

# The University of Oklahoma

## College of Continuing Education

### Advanced Programs – Course Syllabus

#### Course Title:

Generalist Practice for Individuals, Families, and Treatment Groups

#### Course Number:

SWK 5103-103

#### Course Description:

This is the first of two generalist social work practice courses. It explicates a generalist perspective that focuses on the knowledge, values, skills, and techniques appropriate for engagement, assessment, intervention and evaluation with individuals, families, & treatment groups. Prerequisite: SWK 5233.

#### Course Purpose:

This course introduces the student to the generalist perspective and its application with individuals, families and treatment groups. Based upon the generalist intervention model, it builds upon evidence-based knowledge gained in concurrent foundation year courses. Skill development focuses on the use of self in the helping relationship supported by the values of culturally sensitive practice. The course is further supported by the concepts of person-in-environment, client strengths, and social and economic justice.

#### Class Dates, Location and Hours:

Dates: Jan. 17, 24, 31, Feb. 7, 14, 21, 28, March 7, 14, 21, 28, April 4, 11, 18, 25 & May 2, 2017  
Location: Room 210, Zarrow Hall, 700 Elm Avenue, Norman OK  
Hours: Tues. 6:00 - 9:00 p.m.  
Last day to enroll or drop without penalty: January 16, 2017

**Campus Map and Parking Information:** A map of the campus can be found on the OU website at: <http://www.ou.edu/map/>. The entire campus is open for parking from Friday at 4:00 pm until Monday at 7:00 am. Students can park almost anywhere on campus including the parking garages, permits are not required and meters do not have to be paid. OUPD will ticket illegal parking such as fire lanes, handicap areas and yellow curbs.

#### 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) 325-1396  
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@fheg.follett.com](mailto:0831mgr@fheg.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. Boyle, S.W., Smith, L.L., Farley, O.W., Hull, G.H., & Mather, J.H. (2008). *Direct practice in social work* (2<sup>nd</sup> ed.). Boston: Pearson. ISBN 9780205569380.
2. Additional materials will be posted on the Canvas course site. Access Canvas at Canvas.ou.edu. Enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

### **Recommended:**

Miller, W. R. & Rollnick, S. (2012). *Motivational interviewing: Helping people change* (3<sup>rd</sup> ed.). New York: Guilford Press. ISBN 9781609182274.

American Psychological Association Staff (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: Author. ISBN 9781433805615.

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:

- A. List and articulate societal and personal values relative to human differences as related to the professional value base for multi-level generalist practice;
- B. Formulate a generalist intervention plan which reflects skills in client engagement, motivation, problem definition, assessment, intervention planning, appropriate selection of intervention procedures, and outcome evaluation;
- C. Demonstrate intervention skills informed by culturally sensitive perspectives that are effective with diverse individuals, families, and treatment groups;
- D. Describe families in dimensions of culture, socioeconomic status, member composition and developmental stage, and the implication of these for effective intervention; and,
- E. Apply knowledge of group dynamics and structural variables, including cultural norms, values, and group composition, to social work practice with families and treatment groups.

### **Learning Methods Used:**

This course will use readings from textbooks and other supplemental sources available on the online learning system, Canvas. The course will use lecture and seminar style discussion, student-led presentations, simulation, and written assignments. Audio/visual materials will be used including Power Point, handouts, and information on the system.

### **Social Work Competencies And Practice Behaviors Assessed:**

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

#### **Competency 1:**

Students know the profession's history and are committed to SW core values and principles. They recognize that SW as a profession is unique in its focus on social justice and person in the environment.

**Associated Behaviors:**

- F 1.1 Advocate for client access to services available in their communities. (Assessed in Assignment 1).
- F 1.2 Recognize the importance of identifying the influence of their own values on practice. (Assessed in Assignment 2)
- F 1.3 Identify and discuss professional roles and boundaries. (Assessed in Assignment 2)
- F 1.4 Identify and discuss professional demeanor in behavior, appearance, and communication. (Assessed in Assignment 2).

**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 2).
- F 2.2 Make ethical decisions by identifying the relevant standards in the NASW Code of Ethics. (Assessed in Assignment 2).

**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 1)
- F 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. (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 Assignments 1 & 2)
- F 6.2 Conduct informed literature reviews when working with specific client problems. (Assessed in Assignment 1)
- F 6.3 Use research evidence to inform practice (Assessed in Assignments 1 & 2)

**Competency 7:**

Students are knowledgeable about human behavior across the lifespan. They can describe theories pertaining to biological, social, cultural, psychological, and spiritual development.

**Associated Behaviors:**

- F 7.1 Discuss conceptual frameworks that guide the processes of assessment, intervention, and evaluation (Assessed in Assignment 2)
- F 7.2 Understand the complex interrelatedness of individuals and the various systems that comprise their social environment (Assessed in Assignment 2)

## **Competency 10:**

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

### **Associated Behaviors:**

- F 10.1 – Engagement
  - F 10.1(a) Use empathy, unconditional positive regard, genuineness, reflective listening and other engagement strategies (Assessed in Assignment 2)
  - F 10.1(d) Develop a mutually agreed-on focus of work and desired outcomes (Assessed in Assignment 1)
- F 10.2 – Assessment
  - F 10.2(a) Collect, organize, and interpret basic client data multidimensional bio-psycho- social-spiritual assessments. (Assessed in Assignment 2)
  - F 10.2(b) Identify client strengths and limitations. (Assessed in Assignment 2)
  - 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(a) Initiate actions to achieve organizational goals. (Assessed in Assignment 2)
  - F 10.3(c) Help clients resolve problems. (Assessed in Assignment 1& 2)
  - F 10.3(d) Negotiate, mediate, and advocate for clients. (Assessed in Assignment 1)

### **Major Course Divisions:**

- A. Introduction to the Social Work Profession, including:
  - History
  - Fields of practice
  - Social Work Values and Ethics
- B. Evidence-Based Practice, including:
  - Introduction to EBP
  - EBP model and “triangle” of the levels of available evidence
- C. Generalist Intervention Model, including:
  - Engagement
  - Assessment
  - Planning
  - Implementation
  - Evaluation
  - Termination
  - Knowledge and skills for addressing needed change
- D. Families
  - Target for intervention
  - Structure, roles, and communication
- E. Treatment groups, including:
  - Group process and roles
  - Group treatment skills

### **Course Outline**

The course will involve lecture, group discussion, reflection papers, video and simulation.

**Course Schedule 2017: Tuesdays, 6:00 – 9:00pm, Zarrow Hall, Room 210**

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments Due</b>
<p>Week 1 Jan 17, 2017</p>	<p><b>Introductions</b> Syllabus &amp; Assignment Review Professor Q &amp; A <b>Exploring Practice</b> <b>Class Activity:</b> Generalist Practice defined/displayed Direct vs. Indirect Practice Role Play: Components of Practice</p>	<p><b>Reading Review:</b> Boyle et al: Ch 1 &amp; Canvas Resources</p>
<p>Week 2 Jan 24, 2017</p>	<p><b>Ethical Practice</b> Intro values, ethics, profession integrity. NASW Code of Ethics Discuss Ethical Dilemmas <b>Class Activity:</b> Ethics Scenarios Review Assignment 1: Ethics Response <i>“Action, indeed, is the sole medium of expression for ethics.” Jane Addams</i></p>	<p><b>Read:</b> Boyle et al: Ch 2 &amp; Canvas Resources, NASW Code of Ethics on Website <b>Due: Print the NASW Code of Ethics</b></p>
<p>Week 3 Jan 31, 2017</p>	<p><b>Theoretical Perspectives</b> <b>Class Activity:</b> Activity 1: Heroes of New Orleans Ecosystems Diagram – Case Analysis</p>	<p><b>Read:</b> Boyle et al: Ch 3 &amp; Canvas Resources <b>Due: Assignment 1 – Ethics Scenarios</b></p>
<p>Week 4 Feb 7, 2017</p>	<p><b>Engagement &amp; Motivational Interviewing</b> Reciprocal nature of the helping process/ asking for help. Intro Motivational Interviewing <b>Class Activity:</b> “Dipping Your Toe Into MI”</p>	<p><b>Read:</b> Boyle et al: Ch 4 &amp; Canvas Resources; Ivey Ch 3: Attending, Empathy, and Observation (Motivational Interviewing)</p>
<p>Week 5 Feb 14, 2017</p>	<p><b>SBIRT Simulation Preparation</b> SBIRT Prep + Engagement &amp; MI practice activities Sign up for simulation rounds</p>	<p><b>Read:</b> SBIRT Article &amp; Canvas Resources <b>Video clips:</b></p>

Date	Topic	Readings/Assignments Due
Week 6 Feb 21, 2017	<b>SBIRT Simulation Rounds</b> 6 rounds of 5 student teams (n=30) Post de-brief with each team. Complete student SBIRT survey All de-brief with Sim Patients Review Assignment 2 –Simulation Reflections	<b>Read:</b> SBIRT Materials for Prep on Canvas
Week 7 Feb 28, 2017	<b>Assessment &amp; Planning</b> <b>Class Activity:</b> Preparing for Change Discussion Ecomap - practice application (p.354) Review Assignment 4: Bio-Psycho-Social Self-Assessment	<b>Read:</b> Boyle et al: Ch 5 & 6 and Canvas Resources; Ecomaps (Boyle et al, p. 354) <b>Due: Assignment 2 – Client Engagement and Simulation Reflection</b>
Week 8 March 7, 2017	<b>Intervention</b> Examining Cases for Intervention <b>Class Activity:</b> <b>Interview 1</b> for Bio-psycho-social-cultural Assessment Assignment Review Assignment 3: Psych First Aid	<b>Read:</b> Boyle et al: Ch 7 and Canvas Resources
Week 9 Mar 14, 2017 No Class	<b>Dr. Riley – out of town</b> Online: Psychological First Aid as an Evidence Based Practice	<b>Read:</b> none <b>To Do:</b> Complete online training
Week 10 Mar 21, 2017	<b>Evaluation &amp; Evidence Based Practice</b> <b>Class Activity:</b> Evidence Based Practice and Research Single Case Design Review Assignment 5 EBP Paper	<b>Read:</b> Boyle et al: Ch 13 and Canvas Resources <b>Due: Assignment 3: Psychological First Aid</b>
Week 11 Mar 28, 2017	<b>Client Coping Skills</b> <b>Class Activity:</b> Stress Management Crisis Intervention Addressing Self Harm Spirituality as Holistic Practice	<b>Read:</b> Boyle et al: Ch 8 and Canvas Resources <b>Speaker:</b> <b>Agency:</b> Women’s Resource Center or YWCA <b>Due:</b> Assignment 4: Bio-Psycho-Social Self-Assessment

Date	Topic	Readings/Assignments Due
Week 12 April 4, 2017	<b>Empowerment and Strengths-Based</b> Guidelines and Boundaries Strengths Perspective vs. Super SWer! <b>Class Activity:</b> Modeling Empowerment	<b>Read:</b> Boyle et al: Ch 9 and Canvas Resources <b>Speaker:</b> <b>Agency:</b> NRH Inspirations or Full Circle
Week 13 April 11, 2017	<b>Strengthening Family</b> <b>Class Activity:</b> Family Therapy Models Genograms – practice application Role Play: Family intake with Genogram	<b>Read:</b> Boyle et al: Ch 10 and Canvas Resources <b>Return:</b> Bio-Psycho-Social Self-Assessments
Week 14 April 18, 2017	<b>Improving Group Functioning</b> Group Dynamics <b>Class Activity:</b> Role Play: Task and Treatment Groups. Self-Help Groups – AA, Alanon, etc.	<b>Read:</b> Boyle et al: Ch 11 and Canvas Resources <b>Video Clip:</b> 12 Angry Men <b>Due:</b> Assignment 5: EBP Practice Paper
Week 15 April 25, 2017	<b>Macro Direct Practice</b> <b>Class Activity:</b> Case Management Client and Social Policy Advocacy Large Organizations – Tips for Surviving	<b>Read:</b> Boyle et al: Ch 12 and Canvas Resources. <b>Speaker:</b> <b>Agency:</b> OKDHS or VAMC
Week 16 May 2, 2017	<b>Termination</b> <b>Class Activity:</b> Voices from the field: Client and Social Worker Perspectives End of Class Celebration Dinner	<b>Read:</b> Boyle et al: Ch 14 and Canvas Resources <b>Return:</b> EBP Practice Papers <b>End of Course – Thanks for a great semester!</b>

**Assignments, Grading and Due Dates:**

**Submission of Assignments**

**All assignments are to be submitted online into Canvas.** Should a student experience technological difficulty with their submission, she/he may send the assignment to the instructor by email attachment and communicate the nature of the problem. Whenever possible, Canvas submission is preferred.

## **Late Assignments:**

**All assignments must be turned in on or before the due date at the start of class.** Any assignments turned in after class, or after the assigned due date, will receive a **5% grade reduction each day**, up to three days late. **After the third day, assignments will not be accepted and students will earn a zero.**

Keys to doing well on assignments: 1) start early, 2) process your thoughts with research material, 3) write with deep thoughts complimented with appropriately cited conceptual or empirical literature, examples, or tacit knowledge. This does not mean being “wordy” but rather, thoughtful and precise.

## **Assignments Summary**

### **Assignment #1: Ethical Practice Scenarios (10% = 100 points) Due: 1/31/17**

Students compose a brief, substantive, response to selected scenarios representing varied ethical dilemmas that could be encountered in social work practice. The assignment is designed to assess one’s capability to (1) identify ethical dilemmas in social work practice and the NASW Code of Ethics sections that should address them, and (2) other reasonably accurate resolutions for practitioners to follow to resolve these dilemmas. The assignment is paired with an in-class discussion Week 2.

10 points per scenario (for 100 points total) for substantial written detail that explains & expounds on the ethical concern(s) related to the vignettes. ½ page per scenario required.

### **Assignment #2: Client Engagement & Simulation Reflection (20% = 200 points) Due: 2/28/17**

Students first participate in a 3-hour introductory training on the SBIRT (Screening, Brief Intervention, and Referral to Treatment) model in class. The simulation event will occur the following week. During the simulation, students will conduct a 10-minute one-on-one interview with a “simulated client” to demonstrate engagement skills. They will also complete the SBIRT survey and participate in a final group feedback session. The assignment is capped off with a brief reflection paper due the following week.

50 points is earned for the students’ involvement in the SBIRT model training.

50 points is earned for the students’ participation in the simulation; however, this cannot be made up.

100 points is possible for a written reflection on their engagement with the client, to include:

- 1) their process for establishing rapport;
- 2) their use of OARS during the screening;
- 3) their use of MI techniques with the AUDIT;
- 4) feedback received and/or lessons learned by the student for their development.

### **Assignment #3: Psychological First Aid Online Course (10% = 100 points) Due: 3/14/17**

Social workers are often the part of the “first response team” when disasters hit. This online course offered through the National Child Traumatic Stress Network will provide an introduction to mental health aid to victims of trauma as a result of disaster. **Students must provide the certificate of completion.**

### **Psychological First Aid: Helping People Cope During Disasters & Public Health Emergencies: A Self-Study Program on Psychological First Aid and Workforce Resilience**

[http://pfa.naccho.org/pfa/PFA\\_Start.html](http://pfa.naccho.org/pfa/PFA_Start.html)

### **Assignment #4: Bio-Psycho-Social Assessment & Ecomap of Change (30% = 300 points) Due: 3/28/17**

Students will compose a complete Bio-Psycho-Social Assessment based upon their individual life experience. Using this document, they will construct a description of a major change in their life, using an Ecomap to represent their person-in-environment experience before and after this major change.

### **Assignment #5: Evidence-Based Practice Paper (30% = 300 points) Due: 4/18/17**

Social workers are expected to understand evidence-based practices and then to educate, network and evaluate as part of their profession. Having updated research knowledge and updated community resource knowledge about problems addressed by social workers ensures practice. Students will write an 8-10 page

paper on an evidence-based practice for a problem in an area of interest to the student, and then critique their community resources using the literature review as a guide. Use assignment outline to write paper.

### Grading:

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

Based on **1000 points total**:

Points	Grade	Percentile
1000-900	A	90%
899-800	B	80%
799-700	C	70%
699-600	D	60%
599-500	F	50%

### Methods of Evaluation

This course will include projects, research papers, reflection assignments, and case analysis papers to assess student learning.

### Breakdown of Class Grading

Assignment	Due Date	Percentage & Points
#1 Ethical Practice Scenarios	<b>Submit to Canvas by 6:00pm on Tuesday, Jan. 31, 2017</b>	10% = 100 pts
#2 Client Engagement & Simulation\ Reflection	<b>Submit to Canvas by 6:00pm on Tuesday, Feb. 28, 2017</b>	20% = 200 pts
#3 Psychological First Aid Online	<b>Submit to Canvas by 6:00pm on Tuesday, Mar 21, 2017</b>	10% = 100 pts
#4 Bio-Psycho-Social Assessment & Ecomap of Change *	<b>Submit to Canvas by 6:00pm on Tuesday, March 28, 2017</b>	30% = 300 pts
#5 Evidence-Based Practice Paper *	<b>Submit to Canvas by 6:00pm on Tuesday, April 18, 2017</b>	30% = 300 pts

(\*Items 4 and 5 are common assignments for all course sections offered by the School.)

### Overall Grading Criteria for This Course

The following general guidelines are used to determine a grade for an assignment. Should you have specific questions about your grade, please contact the instructor.

A = All or most aspects of the assignment are outstanding. The student responds completely to all parts of the assignment and demonstrates exceptional critical thinking ability.

B = All content requirements are met and the overall quality of the assignment is very good.

C = Most content requirements are met, but some parts of the assignment are not adequately developed.

F = Major parts of the assignment are not addressed, and/or many of them are not adequately developed. Assignments with plagiarized material automatically will receive an F.

### Criteria for Grading Written Assignments

For all of the written assignments in this course, the following criteria pertain:

1. All of the elements of the assignment will be covered.
2. Evidence will be presented to back up your analyses (specific examples will be given to illustrate vague ideas or concepts or to make a point more clearly).

3. Assignments will be well-written in terms of clarity of expression (use first person only when appropriate; use active rather than passive voice).
4. APA style will be used; style errors are counted as punctuation errors in terms of calculating points lost for errors.
5. There will be a minimum of typographical, spelling, punctuation, or grammatical errors (you will be allowed only one of these types of errors per page before you start losing points).

**Notice:** Failure to meet assignment due dates could result in a grade of “I” (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **Class Policies**

### **Academic Conduct**

Each student should acquaint her or his self with the University’s codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment and discrimination based on physical handicap. This information can be obtained at <http://studentconduct.ou.edu/>. Students should also be familiar with the Anne and Henry Zarrow School of Social Work Academic and Professional Performance Policy and the NASW code of ethics.

### **Statement of Reasonable Accommodation**

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities must be registered with the Disability Resource Center (Norman) or the Office of Disability Resources (Tulsa). These offices then determine and notify the student and instructor of any accommodations in this course.

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: <a href="mailto:drc@ou.edu">drc@ou.edu</a>	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.

### **Adjustments for Pregnancy/Childbirth Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on

temporary disability. Please see [www.ou.edu/content/eoo/pregnancyfaqs.html](http://www.ou.edu/content/eoo/pregnancyfaqs.html) for commonly asked questions.

### **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no contact orders, scheduling adjustments and disciplinary sanctions against the perpetrator. For access to these resources please contact:

OU Advocates\* (formerly known as SART) at <http://www.ou.edu/studentaffairs.html> 24/7: (405) 615-0013

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

### **The Learning Environment:**

We are all responsible for promoting a productive and healthy learning environment in the classroom. (This material is adapted from my colleague, Dr. Gandy-Guedes.)

### **Instructor Role & Responsibilities: Mine -**

1. To create a safe environment conducive to learning.
2. To push the boundaries of your current thinking, in order to foster intellectual growth.
3. To be fair and consistent in classroom policies and assessment of student performance.
4. To give clear and succinct guidance on what my expectations are from you as a student.
5. To give you the opportunity to communicate your needs and concerns as a learner.
6. To act professionally and ethically at all times.
7. To give respect to all persons in the classroom, and take appropriate action to ensure that respect is consistently present in the classroom environment.

### **Student Role & Responsibilities: Yours -**

1. To communicate if you have a concern, question, or problem with anything in the classroom environment.
2. To act professionally and ethically at all times, including arriving on time to class and staying for the duration of the class period.
3. To accept challenges to your current thinking in order to foster your intellectual growth.
4. To give respect to all persons in the classroom. This includes eliminating distractions such as cell phone usage and off-topic internet usage.
5. To come prepared to class, having completed all assigned readings, and turning in assignments thoroughly completed and on time.

### **Plagiarism and Academic Integrity**

Plagiarism will not be tolerated in any form in courses that I teach. While no one is expected to be perfect, I do expect that you learn from your mistakes and do not repeat any offenses that come to your attention. For this course, plagiarism is defined as: “1) copying text directly without giving credit to the original source, 2) copying text directly from one source while crediting another, 3) copying text directly while citing the information as a paraphrase, or 4) presenting a unique idea from another source as original work.” (Gushwa, Chance, & Mennes, 2009, p. 3). Furthermore, academic integrity is in alignment with the NASW Code of Ethics value on Integrity. A great resource to help you better understand and avoid plagiarism is available at <http://www.plagiarism.org/>

## Attendance

Due to the participatory nature of this course, each student is expected to attend every class in its entirety. Because lecture material and discussions are central to student learning, and to uphold course integrity, it is important to attend and arrive on time. Tardiness is distracting and disrupting to the class, instructors and fellow peers. Emergencies do arise, however, so reasonable absences or tardies can be addressed and on a case-by-case basis. **Communicate with the instructor in advance, or as soon as possible, about these.**

Specific policy: **More than 6 hours of absence (2 class periods) 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 fellow students for updates. **These penalties will not apply if the student has been admitted to the hospital or if there is a death in the immediate family; a doctor's note or obituary will be required for documentation.** (See Attendance/Grade Policy.)

### Attendance Policy Summary:

- **Expectation** – students are to attend, be on time, and fully participate in all class sessions
- **Communicate** – with the instructor for illness or other known unavoidable absences or tardies
- **Allowable absences** – student can miss two class periods (**6 hours**) without direct effect on grade
- **Excessive absences** – **more than 6 hours** of absence will result in a 10% reduction of overall grade
- **Excessive absences+** – miss **7-9 hours and a 10 page make-up paper** on those readings is due
- **Unacceptable absences** – miss **more than 9 hours** either **drop** the course or receive a **failing** grade

### Incomplete Policy:

An incomplete grade for the course may be assigned only if the student has “satisfactorily completed a substantial portion of the required coursework for the semester” (Oklahoma State Regents Policy). Additionally, the instructor must advise the student (and the Office of Academic Records) what must be done to complete the course, and must set a time limit appropriate to the circumstances (OU General Catalog, Academic Standards, Grades). It is recommended that the student request the incomplete grade as soon as possible before the end of the course, and that the student and instructor construct a written contract outlining what is needed to resolve the incomplete grade.

## **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.

### **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 in my first year as the Field Education Coordinator with OUSSW; a full-time three-year renewable term Clinical Assistant Professor appointment. 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.
- Program Administration/Faculty (July 1, 2012 – present): 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, University of Oklahoma School of Social Work, BSW & MSW – Norman, Ok.
- Practicum Adjunct (2007-2009): Faculty Liaison, University of Oklahoma School of Social Work, MSW Students– 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– Oklahoma City, 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, Field Ed. Coord./Cl. Asst. Professor, OUSSW**
  - SWK 4315 & 4325 Practicum I and II
  - SWK 4331 Practicum Seminar I and II
  - SWK 5413 and 5423 Practicum I and II
  - SWK 5820 Practicum III

- **2009 – 2012: East Central University, 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 with placement responsibilities, plus, 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, Graduate Master & PhDs, 2005-07
  - Social Sciences (Online & Commtty College), College of Liberal Studies, Bachelors, 2003-04
  - Unraveling the Real You; Discovering Your Academic Passion, University College, 2002-06
  - Gateway to College Learning, University College, Freshman Programs, Bachelors, 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:**

- OUSSW multiple Faculty and Field Committees
- 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 Memberships:**

- 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