



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

SWK 5613-103: Advanced Group Work

Course Description and Purpose:

The purpose of this course is to provide students with advanced knowledge, values and skills requisite for evidence based group work. Within this context, students learn to facilitate group dynamics, and apply major theoretical frameworks with culturally sensitive modifications to the various types of treatment groups.

Class Dates, Location and Hours:

Dates: January 20, 27; February 3, 10, 17, 24; March 3, 10, 17, 24, 31; & April 7, 14, 21, 28, 2018
Location: Zarrow Hall Room: 105-110, 700 Elm Avenue Norman OK
Hours: Saturdays, 1:00 p.m. – 3:50 p.m.
Last day to enroll or drop without penalty: January 19, 2018

Site Director:

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

Professor Contact Information:

Course Professor: Tiffany Page
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Anne and Henry Zarrow School of Social Work
700 Elm Drive
Norman, OK 73019
Telephone Number: (405) 325-2821
E-mail Address: tiffany@clevelandcountycasa.org
Professor availability: The professor will be available via e-mail, and directly with students one hour after the class sessions by appointment.

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

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 (2009). *Publication of the American Psychological Association* (6th ed.). New York: Author. ISBN 9781433805615.
2. Corey, G. (2016). *Theory and Practice of Group Counseling* (9th ed.). Belmont, CA: Thomson Brooks/Cole. ISBN 9781305088016.
3. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

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

Educational Outcomes:

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

- Critically evaluate theoretical frameworks and practice models related to direct social work practice with groups particularly as they apply to diverse and at risk populations
- Demonstrate ability to recognize and utilize group dynamics and stages of group development to maximize positive outcomes
- Differentially select, plan, design/implement group work interventions and evaluations appropriate to group goals
- Demonstrate application of social work values and ethical decision-making processes in working with groups

Social Work Competencies and Practice Behaviors Assessed:

DP 1.0 – Professional Conduct Responsibility:

Students readily identify themselves as professionals and can critically evaluate their own practice. They demonstrate the professional use of self with clients.

- **DP 1.2-**Regularly practice personal reflection in order to analyze professional strengths, limitations, and biases both generally and in specific cases
- **DP 1.4-** Demonstrate professional demeanor in behavior, appearance, and communication
- **DP 1.9-** Utilize supervision and consultation for complex cases, self-reflection, ethical dilemmas, skill enhancement, and professional growth

DP 2.0 – Ethics Competency:

Students are able to identify multiple dimensions of ethical dilemmas. They can analyze and appraise complicated ethical issues, legal parameters, and shifting societal norms

- **DP 2.1-** Recognize and manage personal biases as they emerge so that professional values guide practice
- **DP 2.2-** Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles

DP 3.0 – Critical Thinking Competency:

Students can differentiate the strengths and limitations of multiple practice theories and methods. They are able to deconstruct theories and methods to evaluate how they relate to specific and diverse client systems within their environmental contexts. They are able to apply these critiques to individuals, families, and groups throughout the lifespan.

- **DP3.1-** Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, SW values/ethics, person-in-environment fit, and practice wisdom
- **DP 3.2-** Evaluate, select, and implement multidimensional assessment, intervention, and practice evaluation tools
- **DP 3.3-** Communicate professional information to clients, social workers, and other professionals, in verbal and formal/informal written formats
- **DP 3.4-** Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.

DP 4.0 – Diversity Competency:

Students apply their knowledge of diversity to the helping relationship and to the client's problems.

- **DP 4.2-** Utilize self-awareness to suspend personal bias and values in professional practice. Identify and use practitioner/client differences from a strengths perspective
- **DP 4.3-** Critique evidence-based practices as often culture-bound and adapt those practices to be culturally relevant
- **DP 4.4-** Research and apply knowledge of diverse populations to enhance interventions
- **DP 4.5-** View themselves as learners and engage those with whom they work as experts on their own experiences

DP 6.0 – Research Competency:

Students are able to research and critique evidence-based interventions.

- **DP 6.1-** Select and adapt evidence-based practices to specific client problems
- **DP 6.2-** Apply literature review findings to assessment and intervention with diverse client populations
- **DP 6.3-** Describe the limitations of evidence-based practices

DP 10.0 – Practice Competency:

Students use interactive and reciprocal processes of therapeutic engagement, multidimensional assessment, evidence-based intervention, and practice evaluation at multiple levels. They have a theoretically informed knowledge base so as to effectively practice with individuals, families, and groups.

Engagement:

- **DP 10.1(a)-**Substantively and affectively prepare for action with individuals, families, and groups by thoughtfully considering data from the case
- **DP 10.1(b)-**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
- **DP 10.1(c)-**Establish and use an empathic, relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes

Assessment:

- **DP 10.2 (b)-**Assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances, and events
- **DP 10.2 (c)-**Interpret qualitative and quantitative data to measure and ascertain contributing elements of the problem(s)
- **DP 10.2 (d)-**Identify and utilize client strengths to create intervention strategies

Intervention:

- **DP 10.3 (d)**-Collaborate with other professionals to coordinate client care
- **DP 10.3(e)**-Facilitate thorough, planned termination which addresses any ongoing needs, clients' feelings and a review of progress

Evaluation:

DP 10.4 (a)-Critically analyze client interventions using relevant outcome measures.

Major Course Divisions:

- Therapeutic group factors
- Group leader's tasks in managing change groups
- Group composition & stages of group development
- Professional Standards & Ethics in working with groups
- Group intervention schools/theories

Course Outline:**Basic Elements of Group Practice:**

Date	Topic	Required Readings
01/20	Introduction and Course Overview	Corey – 1, 2, 3
01/27	Group Stages	Corey – 4 & 5

Theoretical Approaches to Group Counseling:

Date	Topic	Required Readings	Special Notes & Due Dates	Professional Development (Group) Topic
02/03	Psychoanalytic	Corey – 6	Small group plan is due Presentations begin Group Demos begin	How have past experiences impacted our trajectories in life (personal/professional)?
02/10	Adlerian	Corey – 7	Small groups begin	How can I work with people who I completely disagree with?
02/17	Psychodrama	Corey – 8	NA	How does our attitude transfer on to the clients we serve?
02/24	Existential	Corey – 9	NA	How can we resolve the fact that as social workers we will not always be <i>able</i> to help others?
03/03	Person-Centered	Corey – 10	NA	What do I do when I realize that I don't know near as much as I thought I did?
03/10	Gestalt	Corey – 11	Group Proposal Assignment due	How does my worldview impact the way I think about others?
03/17	Transactional	Corey – 12	NA	How can personal or professional relationships help or hinder our success?

Date	Topic	Required Readings	Special Notes & Due Dates	Professional Development (Group) Topic
03/24	Cognitive Behavioral	Corey – 13	NA	How do I know if I am working outside of my expertise?
03/31	Rational Emotive	Corey – 14	NA	How do we help those who don't seem to want to help themselves?
04/07	Choice Theory/Reality Therapy	Corey – 15	Small groups end Presentations end Group Demos end	How do we manage power structures in clinical practice?
04/14	Solution Focused	Corey – 16	Personal Assessment of Small Group is due	How do we help those who don't seem to want to help themselves?

Integration and Application:

Date	Topic	Required Readings
04/21	Differences & Group Evolution	Corey – 17 & 18
04/28	Potluck Lunch & Focus group	NA

Course Assignments:

Semester Long Small Group Project and Final Reflection Paper (25% of total grade):

Small Group Project:

Purpose of this assignment is for students to demonstrate their knowledge & application of group theory dynamics using a semester long small group personal experience. Students will self-select into small groups, and will collectively determine the focus and goals of that group at the beginning of the semester. Each week the small group will meet to work on group goals. Students will find it helpful to keep notes or a summary of each session to recall what happened over time.

At the beginning of the semester students will submit a small group purpose & plan addressing the following:

- Group Number & Name:
- Learning Objective: Develop a group plan. Submit plan that addresses the below points, with signatures, by third week of classes.
- What is group purpose? Course objective is for students to learn about groups by experiencing & observing group dynamics as group moves through group stages (forming, storming, norming, performing & adjourning) over time.
- Decide individual/personal & group goals, e.g. increase self-awareness, relieve stress, facilitate understanding of class readings, materials or personal challenges.
- Decide whether group wants to have fix leaders or rotate leaders? If rotation is desired, identify leadership schedule over time.
- You need to meet a minimum of thirty minutes per week, so where will group meet besides the classroom?

- What will be group rules around attendance, late or early exits, use of smart phones, and lap tops during meetings, confidentiality, eating, managing interpersonal conflicts and other?
- What activities besides discussion will take place during meetings?
- Each member is responsible for keeping notes for purpose of documenting weekly presence & recording group dynamics.

Submit **collective** group plan with member names by third week (1 plan per group) and list the names of all group members.

Reflection Paper:

At the end of the semester each student in small group will write an individual reflection paper that reports her/his personal interpretation of the evolution of the experience and the group dynamics over time. Paper is to be **five pages in length, type written & double line spaced**.

The final deliverable product will be a reflection paper where students illustrate acquired knowledge and application of the following group principals.

- a) Reflection on group dynamics and subgroups observed, how group members interacted with each other, group norms that may have influenced member actions, and your assessment of group cohesiveness. Talk about the climate of the group, what roles members took on, how individual personalities played into the group dynamic, and how these things may have shifted over time. Speak to group development in the context of developmental stages.
- b) The extent to which you believe your group achieved the purpose and aims set forth at the beginning of the semester, incorporated theoretical perspectives, utilized facilitation skills, or utilized other concepts from the course?
- c) Your experience in the group in terms of increased self-knowledge, any changes in your own beliefs/attitudes based on your group experience, ideas on what you might do differently if you had to repeat this experience, and an overall assessment/evaluation of your group experience.
- d) An evaluation plan. For example, to what extent was the purpose and aims of the group achieved? How did, or would, you make this measurable?

Assessment rubric is based on suggested outline as seen below:

- Introduction
 - Grade on this will be taken in the conclusion section of the rubric
- Group dynamics
 - 30% of grade
 - Concepts from bullet point (a)
- Group Purpose
 - 10% of grade
 - Concepts from bullet point (b)
- Learning Experience
 - 25% of grade
 - Concepts from bullet point (c)
- Evaluation
 - 10% of grade
 - Concepts from bullet point (d)
- Conclusion
 - 25% of grade
 - Should set up and wrap up the entire experience and critically assess what you learned
 - This is also the section where deductions would be taken for not meeting the page limit (5 pages), for poor writing, and for trying to game the system
 - Use 1-inch margins and any non-bold 12 point Serif font

Weekly Presentation & Group Leadership Demo Teams (30% of total grade)

For weeks 3-13 of the semester, students will lead the class in a presentation covering one of the theoretical group approaches from the Corey Text. Additionally, they will use the observational suite to lead a small group session covering the professional development topic of that week. You will work in teams of 2-3 and divide tasks as you see fit.

Expectations for the presentation

- A minimum of an overhead presentation will be completed
 - PowerPoint, Prezi, keynote, or other tools upon clearance with instructor
- The presentation will be between 20-25 minutes in duration
 - You will be penalized for going over time.
- A handout from the presentation will be uploaded to the course Canvas group in order to get credit
- The presentation will be scored on thoroughness in description of your theoretical approach, parsimony, and creativeness in helping your peers retain the knowledge

Expectations for Group Leadership Demo

- You will have created a Demo group feedback form
 - Example will be provided
 - Must fit your therapeutic style for the week
 - For use by the gallery
- One or more of the team will lead a professional development group with your peers addressing the topic of the week
- You will use the theoretical approach your group has been given for the week
- You will need to plan how to run the group
- I, along with students from the class, will be evaluating your use of the theoretical approach of the week
- ½ of your grade will come from me and the other ½ will be the average of your peer's evaluations of your group leadership skills.

On the Monday Prior to your presentation you will upload a useful YouTube playlist for the class on your topic area.

The teams have a vested interest in making sure each other is pulling their weight. Each member of the weekly team will receive an average of the grade between the presentation and group leadership demo.

Physical Products

- Overhead Presentation
- YouTube playlist shared on course Canvas page
- Presentation Handout (from the overhead presentation) Upload to Canvas
- Personalized Demo group feedback form that suits your style for the week.

Group Proposal (20% of total grade)

This assignment requires you to propose a group that you might actually facilitate in practice. You are encouraged to think about a group that would truly be useful in your employment setting, your desired practicum setting, or a setting where you hope to someday practice.

Imagine that you have noticed a particular need among a population that would be well addressed through a treatment oriented group. (Remember, not strictly a support group, a psychoeducational group, or a peer led group. Please make it a group that an MSW would lead). You wish to propose your idea for a group to your supervisor so that you receive the permission, time, and resources you need to provide this service. To do that, you must show your supervisor several things: that the group is needed and will help the population in a way that is different than individual treatment or treatment as usual, that you have chosen practices that are evidence based for this particular population, that you possess the knowledge and skills to lead it, and that you have thought through what you will need from the supervisor in order to complete this task.

It is up to you to organize this paper into a way that makes sense for your proposal. But be sure to include all of the information prompted here:

- Describe the population you wish to serve in group, including a description of the issue this population is experiencing that justifies a need for this group. (Hint: it might be a good idea to search literature first to see if group actually IS a useful modality to help the population you choose and if there are EBPs in group modalities that exist for this population.)
- Discuss how group treatment is useful for this population, and **specific advantages of group** to address the needs presented. Please discuss the advantages of group over individual treatment in this situation (Why group and not just individual treatment? Is group indeed considered a viable means to treat this population? How will a group specifically help in a way that individual treatment would not?)
- What type of group will this be? How long will sessions be? For how many weeks? Who will lead it?
- What will members gain from participating in this group? (Be specific about goals that are expected to be achieved through participation.)
- How will you recruit members of the group? How will you screen and select? How many people do you want ideally?
- What resource requirements (your time, agency funds, etc) will be requested?
- Discuss any potential ethical considerations you predict may arise with this population or particular risks for a vulnerable population. This would also include how you might address those or prevent problems with your informed consent process, predictions of potential ethical dilemmas, etc. What legal considerations may also need to be thought through? If one of the dilemmas you identify arose, how would you resolve it? (Hint: think this through...don't just say there aren't any! Specifically mention concepts contained in the NASW Code of Ethics that will be crucial for consideration or potential dilemmas.)
- Describe a best practice found in literature for a **group** of this nature (i.e. Seeking Safety, Dialectical Behavioral Therapy Group, Cognitive Behavioral Intervention for Trauma in Schools – CBITS, Multi-Family Psychoeducational Psychotherapy – MF-PEP, etc). A great resource for this would be SAMHSA's National Registry of Evidence-Based Programs and Practices at <http://www.nrepp.samhsa.gov> . Make sure the practice you choose has evidence of being delivered in a **group**.
- Review the literature on this EBP with **groups** and include **at least two** citations of an actual study of outcomes related to working with this population in a group setting to support your choice of this EBP. Other citations may be about the EBP in general. Briefly address why you chose this EBP over any others.
- Identify the theoretical base(s) that inform the EBP you have chosen. You should clearly identify a theory or theories (i.e., solution focused, cognitive behavioral, psychodynamic, narrative, etc.) that build and inform the EBP that you are using. Explain how the theoretical knowledge is related to the EBP.
- Describe plan for how you would evaluate the outcomes of your group (may include assessment instruments, or other measures for determining outcomes for evaluation). If the literature indicates specific measures associated with the EBP, those should be explored and identified. This should clearly state what outcomes you expect to see as a result of group treatment, and indicate how they will be measured.

This assignment should utilize clear headings, which along with your citations and reference page should utilize APA style. It may have portions that are written in 1st person, as it is communication from you to your supervisor. This assignment should be a total of 10-12 pages.

Weekly Reading Retention Evaluations (15% of total grade)

It is a graduate school expectation that you come to class prepared and having read the weeks required readings. I'm sure that everyone will do this. However, it is even more important to me that you retain your reading. We need you to already have that core base of information so we can move past information distribution and on to meaningful applications of the content in the classroom. Therefore, you will be given a reading retention assessment at the onset of every class to ensure you not only read the

information for the day, but have retained it at a level needed to help you be prepared to get the most out of your in-class experiences.

Grading:

This is a letter-graded course: A, B, C, D, or F. 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 and below = F.

Methods of Evaluation:

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:

Assignment	Percent of Grade
Small group project (semester long)	25%
Presentation & Group Leadership Demo Teams	30%
Participation and active feedback and course engagement	10%
Group Proposal	20%
Weekly reading retention evaluations	15%
Case Paper Assignment – Possible extra assignment	up to 10%

Course 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 studentconduct.ou.edu . Students should also be familiar with the Anne and Henry Zarrow School of Social Work Student 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.

Norman	Tulsa
Disability Resource Center 620 Elm Avenue – Suite 166 Goddard Health Center Norman, OK 73019-2093 (405) 325-3852 (voice) (405) 325-4173 (voice) Email: drc@ou.edu	Office of Disability Resources Schusterman Center 4502 East 41st Street Tulsa, OK 74135-2512 (918) 660-3100

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.

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 make 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/>