year Award, University of Oklahoma, School of Social Work

Major Professional Affiliations

- 1982--2012--Oklahoma Department of Human Services
- 1982--present--Citizens Advisory Board of Cleveland County