

SWK 5113-103: Generalist Practice with Groups, Organizations and Communities

Course Description:

Second of two required foundation year method courses in generalist social work practice. Continuation of the exploration of the generalist perspective focusing on the knowledge, values, skills, and techniques appropriate for assessment and interventions with groups, organizations, and communities.

Class Dates, Location and Hours:

Dates: August 22 & 29, September 5, 12, 19 & 26, October 3, 10, 17, 24, & 31, November 7, 14, 21, & 28, and December 5, 2017
Location: Room 105-110, Zarrow Hall, 700 Elm Avenue, Norman OK
Hours: Tuesday evenings – 6:00 p.m. – 9:00 p.m.
Last day to enroll or drop without penalty: August 21, 2017

Site Director:

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

Professor Contact Information:

Course Professor: Charlotte Kendrick MSW, LCSW
Mailing Address: Anne & Henry Zarrow School of Social Work
The University of Oklahoma
700 Elm Ave., Room 115
Norman, OK, 73019
Telephone Number: (405) 314-5535
Email Address: Charlotte.J.Kendrick-1@ou.edu
Professor availability: 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@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. Morse, S. (2014). *Smart communities: How citizens and local leaders can use strategic thinking to build a brighter future* (2nd edition). San Francisco: Jossey-Bass. ISBN 9781118427002.
2. Gladwell, M. (2002). *The tipping point: How little things can make a big difference*. New York: Little, Brown. ISBN 9780316316965.
3. American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 9781433805615.
4. Selected readings posted on Canvas: (subject to change per professor discretion) 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.

- a. Brueggmann, W. G. (2006). In *The practice of macro social work*. Chapter 4.
- b. Bryson, J. M. (2011). *Strategic planning for public and nonprofit organizations*. Fourth Edition. Chapters 1 & 2.
- c. Burghardt, S. (2001). Know yourself: A key to better organizing. In J.E. Tropman, J.L. Erlich, & J. Rothman (Eds). *Tactics and techniques of community intervention*. 150-158.
- d. Campbell, W.S. & Wolfer, T. Developing community in Truman Village.
- e. Cortes, E. (Spring, 2006). Towards a democratic culture. *Kettering Review*, pp. 46-57.
- f. Dolgorf, R., Harrington, D., & Loewenberg, F. (2005). *Ethical Decisions for Social Work Practice*. Chapter 4.
- g. Douglass, R. L. (2001). In J. E. Tropman, J.L. Erlich, & J. Rothman, J. (Eds). How to use and present community data. In *Tactics and techniques of community intervention*, Itasca, IL: F. E. Peacock, p. 327-339.
- h. Gladwell, Malcolm, (2002). The Tipping Point, How Little Things Can Make a Big Difference. Readings to be determined.
- i. Hardcastle, D.A., Wenocour, S., Powers, P.R. (2004). Discovering and documenting the life of a community. In *Community Practice: Theories and Skills for Social Workers*, NY: Oxford University Press, pp. 145-171.
- j. Reisch, M. & Lowe, J. I. (2000). Of means and ends revisited: Teaching ethical community organizing in an unethical society. *Journal of Community Practice*, 7, 1,19-38.
- k. Sheafor, B.W. & Horejsi, C.R., Horejsi, G.A. (2006). Learning about your community. In *Techniques and guidelines for social work practice*. (7th Ed.).
- l. Stake, R. E. (2004). Clients, stakeholders, beneficiaries, and readers. In *Standards-based and responsive evaluation*. Thousand Oaks, CA: Sage Publications, Inc.
- m. Wolfer, T. A. & Gray, K. A. How can everyone get a just share?

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:

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. 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 practice.
- B. Describe assessment at community and organizational levels involving (a) environmental assessment, (b) needs assessment, and (c) asset assessment.
- C. 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. Understand the history of social action task groups, and steps to help a social action task group form and accomplish its purpose.
- E. Identify and describe approaches to social action involving community organizing, community development, and administrative practice
- F. Understand evaluation practice as a critical component of social, organizational and administrative action within social work and as a form of social intervention.

Major Course Divisions:

- A. Macro social work: Core concepts
 - i. Social problems and interventions
 - ii. Promoting social change at the community level
- B. Ethics in macro practice
 - i. Application of the Code of Ethics in the macro/mezzo setting.

- ii. Limitations of the Code of Ethics to guide macro/mezzo intervention
- C. Assessment methods in complex systems
 - i. Quantitative methods, including Census data
 - ii. Qualitative methods, including observations and utilizing key informants
- D. Strategy formulation and execution in complex social action and change
 - i. Identifying community assets to guide interventions
 - ii. Linking assets to interventions
 - iii. Utilizing evidence-based practice to guide interventions
- E. Using groups and group work to advance social aims and social change
 - i. History of task groups
 - ii. Steps to help a task group form and accomplish its purpose
 - iii. Leadership models
- F. Community organizing and development
 - i. Models of community organizing and development
 - ii. Strategies and practices in community organizing and development
- G. Social administration and organizational development
 - i. Social workers as administrators
 - ii. Social workers as organization developers and consultants
- H. Social research and evaluation as social action
 - i. The importance of planning evaluation prior to an intervention
 - ii. Measuring successful interventions at the community level

Social Work Competencies and Practice Behaviors Addressed:

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

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 3)**
- F 2.2 Make ethical decisions by identifying the relevant standards in the NASW Code of Ethics. **(Assessed in Assignment 3)**
- F 2.3 Tolerate ambiguity in resolving ethical conflicts. **(Assessed in Assignment 3)**
- F 2.4 Describe ethical reasoning using SW ethics hierarchy. **(Assessed in Assignment 3)**

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 2)**

- F 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. **(Assessed in Assignment 1 & 2)**

Competency 4:

Students understand how diversity shapes the human experience. Diversity is understood as the intersection of multiple factors, which include age, class, gender, color, culture, disability, ethnicity, gender, gender identity, immigration status, political ideology, race, religion, and sexual orientation.

Associated Behaviors:

- F 4.4 View themselves as learners and engage those with whom they work as informants **(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 Assignment 2)**
- F 6.2 Conduct informed literature reviews when working with specific client problems. *(Assessed in Assignment 2)*
- F 6.3 Use research evidence to inform practice. **(Assessed in Assignments 1 & 2)**

Competency 9:

Students recognize that the context of practice is dynamic, and ever changing.

Associated Behaviors:

- F 9.1 Continuously discover, appraise, and respond to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. **(Assessed in Assignments 1 & 2)**
- F 9.2 Advocate for sustainable changes in service delivery and practice to improve the quality of social services. **(Assessed in Assignment 2)**

Competency 10:

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

Associated Behaviors:

F 10.2 – Assessment

- F 10.2(a) Collect, organize, and interpret basic client data multidimensional bio-psycho- social-spiritual assessments. **(Assessed in Assignment 1)**
- F 10.2(b) Identify client strengths and limitations. **(Assessed in Assignment 1)**
- 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(b) Develop intervention plans through the use of mutually agreed-on goals and objectives. **(Assessed in Assignment 2)**

F 10.4 – Evaluation

- F 10.4(a) Monitor and evaluate interventions **(Assessed in Assignment 2)**

Course Outline: (subject to change per professor discretion):

Date	Topics	Readings	Assignments
Session 1 8/22	Introductions & Course Overview; Syllabi Review & Expectations; Review of Student Websites	None	None
Session 2 8/29	Intro to Groups, Organizations & Communities; NASW Code of Ethics APA Citation Review	Morse- Ch.1; Reisch & Lowe (pgs. 19-31 only; Case examples in class) Dolgorf; Bring NASW Code of Ethics to class	Quiz 1: Please bring your electronic devices to every class Topic: TBA Discuss Common Assignment #1 Community meeting selection for Common Assignment #2 due 8/29 - submit to Canvas by 5:00pm
Session 3 9/5	Investing Right; Working Together, 3 Rules of Epidemics; Census Project: Demographics and Geographics (in class)	Morse- Ch.2 pgs. 27-45; Ch.3 pgs. 55-66 Gladwell- Ch.1 Cortes	Quiz 2: in class Common Assignment #1: Ethics Paper due 9/5/17 -submit to Canvas by 5:00pm
Session 4 9/12	Building on Community Strengths, Practicing Democracy; The Law of the Few; Guest Speaker; Dr. Deb Shropshire	Morse Ch.4 pgs. 79-85 & 94-99; Ch.5 pgs. 101-112; Sheafer et al; Gladwell- Ch.2	Quiz 3: in class Discuss Common Assignment #2
Session 5 9/19	Sample Windshield Analysis - in class; Building on Community Strengths/Assets; The Power of Context; Discussion of outlines for paper	Hardcastle et.al; Douglass; Gladwell Ch.4 pgs. 133-151	Quiz 4: in class
Session 6 9/26	Preserving the Past; The Power of Context; Discussion of Windshield Analysis	Morse Ch. 6 pgs. 147-148; Gladwell Ch. 5 pgs. 169-175 Wolfer & Gray	Quiz 5: in class Windshield Analysis due 9/26 - submit to Canvas by 5:00pm
Session 7 10/3	Growing New Leaders; Case Study Discussion of Community Meetings	Morse-Ch. 7; Gladwell Ch.6	Quiz 6: in class Analysis Paper on Community Meeting due 10/3 - submit to Canvas by 5:00pm

Date	Topics	Readings	Assignments
Session 8 10/10	Tipping Point-review; Social research and evaluation as social action; Guest Speaker: Pam Sanford	Gladwell Ch. 8	Quiz 7: in class
Session 9 10/17	Style of Leadership; Role Clarification; Critical Incidents; Peer review of rough draft	Brueggemann; Burghardt	Quiz 8: in class Community Assessment Paper Rough Draft for Common Assignment #2 due 10/17 -submit to Canvas by 5:00pm.
Session 10 10/24	Neighborhood & Community Empowerment; Evidence-based practice interventions	Campbell & Wolfer (only read part A before class)	Quiz 9: in class Common Assignment #2: Community Assessment Final Paper due 10/24 - submit to Canvas by 5:00pm
Session 11 10/31	Social Workers and Organizational Development; Strategic Planning	Bryson - Ch.1-2; Stake	Quiz 9: in class Begin Common Assignment #3 Presentation Schedule-Random assignment of order
Session 12 11/7	Presentations (5)	Gladwell - Afterword pgs. 261-280	Quiz 10: in class Presentations Due- give printed slide handout to instructor immediately before presentation
Session 13 11/14	Presentations (8)	NA	NA
Session 14 11/21	Presentations (8)	NA	Common Assignment #3: Community Intervention Final Paper due 11/21 -submit to Canvas by 5:00pm
Session 15 11/28	Discussion of Intervention and Visual Representations of Presentation on websites	NA	Common Assignment #3: Community Intervention Final Paper due 11/21 -submit to Canvas by 5:00pm
Session 16 12/5	Course Evaluations, discussion of what has been learned from course and how to use this information in the student's future career and Wrap-Up	NA	NA

Assignments, Grading, and Due Dates:

Student Websites – continued use (10 points):

Rationale:

With continued use of web-based portfolio SWK 5113 course, students will add to the customized bank of information about themselves, highlighting professional information to increase the student's marketability in an ever-increasing digital world. **Students will need to provide instructor with their website.**

Instructions:

Students will bring tablet or laptop devices to all classes. Students are provided with a URL through create.ou.edu to utilize while enrolled at the University of Oklahoma. Students will include (at minimum) the following features on their sites: title, theme, menu, biography and a brief visual representation of their presentation. Grading will be based on if above features are present. Students are encouraged to put other items on their website that showcase their work throughout the semester.

Quizzes – (40 points)

Rationale:

There will be weekly opportunities to display learning based on assigned readings and/or lecture materials. These will be posted on Canvas at class time and done within the first 15 minutes of class.

Instructions:

Quizzes will be multiple choice. Students will be expected to bring electronic devices to every class to complete in-class assignments. Discussion will be held regarding the questions on the quizzes.

Common Assignment #1: Application of Macro Ethical Decision -Making Model (Ethics Paper-due 9/5/17-submit to Canvas by 5:00pm) (20 points)

Rationale:

The code of ethics and many ethical decision-making models are geared more towards micro practice than macro practice. In this assignment, students will learn a macro ethical decision- making model and apply it to a decision case.

Instructions:

Students will have read the “Reisch & Lowe” article before class. During class students will read a decision case and then perform ‘the ethics work-up’ presented in the article. In the paper, students will discuss the steps taken in the ethics work-up. The paper will be a no more than typed 2 page, double spaced, 12 pt. font paper in APA style.

Analysis Paper on Community Meeting (Meeting selection due 8/29 – Analysis paper due 10/3-submit both to Canvas by 5:00pm on their respective dates) (20 points)

Rationale:

Social Workers should be knowledgeable and participatory in community action means at all levels of practice. Such activism is part of the profession and social workers are ethically bound to such action.

Instructions:

For this assignment, students should choose a community meeting to attend (with prior approval by instructor) and write a typed 1-2-page (double spaced, 12 pt. font, 1” margins) reflection/personal analysis including the purpose of the meeting and at least two social work values within it (citing NASW Code of Ethics).

Common Assignment #2: Community Assessment (50 points)

Rationale:

Social workers should develop a thorough understanding of community structure and dynamics before actively intervening in a community. They develop understanding by gathering information from a variety of sources, and by *critically analyzing* this information. Careful analysis of community data provides an essential foundation for intervention.

Instructions:

For this assignment students undertake a set of procedures to conduct a community assessment. The students will analyze a geographic community of their choice and assess that community by focusing on the community's demographics, environment, needs, and assets. **The product will be a paper that incorporates multiple methods of data collection and will incorporate tabular and qualitative data.**

For this assignment students are expected to:

1. Select a geographic community for study. You should select a neighborhood served by your field agency or employment, usually a census tract or you may select the census tract in which you live. Students analyzing the same community may share information, but each student needs to write his/her own paper.
2. Prepare a community profile using some of the criteria suggested by Sheafor & Horejsi (2006) (include #1, 2, 3, 4, 6, 7, 8,9,10, 11, & 12). Also include aspects of your "windshield analysis" (see below) into each section of your paper. In your summary assessment, discuss at least 3 strengths/assets as well as at least 3 problems/needs. Base the profile on a combination of printed information from governments, neighborhood associations, libraries, and local papers, and your observations. The Census Bureau will be your main source.
3. After concluding the paper, write an addendum briefly describing the social problem affecting the community and assets in the community that could be used to craft an intervention. You will use these in the next paper for Commons Assignment #3 (see F below).
4. You should cite **at least five additional scholarly references** that guided your analysis.

Windshield Analysis: due 9/26 – submit to Canvas by 5:00pm

After students have identified their Census Tract (CT) area for this assignment, students are to complete a walking or driving subjective CT windshield visual observation, noting the specifics elements of a community as suggested by the Sheafor article (#1, 2, 3,4, 6, 7, 8, 9, 10, 11, & 12). Write up will include headings and 2-3 sentences of observation.

Mock windshield analysis will be completed in class prior to this assignment. This will be included as a portion of overall paper grade.

Rough Draft: due 10/17 – submit to Canvas by 5:00pm

Students are given the opportunity to provide a nearly complete rough draft to peers for review and comments in class. Paper must be at least 75% complete (at least 15 complete pages) and all in-text citations and reference list should be complete (at least 6-8 references including Census). The Peer Review process will be included as a portion of your overall paper grade. (see guidelines below)

Community Assessment Final Paper (including addendum from #3 above): due 10/24-submit to Canvas by 5:00pm

Papers should be typed, double-spaced, 12 pt. font, 1" margins. Length should be **20-22 pages** using APA style. Included in paper length will be APA formatted title page (no abstract), running headline, page numbers, headings/sub-headings to well-organize paper, and references.

Papers will be evaluated according to the following criteria:

- Student's ability to describe the community thoroughly and coherently
- Student's ability to provide a thorough analysis

- Student’s ability to identify community’s strengths and weaknesses
- Student’s ability to incorporate textbook and readings to help guide analysis
- Student’s ability to write succinctly, comprehensively, and professionally.

Common Assignment #3: Community Intervention (30 points)

Rationale:

Social workers should develop a thorough plan before intervening in a community. They may develop a plan by identifying assets, defining the problem, creating an action plan that links the assets to solving the problem, preparing to implement the plan, and evaluating the results of the intervention. Such planning guides intervention and increase the likelihood for success.

Instructions:

Using their “Community Assessment”, students will select an identified need and craft an intervention that uses an identified community asset and evidence-based practice. Students will discuss in detail in their paper how the intervention will be crafted using community input and discuss how the intervention will be evaluated.

Students are expected to:

1. Identify and elaborate upon social problem/need affecting the geographic community (CT) as described in the previous paper.
2. Identify and elaborate upon assets affecting CT, incorporating research findings to strengthen your identification of assets.
3. Conduct interview with a social worker to investigate about proposed problem area and how that issue has been/has not been addressed in this community. (This will be in correlation with Policy assignment).
4. Examine what services in the area serve the proposed problem area or population and gather additional information about particular successful interventions using ‘best practices’ (not what you think is cool/interesting/feels good). You should also rely on **scholarly books or journal articles (min 10)** that describe at least 3 evidence-based interventions that could address the problem/need from this community, potentially utilizing the community’s assets.
5. After synthesizing research, develop a hypothetical intervention which explains why the issue is a problem for the community and describes how the assets will be used to resolve it. (**do not** begin with the program idea).
6. Utilizing research methods, define at least 3 measurable goals for your proposed intervention and describe means to measure each of the goals via evaluation.
7. Headings are to be as follows:
 - a. Social Problem (subheadings: The Extent of the Problem, Factors Contributing to the Problem, and Impact of the Problem)
 - b. Community Assets
 - c. Evidence- based Interventions (3)
 - d. Chosen Intervention
 - e. Goals
 - f. Evaluation
 - g. References

Community Intervention Paper: due 11/28-submit to Canvas by 5:00pm:

Using the above guidelines, the papers should be typed, double-spaced, 12 pt. font, 1” margins. Length should be **10-12 pages** using APA style. Included in paper length will be APA formatted title page (no abstract), running headline, page numbers, headings/sub-headings to well-organize paper, and references.

Presentations: will occur 11/7 through 11/28 (20 points):

Students will present a brief overview of their community analysis and intervention. Slide presentation must be posted to Canvas Assignments at the time of presentation when the student presents. Presentations should be 15 min in length utilizing PowerPoint, Prezi, or other software. Point deductions will be taken for presentations under or over 15 minutes.

There will be a 5minute period after the presentation for questions.

Students are required to dress professionally as one would if presenting at a city council meeting.

Instructions for presentation:

- Slide 1. Name your census tract and show a map of it
- Slide 2. Overview of what is similar to your CT and different from your CT (“tract x has slightly more African Americans, higher incomes.... than X”)
- Slide 3. Assets
- Slide 4. Problem you chose
- Slide 5. Evidence-based practices to address problem. Explain briefly what the evidence showed (“research shows that xyz works best to help obese children live a healthier lifestyle”)
- Slide 6. How you applied the evidence-based practices to solve your problem.

Students will also prepare a brief visual representation of their presentation to be posted on their individual websites.

Grading Scale:

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

Methods of Evaluation/Grading (All Grades will be posted in Canvas):

- Classroom Participation (10 points)
- Student Website Project (10 points)
- Quizzes on Reading Materials/Class Content (40 points)
- Common Assignment #1: Application of macro ethical decision-making model-Ethics Paper (20 points)
- Analysis Paper on Community Meeting (20 points)
- Common Assignment# 2: Community Assessment (50 points). This assignment grade includes Windshield Analysis., peer review of rough draft, and paper
- Common Assignment #3: Community Intervention (30 points)
- Final Presentation (20 points)

Total Points for Course: 200 points possible

90-100% =	A: Excellent: Work exceeds course expectations
80-89% =	B: Good: Work meets course expectations
70-79% =	C: Fair: Work marginally meets course expectations
60-69% =	D: Poor: Work minimally meets course expectations
59% or below =	F: Failure: Work does not meet course expectations

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 Attendance and Excused Absences:

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

grade. Students are responsible for all course information presented and/or materials passed out regardless of an absence. Be sure to contact fellow cohort members for updates.

All students are expected to sign in within the first 5 minutes of class. Students are expected to be respectful of start time as act of professional behavior. Please return from breaks punctually.

If students need to miss a class, please communicate as soon as possible with the instructor. Make-up work will only be given for excused absences. Students are responsible for contacting the instructor to schedule make up assignments. Contact with instructor must be made within 2 weeks after missed class to be eligible for make-up work, even if absence is excused.

Academic and Professional Performance:

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.

Students are expected to treat each other and the instructor according to Section 2 of the NASW Code of Ethics (Social Workers' Ethical Responsibilities to Colleagues). This includes refraining from non-class related activity during class, including (but not limited to) 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. Additionally, please return from breaks punctually. Students are expected to attempt to resolve conflicts with each other before approaching instructor for assistance.

Please refrain from distracting classroom behavior such as (but not limited to): using devices for anything other than pertinent classroom activities, any non-class related activity, reading during lecture or class activities, working on non-class material, texting, holding side conversations, and sleeping (either sitting up or head down).

One break will be provided for students to take care of non-course related things. Please be respectful of others and use that time wisely. The instructor understands students may need to consume snacks during class time. This is acceptable, as long as consuming said snacks neither prohibits classroom participation nor causes a distraction for others (including strong smells or loudly-packaged items). This is a privilege, not a right.

Electronic Devices in the Classroom:

Computers may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. This includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited and your phone should be put away. In the case of an emergency, please step out of the room to take the call. Failure to meet these expectations may result in being asked to leave class.

Course Evaluation:

You have the opportunity to evaluate both the course and instructor formally via eval.ou.edu at end of the semester. If experiencing difficulty with some aspect of the class, schedule an appointment with the instructor to resolve it and please do not wait until the final evaluation.

OU Email:

You are required by University Policy to use your University of Oklahoma e-mail account for all correspondence related to this course. **Forwards of your OU e-mail account to another system are not acceptable.**

OU Writing Center:

The Writing Center is available to assist with all written coursework. For a free 45-minute appointment with a consultant call 325-2936. Alternatively, online consultations are available at:

<http://www.ou.edu/writingcenter/onlinesubmission.html>.

HIPPA Statement

In line with the new HIPPA 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.

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

Charlotte J. Kendrick, MSW, LCSW

Education

- 2000 - Master of Social Work, The University of Oklahoma, Norman, OK
- 1981 - Bachelor of Science in Psychology, Oklahoma State University, Stillwater, OK

Current Positions

- Community Faculty – The University of Oklahoma, Anne and Henry Zarrow School of Social Work
- Program Administrator-Protection & Prevention, Child Welfare Services, Oklahoma Department of Human Services

Previous Related Positions

Medical Social Worker and Manager of Social Services - OU Medical Center

Frequently Taught Advanced Programs Courses

SWK 5113 Generalist Practice with Groups, Organizations and Communities

Major Areas of Teaching and Research Interest

- Practice with Children and Families
- Community and Organizational Culture, and Leadership

Representative Honors and Awards Received

Governor's Commendation – Work with Domestic Violence Treatment Community

Major Professional Affiliations

- National Association of Social Workers – Member 1998-present
- Board of Visitors, School of Social Work, The University of Oklahoma – Active 2007-2013, Emeritus 2013-present