



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## **SWK 5973-103: Advanced Integrative Seminar for Direct Social Work Practice**

### **Course Description:**

This is an integrative seminar for direct practice concentration students taken concurrently with SWK 5820 (field practicum) in the final spring semester. The course builds on foundation and concentration course work throughout the MSW curriculum. Prerequisite: Second-year graduate standing in social work.

### **Class Dates, Location and Hours:**

Dates: January 20, 27, February 3, 10, 17, 24, March 3, 10 17, (not 24 = Spring Break), 31 & April 7, 14, 21, 28, & May 5, 2018  
Location: Room 250, Zarrow Hall, 700 Elm Avenue, Norman OK  
Hours: Saturdays 9:00-11:50 a.m.  
Last day to enroll or drop without penalty: January 19, 2018

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

### **Site Director:**

Email: [apnorman@ou.edu](mailto:apnorman@ou.edu). Phone: 405-325-3333.

### **Professor Contact Information:**

Course Professor: Ann T. Riley, PhD, MSW  
Telephone Number: (405) 325-0155  
E-mail Address: [annriley@ou.edu](mailto:annriley@ou.edu)  
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

### **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](mailto: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. American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author. ISBN 9781433805615.
2. 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. Committee approved readings will be posted on Canvas

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:**

This course integrates core social work curriculum knowledge for applying critical thinking to decision making. Using theory and evidenced based (EB) interventions students will connect classroom and field practicum learning using a peer-supported format. The course challenges students to engage in personal reflection and self-correction in order to arrive at sound professional practice decisions.

### **Educational Outcomes:**

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. Articulate their integration of knowledge, skills, and values developed across the curriculum, including field in approaching practice situations;
- B. Critically analyze:
  - a. Social problems and cases at all systems levels
  - b. Relevant human behavior and practice theories and social welfare policies
  - c. Research findings that support and inform direct social work practice
  - d. Issues associated with evaluation of practice
- C. Collaborate effectively with peers and instructor to explore practice issues, develop intervention plans and professional development
- D. Clearly articulate practice decisions based on current theory and knowledge, values and ethics of the profession
- E. Apply their understanding of, and commitment to, the promotion of social and economic justice for populations at risk, and their recognition of and respect for diversity in a variety of practice settings
- F. Recognize and manage personal values in a way that allows professional values to guide practice

### **Social Work Competencies and Practice Behaviors addressed:**

#### **EP 2.1.1 – Professional Conduct Competency: Identify with social work profession:**

#### **Associated behaviors:**

- Practice personal reflection and self-correction to assure continual professional development (Assessed in Assignments 10 & 11)
- Attend to professional roles and boundaries (Assessed in Assignments 1-5, 10, 11)
- Demonstrate professional demeanor in behavior, appearance, and communication (Assessed in Assignment 6-9 & 11)
- Engage in career-long learning (Assessed in Assignment 10)
- Use supervision and consultation (Assessed in Assignments 1-9)

**EP 2.1.2 – Ethics Competency: Apply ethical principles in practice:**

**Associated behaviors:**

- Recognize and manage personal values in a way that allows professional values to guide practice (Assessed in Assignment 1-5, 10, 11)
- Make ethical decisions by applying standards of the NASW Code of Ethics (Assessed in Assignment 1-5)
- Tolerate ambiguity in resolving ethical conflicts (Assessed in Assignments 1-5)
- Apply strategies of ethical reasoning to arrive at principled decisions (Assessed in Assignments 1-5, 11)

**EP 2.1.3 – Critical Thinking Competency: Apply critical thinking in practice:**

**Associated behaviors:**

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (Assessed in Assignments 1-6, 7-11, 13)
- Analyze models of assessment, prevention, intervention, and evaluation (Assessed in Assignments 1-9, 11)
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues (Assessed in Assignments 1-9, 11)

**EP 2.1.4 – Diversity Competency: Incorporate diversity into practice:**

**Associated behaviors:**

- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (Assessed in Assignment 1-5, 10)
- Recognize and communicate their understanding of the importance of difference in shaping life experiences (Assessed in Assignment 1-5, 10)

**EP 2.1.6 – Research Competency: Engage in informed research:**

**Associated behaviors:**

Use research evidence to inform practice (Assessed in Assignments 1-5)

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

**Associated behaviors:**

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation (Assessed in Assignments 1-5)
- Critique and apply knowledge to understanding person and environment (Assessed in Assignments 1-9)

**EP 2.1.8– Policy Competency: Engage in policy practice to advance social and economic well-being:**

**Associated behaviors:**

Analyze, formulate, and advocate for policies that advance social well-being (Assessed in Assignment 1-5)

## **EP 2.1.9 – Contexts Competency: Respond to contexts that shape practice:**

### **Associated behaviors:**

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (Assessed in Assignment 1-5, 11)
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services (Assessed in Assignments 1-5, 11)

## **EP 2.1.10 – Practice Competency: Engage, assess, intervene, evaluate with individuals, families, groups, organizations, and communities:**

### **Associated behaviors (a):**

- Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities (Assessed in Assignments 1-5, 11)
- Use empathy and other interpersonal skills (Assessed in Assignment 1-5)

### **Associated behaviors (b):**

- Collect, organize, and interpret client data (Assessed in Assignments 1-5, 11)
- Assess client strengths and limitations (Assessed in Assignments 1-5, 11)
- Select appropriate intervention strategies (Assessed in Assignments 1-9, 11)

### **Associated behaviors (c):**

Help clients resolve problems (Assessed in Assignment 1-9, 11)

### **Associated behaviors (d):**

Critically analyze, monitor, and evaluate interventions (Assessed in Assignments 1-5)

### **Teaching/Learning Methods:**

The course format will highlight discussions on specific case situations that reflect human service issues, problems, and challenges. Students will be required to think multi-systemically (i.e., on all levels), as they:

- Analyze the meaning of the situations for individuals, families, groups, organizations, and communities;
- Consider various approaches suggested in the literature and the resources offered in a wide variety of human service settings; and
- Make recommendations for social work interventions and discuss the rationale for these choices.

The instructor's role will be to structure the course and assignments, direct students toward resources, assist with group process, facilitate periodic checks on student attainment of course objectives, and evaluate performance through assignment of grades.

### **Major Course Divisions:**

- I. Introduction to Case Based Teaching and Learning
  - a. Benefits of case based method
  - b. Preparing for discussion
  - c. Writing cases analyses
  - d. Application of case analysis concepts to a practice case
- II. Feedback and Colleague Consultation
  - a. Benefits of providing feedback to colleagues
  - b. Providing constructive criticism and sharing ideas

- III. Discussion of Decision Cases
  - a. Discussion of cases from a wide variety of practice settings
  - b. Application of critical thinking skills to problem identification, contextual analysis, strategy development, use of research, and evaluation
  - c. Discussion of wide variety of issues raised in the context of the case
- IV. Practice Application with Case Content
  - a. Role plays or other applications related to strategies or other issues pertinent to the case
  - b. Application of relevant curriculum content in the form of exercises or other classroom experiences
- V. Presentation of Practicum Dilemma
  - a. Presentation of a particular dilemma experienced in the field placement
  - b. Discussion and consultation regarding the dilemma
- VI. Reflection on Learning Process
  - a. Discussion about the class itself as a system and analysis of dynamics
  - b. Reflection on MSW experience and integration of content through this class
  - c. Reflection on personal process, areas of strengths and limitations, and continued professional development

**Course Schedule:**

Session / Date	Topics of Session	Assignments due
<b>Week 1: Jan 20</b>	<u>Welcome to DP Integrative Seminar!</u> <u>The Art of Applied Practice: Case Method Instruction</u> Create Groups & exchange info	READ: pp. XVII-XXVII in Wolfer, Franklin, and Gray text "To Students" & "Intro to the Cases"
<b>Week 2: Jan 27</b>	<u>Case Writing Skills: Contextual Analysis &amp; Problem Statements</u> Pre-Case Discussion: "Fran's Questions"	PREPARE: Problem Statement draft
<b>Week 3: Feb 3</b>	<u>Case Writing Begins for All</u> Case Analysis Discussion: "Poor Kids"	<u>CASE ANALYSIS: "Poor Kids"</u> ALL: CASE 1 due
<b>Week 4: Feb 10</b>	<u>Reflecting on Practicum</u> Share practicum experiences & initial challenges Discussion only: "Judge Not" & "A Caring Heart"	READ case & PREPARE discussion Qs. Group 1: "Judge Not" - Qs Group 2: "A Caring Heart" - Qs
<b>Week 5: Feb 17</b>	<u>Case Writing/Feedback Alternates</u> Case Analysis Discussion: "Drowning Sorrows"	<u>CASE ANALYSIS: "Drowning Sorrows"</u> Group 1: CASE 2 due Group 2: FEEDBACK due
<b>Week 6: Feb 24</b>	<u>Case Writing/Feedback [Join classes]</u> Case Analysis Discussion: "I Knew that MSW Internship Thing Would Blow Up!"	<u>CASE ANALYSIS: "MSW Internship"</u> Group 2: CASE 2 due Group 1: FEEDBACK due
<b>Week 7: Mar 3</b>	<u>Reflecting on Practicum [Join classes]</u> Share practicum challenges & case connections Discussion only: "Mindful Chaos" & "All For Love"	READ case & PREPARE discussion Qs. Group 1: "Mindful Chaos" - Qs Group 2: "All For Love" - Qs
<b>Week 8: Mar 10</b>	<u>Case Writing/Feedback</u> Case Analysis Discussion: "These Things Happen"	<u>CASE ANALYSIS: "Things Happen"</u> Group 1: CASE 3 due Group 2: FEEDBACK due
<b>Week 9: March 17</b>	<u>Case Writing/Feedback</u> Case Analysis Discussion: "Patty's Girls"	<u>CASE ANALYSIS: "Patty's Girls"</u> Group 2: CASE 3 due Group 1: FEEDBACK due

Session / Date	Topics of Session	Assignments due
<b>Week 10: March 24</b>	Spring Break! Enjoy!	NO CLASS
<b>Week 11: Mar 31</b> <i>(Career/Practicum Fair Fri., Mar 30 1:00 – 4:00)</i>	<u>Professional Development &amp; Licensure [Join classes]</u> Review of licensure process  Discussion only: “Evie’s Urges” & “Are You a Citizen?”	SPEAKER: James Marks, Exec. Dir. Ok Board of Licensed Social Workers  READ case & PREPARE discussion Qs. Group 1: “Evie’s Urges” - Qs Group 2: “Are You a Citizen?” - Qs
<b>Week 12: Apr 7</b>	<u>Case Writing/Feedback</u> Case Analysis Discussion: “I Will Not Be God’s Entertainment”	<u>CASE ANALYSIS: “God’s Entertainmt”</u> Group 1: CASE 4 due Group 2: FEEDBACK due
<b>Week 13: Apr 14</b>	<u>Case Writing/Feedback</u> Case Analysis Discussion: “Some Day”	<u>CASE ANALYSIS: “Some Day”</u> Group 2: CASE 4 due Group 1: FEEDBACK due
<b>Week 14: Apr 21</b>	<u>Practicum Situations for Consultation</u> Use two: a genogram, ecomap, ecosystems model and/or organizational chart to present & discuss	PRACTICUM PRESENTATIONS: Group 1: Presentations due Group 2: Reflecting Team
<b>Week 15: Apr 28</b>	<u>Practicum Situations for Consultation</u> Use two: a genogram, ecomap, ecosystems model and/or organizational chart to present & discuss	PRACTICUM PRESENTATIONS: Group 2: Presentations due Group 1: Reflecting Team
<b>Week 16: May 5</b>  <i>Graduation Weekend!</i> <i>5/11 __: __ @ LNC – OU</i> <i>Convocation</i> <i>5/12 10:00 @LNC – CAS</i> <i>Commencement</i> <i>5/12 1:00 @ Zarrow – SW</i> <i>Reception</i> <i>5/12 7:00 @ NOB – SW</i> <i>Hooding Ceremony</i>	<u>Final Professional Preparation</u> Share Resumes, Research Jobs, Role Play Interviews Small group discussions on Reflective Learnings  <u>CONGRATULATIONS ON YOUR MSW!!</u>	REFLECTIVE PAPERS due UPDATED RESUMES due PREPARE to ROLE PLAY

### Course Assignments:

- Four (4) case analysis papers (Assignments 1-4)
- Three (3) feedbacks on peers’ analyses (Assignments 5-7)
- Presentation from the practicum (Assignment 8)
- Reflective paper (Assignment 9)
- Professional Comportment (Assignment 10) + Resume

## Assignments 1-4: Case Analyses (48 points = ~ 50%)

The case method engages students in class discussions centered on the in-depth analysis of social work cases. The cases involve a variety of problems and dilemmas at various system levels. Each case reports the actual experience of a social work professional, often one who is relatively new to the profession.

Using a rotating schedule, students will submit written case analyses for each weekly case. These analyses should be written as executive summaries. Executive summaries are designed for a decision maker who needs understanding of an issue, an analysis of key issues and recommendations, but without extensive detail. Executive summaries are often the first few pages of a more comprehensive analysis. For the purposes of this class, **these summaries should not exceed 4 pages**. The executive summary format is not intended to be an exhaustive analysis of all possible alternatives but rather a concise, focused summary with the alternatives only mentioned to insure they receive consideration. In general, any issue, no matter how complex, can be summarized in this fashion if the case is reduced to its most essential elements. (**Aim for “concise & clear.”**)

In these analyses, you are asked to identify with the protagonist (the social worker) in the case, but as you will see, that social worker is “stuck” at a point of making a decision. The analysis is written from **your perspective, as the person who is advising the social worker** as to the best course of action for him or her to take. Students will submit written case analyses. These include the following components:

- **Problem identification (~ ¼ page):** a specific formulation of the problem or issue, usually **not to exceed two sentences**. This is not a question but a statement of the problem. A problem statement should succinctly identify the crucial themes or issues that contribute to the dilemma experienced by the social worker.
- **Contextual Analysis (~ 1 ¾ pages):** Analysis of micro, mezzo, and macro issues. Examples of such issues include social, cultural, political/legal, organizational, economic/resource, and ethical issues and interpersonal relationships and intrapsychic and biological conditions. You are identifying the crucial issues that complicate the situation for the social worker. This should be roughly half of your paper.
- **Alternative Strategies (~ 1 ½ pages):** includes at least 3 **distinct** alternative strategies that could address the identified problem. Each strategy must address **a short-term solution (what needs to be done immediately** at the point the case narrative ends), and **a longer-term solution (what may need to be done later to reduce the chance the problem will happen again)**. Each strategy must also include a brief description of the advantages and disadvantages of that strategy (both short term and long-term solutions). It is possible that a short-term solution could be the same for all three strategies. Likewise, a longer-term solution could serve in the same way. If this choice is made, the analysis should justify why a solution (short or longer term) could be the same for each strategy.
- **Recommendation (~1/2 page):** the recommendation includes: (1) identify one strategy chosen from the 3 alternatives presented and a justification for its selection, (2) provide evidence based practice support for the selected strategy\*, (3) indicate how the strategy’s effectiveness will be determined (a plan for evaluation). \*Remember to include **one to two evidence based practice citations** to support your recommendation strategy with available resources.

Individual instructors are responsible for the development of guidelines and assignment of grades. Use of **APA style and format in writing** and use of non-sexist and person-first language in class discussion and written assignments is required.

### Process for Turning in Case Analyses

There are a total of 10 cases that you will read. The process for turning in cases is as follows:

- The class will be divided into two groups with assignments listed on the Course Schedule.
- For week 2, the class will discuss a case that you read, but there will be no written assignment due. Instead, students are to write a problem statement for the case to workshop with the class.
- For week 3, everyone turns in their first case analysis and instructors will provide detailed feedback to each student to help them learn the case method approach.

- After the first written case by all, each student group will turn in their case analyses on an alternating weekly schedule (see Course Schedule).
- On the weeks that students do not provide instructors with a case analysis, they will be responsible for providing feedback to their peers' case analysis before the final submission is due (some professors may require additional work).
- The course schedule outlines the due dates for each student group to provide their case analyses & when they are to provide peer feedback on these. Essentially, group 1 and group 2 alternate these weekly assignments. If the course enrollment has an odd number of students, a rotation will be created so that a student may provide feedback for two case writers in the same week. Student pairs (a writer from one group and a feedback provider from another group) will be randomly rotated per instructor schedule so students can access multiple skill sets from their colleagues.

### **Assignments 5-7: Feedback (21 points = ~20%)**

- In order to provide quality feedback and enhance class discussion, it is expected that students will carefully read the cases in preparation each week.
- In addition, case method instruction requires that students establish a reasonable system for the transfer of cases and the timely transfer of feedback to one another before submission is due.
- Therefore, students who turn in their case analysis must provide **a draft** to the person responsible for feedback **72 hours before** the case is due (**by Wednesday 9:00am**). The student to provide feedback must respond with their **feedback 48 hours before** the case is due (**by Friday 9:00am**).
- Students are responsible for providing **quality feedback to their colleagues**. The instructor's feedback on case 1 should serve as a model for students to follow. Students are also encouraged to utilize and consult the instructor's grading matrix when providing feedback.
- A form will be provided for use in providing feedback. You will complete the form **before** returning your peer's paper to them. After you receive the paper, you will comment on it using "track changes" in Word. The person who wrote the feedback will upload the form, as well as the peer's paper with comments to Canvas.
- Quality feedback consists of:
  - Concrete, usable suggestions (avoid generalized statements about quality)
  - Information re: gaps that students may have overlooked
  - Suggestions re: the flow of the paper, does it make sense? Is the problem statement accurate? Are the internal and external issues addressed? Have students considered all of the possible strategies? Does the recommendation seem reasonable and/or is it linked to the original problem statement?
  - General comments regarding grammar, spellings, sentence structure, etc
- It is suggested that students utilize email for the transmission of feedback and drafts. This can be accomplished by attaching documents to email. However, discussion groups can be set up for any groups that are interested. **Do not discuss cases on Facebook or any other electronic media that is not on an OU server due to security and confidentiality reasons.**
- In sum, there are a total of 10 cases that each student will read. One case (Fran's Questions) will be used for seminar practice & discussion at the start of the semester. This case will not count as a grade. The first case analysis to be submitted by all students for a grade is the case named "Poor Kids." After the first graded case, each student will turn in 4 additional case analyses and submit 4 case analysis feedbacks according to the assignment schedule.

### **No late assignments will be accepted.**

Due to the nature of this course's assignments, no late papers will be accepted. Papers are due to Canvas on **Saturdays at or before 9:00 AM**. Late papers automatically receive zero points.

### **Discussion with classmates in other sections:**

**While you are welcome to discuss cases with class peers, acquiring help from classmates in other sections who meet before our class is considered dishonest. If discovered, both students will be subject to an academic integrity violation report, which could result in academic failure for the course.**



### **Assignment 8: Reflective Paper (10 points = 10%)**

This paper provides an opportunity for you to reflect on your learning experience throughout the semester and on your experience in the program. Discuss the following five sections as specifically as possible. Limit your responses to approximately 1/2 page each (~ 2 ½ - 3 pages total). Each is worth 2 points.

1. **Improvement in skills and abilities:** As you review your analysis work, have your critical thinking & writing skills improved during your seminar experience? If so, how? If not, why not? What was most & least helpful? (It might be helpful to look back at case related assignments from previous classes and analyze how your approach to case analysis has changed.)
2. **Your use and gift of feedback:** Describe your experience with peer case analysis feedback. What was most & least helpful to you? What strengths did you develop in providing feedback?
3. **As an ethical practitioner:** Throughout your MSW coursework, to what extent have you learned to handle value conflicts between your personal beliefs & professional ethics? Reflect on your development in this area. Also, describe the activities you will pursue to increase your ability to work with clients & colleagues so that you may be less influenced by personal bias.
4. **Parallels to practicum:** How did the case analysis process help or interfere with your practicum work this semester? What parallels did you discover between your classroom and concentration practicum experience? How was learning integrated into your developing practice skills?
5. **Parallels to academics:** Which components of your academic experience were helpful to your performance in the integrated seminar? (Courses, topics, activities, skills, etc.) Indicate any areas or skills that you did not have in the program but that could have assisted you in this course.

### **Assignment 9: Practicum Situation for Consultation Presentation (15 points = 15%)**

Toward the end of the semester, students will have the opportunity to present a ‘situation’ to the class that they have experienced during their practicum. This ‘situation’ is to be one in which you are, or were, truly stuck; not one that has been ‘solved’ satisfactorily or one that is a ‘no brainer.’ Make sure to protect or de-identify (confidentialize) case or agency information, as much as possible, and obtain permission to discuss the situation. Unlike the cases we used for our seminar course, these real situations may **not** be discussed outside of the classroom. Your situation does not have to be as complex as our course cases.

Assignment specifics (**5 points each**): 1) **Presentation** of the ‘situation’ by the practitioner/student is to be **10-15 minutes**, including review of the problem **and** reflection team processing; 2) **Two professional diagrams are required** as an aid to presenting the situation and should be available online as power-point or other: **a genogram, ecomap, ecosystems model and/or organizational chart**; 3) Then, half of the class will act as **consultants---a reflecting team** to ask the practitioner/student questions about the case (“Meta-analysis” questions are very helpful, but simple questions are, too), determine the problem, and to offer ideas about how to solve the problem. (See Course Schedule for Group 1 and Group 2 dates.)

### **Assignment 10: Professional Comportment + Resume: (5 points = 5% + 5 points extra credit)**

Issues of professional comportment are critical to social work practice and have been under development throughout the program with faculty and peer/colleagues, and through practicum experiences. Knowledge of one’s responsibilities to colleagues within the NASW Code of Ethics is an expectation, in addition to other sections of our professional standards. For the purpose of the Integrative Seminar course, a final preparation for professional social work practice before entering the field, student comportment will be **assessed on the following factors: preparedness, productive contributions, positive collegial support, propensity for learning, and predisposition for ethical practice.** In addition, students will utilize OU Career Services and produce an updated resume suitable for employment interviews and professional or career advancement (5 points extra).

### **Grading:**

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

## Methods of Evaluation:

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: based on 100 points total

- Assignments 1-4: Case Analyses – ~ 50% total course grade (12 points x 4 cases = 48 points)
- Assignments 5-7: Feedback – ~20% total course grade (7 points x 3 feedbacks = 21 points)
- Assignment 8: Reflection Paper – 10% total course grade (2 points x 5 sections = 10 points)
- Assignment 9: Presentation – 15% total course grade (5 points x 3 aspects = 15 points)
- Assignment 10: Professional Comportment: 5% total course grade (5 points) + Resume (5 points)

**90 – 100% = A    80 – 89% = B    70 – 79% = C    60 – 69% = D    59% and below = F**

## Course Policies:

### Academic Conduct

Each student should be acquainted 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 [www.ou.edu/studentcode](http://www.ou.edu/studentcode). Students should also be familiar with the codes of conduct specific to Social Work, including those in the MSW Handbook, which can be found at [www.ou.edu/socialwork](http://www.ou.edu/socialwork) and the NASW Code of Ethics <http://www.socialworkers.org/pubs/code/default.asp>

### Statement of Reasonable Accommodation

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

Students with disabilities must be registered with the Disability Resource Center prior to receiving accommodations in this course.

Norman	Tulsa
Disability Resource Center Goddard Health Center, Suite 166 (405) 325-3852 TDD only (405)325-4173	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)

### Attendance Policy

Students are expected to attend all class meetings. **Two missed classes will result in a 3 point reduction** of the student’s grade, **three classes will result in a 6 point reduction**, and student who misses four class meetings will receive a W, WF, or F. Please be aware that the nature of this class requires that we stay on schedule with the other sections of the course. If class must be missed, even due to the university closing, you will be offered the opportunity to attend a make-up class or join another section of the course to stay

on track with the schedule. While not ideal, it is acceptable for you to attend other instructor's sections of this course if you **must** miss your own class. **This must be arranged with your instructor, and approved by the other instructor whose class you wish to attend by email to all parties.**

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

**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.

## **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](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](mailto: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

**Ann T. Riley, PhD, MSW**

### Education:

- 2010 - Ph.D., Adult & Higher Education, University of Oklahoma, Norman, Oklahoma
- 2005 - Certificate of College Teaching, University of Oklahoma, Norman, Oklahoma
- 1987 - M.S.W., Masters of Social Work, University of Oklahoma, Norman, Oklahoma
- 1992-2005 - Oklahoma Social Work Licensure: Clinical Specialty (LCSW)
- 1998 - Board Approved Supervisor: Clinical Specialty
- 1981 - B.S. Special Education, University of Oklahoma, Norman, Oklahoma
- 1981 - Specialty Teaching Certification: Emotionally Disturbed

### Social Work Positions:

- 1987 – Present: Currently, I am serving as Graduate Coordinator for the AHZSSW and was the Field Education Coordinator from 2012-2017, both Clinical Assistant Professor appointments. Previously, I held a full-time tenure track faculty position as an Asst. Professor of Social Work at East Central University in Ada, Oklahoma. Prior to this, I served as Interim Director and Liaison for the OU School of Social Work Practicum Program for three years. Previously, I had twenty years of LCSW experience in such settings as: private practice, non-profit agencies, for-profit hospitals, and public schools. For thirteen years, I maintained a private practice as a clinical social worker/family psychotherapist and conflict resolution specialist as a Mediator and Arbitrator for family and divorce matters.
- Administration/Faculty (July 1, 2017 – present): Graduate Coordinator & Clinical Assistant Professor, Anne & Henry Zarrow School of Social Work, University of Oklahoma – Norman, Ok.
- Administration/Faculty (July 1, 2012 – 2017): Field Education Coordinator & Clinical Assistant Professor, Anne & Henry Zarrow School of Social Work, University of Oklahoma – Norman, Ok.
- Faculty Position (2009-2012): Asst. Professor of Social Work, East Central University, Social Work Program – Ada, Ok.
- Program Administration (2009): Interim Practicum Program Coordinator, OU School of Social Work, BSW & MSW – Norman, Ok.
- Practicum Adjunct (2007-2009): Faculty Liaison, OU School of Social Work – Norman, Ok.
- Private Practice (1992-2005): Ann T. Riley, MSW, LCSW, Inc. – Norman, Ok.
- Program Director & DVA Counselor (1988-92): Center for Children & Families, Inc. – Divorce Visitation Arbitration program–Norman, Ok.
- Family Counselor/Social Worker (1987-88): Greenleaf Treatment Center– Shawnee, Ok. Adolescent Chemical Dependency/Psychiatric Unit.
- MSW Concentration Practicum (1987): VA Medical Center: Day Tx Psychiatric Unit– OKC, Ok.
- MSW Foundation Practicum (1986): Moore Family Institute/Alcohol & Drug Center– Moore, Ok. Also, as a Part-time Family Therapist.

### Special Education Positions:

- Special Education (1981-1984): Emotionally Disturbed Certified
- Phil Smalley Children's Center Alternative, Norman Public Schools, Norman, Ok.
- Roosevelt Mid-High, OKC Public Schools, Oklahoma City, Ok.

### University Teaching Experience:

- **2012 – present: University of Oklahoma, Anne & Henry Zarrow School of Social Work**
  - SWK 5103 Generalist Practice I - MSW
  - SWK 5623 Adv Practice with Families
  - SWK 5973 Adv DP Integrative Seminar
  - SWK 5413 & 5423 Practicum I - II (FY) Instructor, Faculty Liaison & Field Instructor
  - SWK 5816, 5826, 5836 & 5846 Practicum III - IV (DP & ACP)

- SWK 3103 Generalist Practice I - BSW
- SWK 4315 & 4325 Practicum I and II – Instructor, Faculty Liaison & Field Instructor
- SWK 4311 & 4331 Practicum Seminar I and II - Instructor
- **2009 – 2012: East Central Univ., Asst. Professor, SW Program/Human Resources Dept.**
  - Introduction to Social Work & Social Welfare
  - Field Work Studies
  - Human Behavior & the Social Environment I and II
  - Interviewing Techniques
  - Fundamentals of Research
  - BSW Intern faculty liaison responsible for placements & student enrollment advisement
- **2001-2009: University of Oklahoma, multiple Adjunct Courses**
  - MSW Concentration Yr Practicum Seminar, OUSSW, Graduate Masters Summer 2009
  - Leadership from Within (Online), College of Liberal Studies, Bachelors, 2005, 2008-09
  - Preparing for College Teaching, College of Engineering, Masters & PhDs, 2005-07
  - Social Sciences (Online & Commtty College), College of Liberal Studies, UG, 2003-04
  - Unraveling the Real You; Discovering Your Academic Passion, Univ. College, 2002-06
  - Gateway to College Learning, University College, Freshman Programs, UG, 2001-05

### Research Experiences:

**Doctoral Dissertation: Striving to Breathe and Balance on the Brink: Spirituality in the Lives of New Faculty in Transition (2010).** A qualitative phenomenology on spirituality's place in the lives of new faculty hires (n=18) during their career transition adjustment. Recommendations are offered for Higher Education and Faculty Development with implications for Adult Development.

### Research Projects Summary:

- New Faculty in Transition: Understanding the Place of Spirituality (2010) n=18
- A Self- Study on Preparing Future School Leaders (2007) n=1
- New Faculty Support Research (2006) n=16
- Issues in Initiating Faculty Development in Community Colleges (2005) n=3
- Ethnography of a Preschool Faculty (2004) n=15

### Journal Publications:

- Riley, A. (2010). *Striving to breathe and balance on the brink: Spirituality in the lives of new faculty in transition*. Ph.D. dissertation, The University of Oklahoma, United States, Retrieved Nov. 30, 2010, from Dissertations & Theses @ University of Oklahoma.
- Frick, W. C., & Riley, A. T. (2009). Faith and schooling: A school leadership response. *Academic Exchange Quarterly*, Fall, 71-74. Available at <http://rapidintellect.com/AEQweb/redpast.htm>
- Frick, W. C., & Riley, A. T. (2010). A self-study on preparing future school leaders. *Journal of Research on Leadership Education*, University Council for Educational Admin., University of Nevada, Las Vegas. Available at <http://www.ucea.org/jrle-v-v2010>
- Riley, A.T. (2008). New faculty at the intersection: Personal and professional support points the way. *To Improve the Academy*, Bolton, MA: Anker Publishing, 27, 351-364.

### Conference Proceedings:

- Frick, W. C., & Riley, A.T. (2008). A self-study on preparing future school leaders. *Fifth Annual Proceedings of the UCEA (University Council of Education Administration) 22<sup>nd</sup> Annual Convention*, Orlando, FL, available at <http://coe.ksu.edu/ucea/>
- Riley, A.T. (2005). Both sides of the coin in community college faculty development: Transformative learning needs transformative leadership. *Proceedings of the International Transformational Learning Conference*, Lansing, MI.

## Conference Presentations:

- Frick, W. C., & Riley, A. T. (2009, April). *A self-study of teaching (practices and philosophy) for the preparation of future school leaders*. Paper presented at the AERA (American Educational Research Association) Annual Meeting, San Diego, CA.
- Gutierrez, K. J., & Riley, A. T. (2009, February). *Democratic and ethical educational leadership preparation: Researching the curriculum path for preparing 21st century school leaders*. Paper presented at the New DEEL (Democratic Ethical Educational Leadership) Conference, Temple University: Philadelphia, PA.
- Frick, W. C., & Riley, A. T. (2008, October). *A self-study on preparing future school leaders*. Paper presented at the UCEA Annual Convention (University Council of Education Administration), Orlando, FL.
- Riley, A. T., & Frick, W. C. (2008, April). *Using self-study to understand our teaching & ourselves*. Paper presented at the 7<sup>th</sup> Annual Oklahoma Higher Education Teaching & Learning Conference, Northwestern State University: Tahlequah, OK.
- Riley, A. T. (2008, March). *Holistic Development in Progress: Exploring Spirituality with New Faculty*. Poster presented at the AERA (American Educational Research Association) Annual Meeting, New York, NY.
- Riley, A. T. (2006, October). *New faculty folks in town: A phenomenological study of support*. Paper presented at the 2006 POD (Professional & Organizational Development) Network Conference, Portland, OR.
- Riley, A. T. (2005, October). *Both sides of the coin in community college faculty development: Transformative learning needs transformative leadership*. Paper presented at the International Transformational Learning Conference, Michigan State University, East Lansing, MI.
- Riley, A. T. (2004, November). *Panning for gold with preschool teachers reveals nuggets for H. E. faculty*. Poster presented at the POD (Professional & Organizational Development) Network International Conference, Montreal, Canada.

## Professional Service Activity

- CDRB – Child Death Review Board - 2017
- NASW-OK Board Member – 2012 – 2017, PACE and currently CCNLC 2017
- AHZSSW multiple Faculty and Field Committees, Co-chair and member
- ECU Social Work Program Faculty Committee: Self-Study & Reaccreditation – 2010-2011
- OU School of Social Work Field Education Committee - 2008 & 2009
- AERA: Holistic Education SIG – Programs Committee Co-Chair & Reviewer - 2008 & 2009
- AERA: Spirituality in Education SIG – Treasurer - 2008, Newsletter Editor - 2009
- AERA Conference Proposal Reviewer – Div. J: Postsecondary Education - 2008 & 2009

## Professional Membership

- NASW (National Association of Social Workers) – 1985-2006, 2010-present
- CSWE (Council on Social Work Education) –since 2009
- AAUW (American Association of University Women) –2008
- ACMHE (Association for Contemplative Mind in Higher Education) –2008
- ASHE (Association for the Study of Higher Education) –2008
- AERA (American Education Research Association) –2006

## Community Service Activity

- Heart Line Volunteer: H.E.L.P. School Teen Suicide Prevention, United Way – 2007
- Norman Public Schools: Federal Programs Committee Member –2007- 2011
- Sooner Theatre Community & Parent Volunteer, Norman, Ok. –2005 - 2013
- Girl Scouts of America, Norman, Ok.: Parent Co-Leader –1997 - 2011
- Cub Scouts of America, Norman, Ok.: Parent Co-Leader – 1995 to 2000
- Norman Public Schools: Parent Teacher Association Member –1994 - 2013