

Course Title:

Advanced Social Work Practice with Families

Course Number:

SWK 5623-101

Course Description:

This course provides an integrated learning experience in the theory and practice of social work with families. An overview of theories of family functioning and contemporary approaches to family-oriented practice which provides a systemic base for understanding and utilizing the helping process with special attention given to the design and implementation of practice evaluation.

The course emphasizes major family centered frameworks that guide assessment, planning, intervention, and evaluation for effective social work practice with families. Applications to culturally and structurally diverse families and populations at risk are included.

Class Dates, Location and Hours:

Dates: August 26-December 9, 2017
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Football Game Days: Sept. 2 & 16, Oct. 7 & 28, and Nov. 11 & 25
Location: Room 210, Zarrow Hall, 700 Elm Avenue, Norman OK
Non-game days: August 26, Sept. 9, 23 & 30, October 14 & 21, Nov. 4 & 18, and Dec. 2 & 9, 2017
Hours: Saturdays 9:00 p.m. – 11:50 a.m.
Last day to enroll or drop without penalty: August 25, 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 don't have to be paid. OUPD will ticket illegal parking such as fire lanes, handicap areas and yellow curbs.

Site Director:

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Professor Contact Information:

Course Professor: Ann T. Riley, PhD, MSW
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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. 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* (6th ed.). New York: Author. ISBN 9781433805615.
2. Nichols, M. P. & Davis, S. (2016). *Family therapy: Concepts and methods* (11th ed.). Old Tappan, N.J.: Pearson Education. ISBN 9780133826609.
3. Brock, G., & Barnard, C. (2009). *Procedures in marriage & family therapy* (4th ed.). Boston, MA: Allyn & Bacon. ISBN 9780205488704.
4. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

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

Writing Resources

The APA Manual (6th ed.) contains proper citation of reference materials. It is strongly recommended that you purchase your own copy of the APA Style manual. The following is a list of links to help with APA style and citing resources, as well as, Purdue OWL – APA Style guide.

- APA style.org – <http://www.apastyle.org/learn/index.aspx>
- The Internet Public Library – Electronic resources <http://www.ipl.org/div/farq/netciteFARQ.html>

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. Practice personal reflection and gain self-awareness to reduce the influence of personal biases and values
- b. Critically evaluate and apply major theories of family systems
- c. Demonstrate comprehensive family assessment which reflects sensitivity to client system diversity, strengths and environmental factors.
- d. Demonstrate & apply family intervention strategies relevant to a wide range of family types;
- e. Identify monitoring and evaluation procedures for measuring family intervention outcomes.

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, role-playing, 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 advanced beginners ability in the following areas:

Professional Conduct Competency:

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

Associated behaviors:

- DP 1.2 Practice personal reflection in order to analyze professional strengths, limitations and biases both generally and in specific cases. **(Assessed in Assignments 1 & 2)**
- DP 1.3 Develop a personal plan of self-correction and improvement based on personal reflection **(Assessed in Assignments 1 & 2)**
- DP 1.5 Function within professional roles and boundaries with clients and coworkers **(Assessed in Assignment 2)**

Ethics Competency:

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

Associated behaviors:

DP 2.1 Recognize and manage personal values as they emerge so that professional values guide practice **(Assessed in Assignment 1)**

Critical Thinking Competency:

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

Associated behaviors:

- DP 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, SW values/ethics, person-in-environment fit, and practice wisdom **(Assessed in Assignment 2)**
- DP 3.2 Evaluate, select, and implement multidimensional assessment, intervention, and practice evaluation tools **(Assessed in Assignment 2)**
- DP 3.3 Communicate professional information to clients, social workers, and other professionals, in verbal and formal/informal formats **(Assessed in Assignments 1 & 2)**

Diversity Competency:

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

Associated behaviors:

DP 4.2 Utilize self-awareness to suspend personal biases and values in professional practice. **(Assessed in Assignment 1)**

Research Competency:

Students are able to research and critique evidence-based interventions

Associated behaviors:

- DP 6.1 Select and adapt evidence-based practices to specific client problems. (**Assessed in Assignment 2**)
- DP 6.2 Apply literature review findings to assessment and intervention with diverse client problems (**Assessed in Assignment 2**)

Practice Competency:

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

- DP 10.1(a) Substantively and affectively prepare for action with individuals, families and groups by thoughtfully considering data from the case. (**Assessed in Assignment 2**)
- DP 10.1(b) Develop a culturally responsive and empathic relationship with clients which attends to interpersonal dynamics and contextual factors that can either strengthen or threaten the relationship. (**Assessed in Assignment 2**)
- DP 10.2(a) Use assessment tools which are supported by evidence based practice and have been critically examined for cultural sensitivity. (**Assessed in Assignment 2**)
- DP 10.2(c) Interpret qualitative and quantitative data to measure and ascertain contributing elements of the problem(s). (**Assessed in Assignment 2**)
- DP 10.2(d) Identify and utilize client strengths to create intervention strategies. (**Assessed in Assignment 2**)
- DP 10.3(b) Select, modify and prioritize appropriate intervention strategies based on ongoing feedback and assessment. (**Assessed in Assignment 2**)
- DP 10.4(a) Critically analyze client interventions using relevant outcome measures (**Assessed in Assignment 2**)

Assignments, Grading and Due Dates:**Major Course Divisions:**

- A. Principles of family-centered social work practice
 - a. Contemporary family structures
 - b. History of family work
 - c. Developmental challenges related to family life cycle
 - d. The impact of family dynamics on self
- B. Application of theoretical frameworks in family oriented practice
 - a. Intergenerational
 - b. Structural
 - c. Narrative
- C. Initiating family work
 - a. Exploring our own family
 - b. Contact & engagement
 - c. Treatment stages
 - d. Using assessment tools to measure
 - i. Family cohesion
 - ii. Communication
 - iii. Power
 - iv. Flexibility
 - v. Boundaries

- D. Family Therapy in the 21st Century
 - a. Family configuration
 - b. Special issues of culture
 - c. Practice evaluation in a family context
 - d. Research on family intervention
- E. Evidence-based interventions addressing family problems
 - a. Divorce/ Blended families
 - b. Multicultural issues
 - c. Domestic violence
 - d. Child Maltreatment
 - e. Mental illness/substance abuse

Course Schedule:

Date & Location	Topic	Readings/Assignments Due
1. Aug 26 - Zarrow	Intro to Course; Overview of Syllabus; Assignment #1 Details (Unit A) Principles of family-centered social work practice Meet Virginia Satir - <i>the Mother of Family Therapy</i> Communication Activity – Family Sculpting	Read: Nichols - Intro
2. Sept 2 - Forum	Assignment #2 Details (Unit A) Principles of family-centered social work practice cont'd	Read: Nichols - Intro, Ch. 1, Ch. 3 McGoldrick, M., & Hardy, K. V. (2008). Re-visioning family therapy from a multicultural perspective. In McGoldrick, M., & Hardy, K. V. (Eds.), <i>Re-visioning family therapy: Race, culture, and gender in clinical practice</i> , 2 nd ed., 3-24, Guilford Publications.
3. Sept 9 - Zarrow	Assignment #4 Details (Unit A) The impact of family dynamics on the self; (Unit B) Application of theoretical frameworks in family oriented practice: Bowen/Intergenerational To Do: Group Members & Sign up	Read: Nichols Ch. 4 Stivers, C. (2015). Feminist family therapy (Parts 1-4). <i>The Family Therapy Blog</i> . Retrieved from: http://thefamilytherapyblog.com/2015/06/27/ Skowron, E. A., & Friedlander, M. L. (1998). The differentiation of self-inventory: Development and initial validation. <i>Journal of Counseling Psychology</i> , 45(3), 235-246. Complete the Differentiation of Self Scale at the end of the article. (Be prepared to share.)

Date & Location	Topic	Readings/Assignments Due
4. Sept 16 - Forum	(Unit B) Application of theoretical frameworks in family oriented practice: Structural	Read: Nichols - Ch. 6 McNeil, S. N., Herschberger, J. K., & Nedela, M. N. (2013). Low-income families with potential adolescent gang involvement: A structural community family therapy integration model. <i>The American Journal of Family Therapy, 41</i> , 110-120.
5. Sept 23 - Zarrow	(Unit B) Application of theoretical frameworks in family oriented practice: Narrative	Read: Nichols – Ch. 12 Combs, G. & Freedman, J. (2012). Narrative, poststructuralism, and social justice: Current practices in narrative therapy. <i>The Counseling Psychologist, 40</i> (7), 1033-1060.
6. Sept 30 - Zarrow	(Unit C) Initiating family work: Exploring & sharing our families Groups 1, 2 & 3: Discuss Project with Professor	Read: Brock & Barnard - Ch. 1, 2, & 3 Due: Assignment 1 (submit in Canvas)
7. Oct 7 – Forum	(Unit C) Treatment stages: Using some family assessment tools. Groups 4 & 5: Discuss Project with Professor	Read: Brock & Barnard – Ch. 4, 5 & 6 Bulow, S. (2009). Integrating Sex and Couples Therapy: A Multifaceted Case History. <i>Family Process, 48</i> (3), 379-389.
8. Oct 14 - Zarrow	(Unit C) Initiating family work; More qualitative & quantitative family assessment tools Assignment #3 Details Simulation Scenario Simulation Preparation	Read: Nichols – Ch. 2 Deacon, S.A. & Piercy, F.P. (2001). Qualitative methods in family evaluation: Creative assessment techniques. <i>The American Journal of Family Therapy, 29</i> , 355-373. See all assessment instruments on Canvas. Be prepared to discuss your plan for the simulated family assessment next week.
9. Oct 21 – Zarrow	Family Assessment Simulation	Read: Brock & Barnard – Ch. 9 Due (in class): Participate in simulated family assessment (25% of participation points)
10. Oct 28 - Forum	(Unit D) Family therapy in the 21 st Century	Read: Nichols – Ch. 10 Brock & Barnard – Ch. 3 Due: Assignment 3: Family Sim Assessment Canvas online survey

Date & Location	Topic	Readings/Assignments Due
11. Nov 4 – Zarrow	(Unit D) Practice evaluation research; Comparative Analysis (Unit D) Research on Family Intervention Speaker: Family Therapy in Practice from the Field	Read: Nichols – Ch. 13 & 14
12. Nov 11 - Forum	(Unit E) Evidence-based interventions addressing family problems: Divorce/Blended; Multicultural Issues	Read: Brock & Barnard – Ch. 7 Alan, Carr. (2009). The effectiveness of family therapy and systemic interventions for adult focused problems. <i>Journal of Family Therapy</i> , 31. (46-74). Due: Assignment 4: Groups 1 & 2
13. Nov 18 - Zarrow	(Unit E) Evidence-based interventions addressing family problems: Domestic Violence; Child Maltreatment	Read: Brock & Barnard – Ch. 9 Alan, Carr. (2009). The effectiveness of family therapy and systemic interventions for child focused problems. <i>Journal of Family Therapy</i> , 31. (3-45). Due Assignment 4: Groups 3 & 4
14. Nov 25 – No Class	Thanksgiving Break	NA
15. Dec 2 – Zarrow	(Unit E) Evidence-based interventions addressing family problems: Mental illness &/or Substance abuse (Co-occurring)	Read: Brock & Barnard – Ch. 12 Asen, E. (2002). Outcome research in family therapy. <i>Advances in Psychiatric Treatment</i> , 8, 230–238. Due: Assignment 4: Group 5
16. Dec 9 – Zarrow	Food Feast & Movie Fest For 20 pts extra credit: Send in family movie clips (2 per stud ~ 5 min or less each) and discuss using the Nichols text as the guide.	Use: Nichols – Ch. 13 & 14 Due: Assignment 2 (submit in Canvas) Course End – Thanks for a great semester!

Grading:

This is a letter-graded course: A, B, C, D, or F. Based on **1000 points total**:

- 1000 – 900 = A (90%)
- 899 – 800 = B (80%)
- 799 – 700 = C (70%)
- 699 – 600 = D (60%)
- 599 – 500 = F (50%)

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.

Methods of Evaluation:

Evaluation may include, but is not limited to, an assessment of submitted written materials, the group project/presentation, in-class participation, and professional participation and attendance.

Breakdown of Graded Assignments

- Overall Professionalism – 100 points (10%)
- Assignment 1: Family of Origin/Self-Reflection Paper – 300 points (30%)
- Assignment 2: Family Assessment Paper – 300 points (30%)
- Assignment 3: Family Simulation Assessment online – 100 points (10%)
- Assignment 4: Group presentation – 200 points (20%)

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 **10% 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.

Overall Grading Criteria for This Course

The following general guidelines are used to determine a grade for an assignment:

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.

Note: 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 are covered.
2. Evidence is presented to back up analyses (specific examples will be given to illustrate vague ideas or concepts or to make a point more clearly).
3. Assignments are well-written in terms of clarity of expression (use first person only when appropriate; use active rather than passive voice).
4. APA style is used; style errors count in terms of calculating points lost.
5. There are a minimum of typographical, spelling, punctuation, or grammatical errors (students are allowed only one of these types of errors per page before losing points).

Course Assignments:

Overall Professionalism 100 pts (10%):

Part of obtaining a degree is taking on the role of the professional. A significant part of the grade for this course is reserved for the student's approach to learning. Class attendance is important, as is showing up to class on time and returning from breaks on time. In addition, class members should demonstrate that reading assignments were read before class and should be able to ask relevant, meaningful questions. Professionalism also means courteousness to others (e.g., turn off phones, resist text messages and do not web-surf in class, and avoid side conversations). Maturity and tolerance for different perspectives is necessary for learning and is a hallmark of education.

Grading Rubric - Based on 100 points total:

- 25 points – Attendance and timeliness

- 25 points - Simulated family assessment
- 25 points – Class engagement and preparedness
- 25 points – Collegiality and respectfulness

Assignment 1: Family of origin/self-reflective paper (300 points – 30%) Due: Oct. 1 – in Canvas

Note: It is recognized that the content in this assignment is very personal. All information will be held in **confidence by the instructor**. The depth of disclosure is at the discretion of the student.

Examining one's own family of origin increases self-awareness, which is linked to professional competence. Prior to beginning the paper, regarding the dynamics and impact of their family of origin, students should create a **time line of family events** around their birth, and a **genogram**, (to be included with the paper as Appendices). Overall, students should describe their own unique family of origin's characteristics and interaction style, along with the impact these have had on their personal & professional development. Students should also include a clear plan for continued self-awareness and self-monitoring while in professional practice. This paper should include (but not be limited to) **all of the following**:

- Title your paper: “If they wrote a book about my family, it would be titled, “_____”;
- Identification of the main events impacting the system in which you were born (time line of main events impacting your family 5 years before and after your birth) and **its impact on you**;
- A historical/cultural/spiritual/career/geographic/immigration context of your family and **its impact on you**;
- A description of primary family members and extended family members and their roles within the family - **and their influence on you**;
- Birth order and **its impact on you**;
- A description of family values/customs/beliefs/philosophies (i.e. socioeconomic class, child vs. adult centered, schedules vs. natural rhythms, now vs. future oriented, male vs. female focused, open vs. closed, etc) and **how this has influenced you**;
- Family communication patterns (i.e. verbal & nonverbal, style, direction of communication, conflict resolution, collusions, secrets, etc.) and **its impact on you**;
- Family cohesion (i.e. closeness, loyalty, warmth, cut-offs, etc.) and **its impact on you**;
- Specific family events/changes/life cycle shifts which have had **great impact on you**;
- Family strengths and vulnerabilities which have **influenced you**;
- Ways in which **you have** influenced your family;
- The parallels and multigenerational patterns impact on your professional practice (e.g. anxiety triggers and manifestations, unresolved issues, managing boundaries, etc.);
- Your plan for self-managing and monitoring while in direct social work professional practice;
- What you learned from this assignment – new insights about yourself; new insights about your family relationships; areas for continued personal growth, how you will work with families, etc.

Appendix: Create a **time line of family events** that occurred before and after your birth

Appendix: Create a **genogram** of the family tree for three generations with dynamic interactions

Grading Content:

Students **will not** be graded on the expressed values, beliefs of attitudes revealed in this paper. Students will only be graded on thoroughness of the self-assessment, critical thinking, analysis, and application of course material, the level of insight, depth, and rigor in application of self, organization and clarity of the paper, and accuracy of writing skills (grammar, punctuation, spelling, etc.)

Grading Rubric: 15 items x 20 points max each = 300 points possible.

The content of the paper should be **15-20 pages** with approximately **1 page for each** item listed above. **do use basic APA style with headings.** However, because of the personal nature of this assignment, reference citations are not required, nor is a Reference List at the end of the paper.

Assignment 2: Family Assessment Plan & Evaluation (300 points – 30%) Due: Dec 3 – in Canvas

Students will assess the functioning and interaction of a real family using historical information, direct observation, one qualitative measurement tool and one quantitative measurement tool. The chosen family can be any that you have access to – i.e. a client family, a friend's family, a neighbor family, etc. (but **not** your own family!). For the purposes of this paper, an appropriate family to select will have at least **three (3) members**. Organize the assessment as follows with corresponding relevant headings:

Introduction / Relevant Family Information (1-2 paragraph)

- Members living in the home and their relationships
- Race/ethnicity/culture/immigration status
- Source of family income/socioeconomic status
- Family developmental stage
- Spirituality

Presenting Problem (1 paragraph)

- Behavioral description
- Each family member's perception

Family / Community Connections (1-2 paragraphs)

- Recreation
- Spiritual
- Educational
- Work

Family Members' Health Status / History (1-2 paragraphs)

- Members' health / Mental health / Substance abuse status
- Critical incidents/losses

Family Strengths (1 paragraph)

- Resiliency factors
- Competencies/knowledges
- Motivation
- Resources
- Environmental factors

Observations Made during Interview (1-2 paragraphs)

- Communication styles (i.e. clear, hostile, submissive, etc.)
- Nonverbal communication (i.e. gestures, facial expressions, tone of voice, etc.)
- Seating
- Direction of conversations & interactions

Qualitative and Quantitative Instruments (2 paragraphs) Use 2 assessment instruments/approaches.

- Raw data
- Rationale for instrument choices (Why did you choose these instruments?)

Analysis (1-2 paragraphs) Choose 5 of these points to discuss and analyze:

- Cohesion
- Affective involvement
- Flexibility/adaptability/control
- Communication/problem-solving
- Roles

- Rules
- Values
- Power
- Parenting style (if applicable)
- Intergenerational transmission issues

Interpretive Summary (1-2 paragraphs)

The interpretive summary should not be a regurgitation of the facts – it is the place where you **apply at least one of the family theories discussed in this course** to the data from the case. In other words, this is where you describe the family dynamics in the language of theoretical concepts (i.e. differentiation, subsystems, ineffective solutions, dominant story, etc.). Using theoretical language, you should discuss the family dynamics that contribute to and maintain the presenting problem.

Recommendations and Evaluation Plan (2 paragraphs)

The recommendations/evaluation section should be where you make suggestions for the family (i.e. a service plan). **This should flow logically from your interpretation.** While you certainly do not need to present this to the actual family, it would be these recommendations that you would make if this family were seeing you in your social work practice. **Be careful that these recommendations are not simply individual recommendations to individual family members.** Recommendations need to be **family/relationship-based** recommendations. After each recommendation, give a rationale either from theory or evidence-based practices found in the literature. **Use citations for this.** Include a brief description for how you would evaluate the effectiveness of your treatment approach.

Personal reflections (1-2 paragraphs): is required but will count for **30 points of extra credit.**

Using the self-awareness you gained from your family of origin paper, describe (1) your own thoughts, feelings, and reactions to this family, and any biases, projections or counter-transference issues you may have had, (2) how you felt about the process of doing the assessment (both for you and the family), (3) your own professional use of self, style, strengths/weaknesses, successes or regrets about the assessment, monitoring of self, etc.

Grading Rubric: 10 sections x 30 points max each = 300 points total (+ 30 extra credit possible).

The content of the paper should be **8-10 pages** with a **minimum of a half -1 page for each** item listed above. **Use APA style** with headings and reference citations, plus the Reference List at the end.

Assignment 3: Family Simulation Assessment 100 pts (10%) – Due: Oct. 29 – Canvas online survey

After the Family simulation class experience, students are to complete a self-reflection assessment by responding substantively to the 10 questions on the online survey. Each question response should have no less than 5 complex sentences that reflect depth of thought and insight on their participation with the simulated clients and their observations from the simulation. Responses should indicate critical thinking that incorporates course learning and application of information into the reflection.

Grading Rubric: 10 questions x 10 points max each = 100 points possible.

Assignment 4: Group project (200 points – 20%) – Due: Sign up for Nov 12, Nov 19 or Dec 3

Students will present one of the family therapy models described in the class readings from the list below. Students will present on an evidence based intervention that addresses one of the four family problems indicated in course unit E, plus two additional: Domestic violence, child maltreatment, divorce, multicultural issues, blended families, and mental illness/substance abuse. Students may consult the bibliography at the end of the syllabus for informative references for these family problems; however, it should be noted that not more than 1 of these sources can be used for the required 4 references (see below for details).

Evidence based interventions could include one or more of these practice models from the Nichols text:

- Strategic family therapy
- Experiential family therapy
- Psychoanalytic family therapy
- Cognitive-behavioral family therapy
- Solution-focused therapy

Or a group could decide to use a practice model not covered in the course textbook, including proprietary interventions such as Multi-Systemic Therapy (MST), or newer practice models such as feminist family therapy. If a newer model is chosen, groups must get their intervention model approved by the instructor **first** before proceeding to work on the assignment.

This will be completed in **5 groups** of students. **All team members will get the same grade. Group presentations will be ~ 75 minutes**, no less than 55 minutes. Groups will be timed and lose points for exceeding the 75 minute time limit or running out of material to meet the 55 minute minimum.

Students will choose their groups early in the semester and sign-up for their presentation class date. Groups will need to mutually decide on their project topic. They will discuss this with the instructor in class, according to the course calendar, to go over the content the group plans to present, and to brainstorm for additional ideas or feedback.

For this assignment, refer to the Presentation Evaluation sheet(s) in this syllabus to determine how to structure your presentation. Include all of the following:

- a. A **handout** which overviews 1) the intervention model's basic concepts and 2) a description of how change happens according to the treatment model.
- b. A detailed **oral presentation** of information on the handout.
- c. A hands-on, **skills-based component** (use video, role play, games, presentation of books or therapy manuals, etc.).
- d. A **bibliography** in APA format that includes at least 4 additional resources beyond assigned readings.
- e. **Use of creativity** that piques interest in the model for others.

Grading Rubric:

Using the 5 elements above + presentation style and audience engagement, each group is scored across **10 items total x 20 points max each = 200 points** possible. (See scoring sheets on the next page.)

The Presentation Scoring Scales uses a Likert scale of 1-5 points for both the student and instructor assessments. Each item score on the peer's sheets will be averaged and then this multiplied x 6 = 30 max points each. Each item score on the instructor's sheet will be multiplied x 6 = 30 max points each. The culminating peer scores & instructor scores for all 10 items will be added together to determine the groups' overall grade. In this way, **50% of the grade will come from the instructor and 50% of the grade will come from peers**, who will rate the group presentations anonymously.

SWK 5623 Presentation Scoring Scale — Peer

Date: _____

Presenters: _____

1. The handout overall helped me gain a clearer understanding of basic concepts in treatment model.

Not at All		Somewhat		Very much so
1	2	3	4	5

2. The presentation overall helped me gain a clearer understanding of the identified issue or problem, and how it manifests in the family context.

Not at All		Somewhat		Very much so
1	2	3	4	5

3. The hands-on, skills-based component (video, role play, games, presentation of books or therapy manuals, etc.) helped me to understand the intervention.

Not at All		Somewhat		Very much so
1	2	3	4	5

3. The presentation explained how change happens for the family according to the treatment model.

Not at All		Somewhat		Very much so
1	2	3	4	5

5. The group presentation utilized creativity and piqued my interest in the treatment model.

Not at All		Somewhat		Very much so
1	2	3	4	5

SWK 5623 Presentation Scoring Scale — Instructor Only

Date: _____

Presenters: _____

1. Presenters remained courteous and respectful with the audience throughout.

Not at All		Somewhat		Very much so
1	2	3	4	5

2. Presenters were professional in appearance and tone; delivering a thoughtful.

Not at All		Somewhat		Very much so
1	2	3	4	5

3. The Bibliography contained a range of sources that were relevant to the topic.

Not at All		Somewhat		Very much so
1	2	3	4	5

4. The Bibliography corresponds to the presentation, uses APA and meets assignment requirements.

Not at All		Somewhat		Very much so
1	2	3	4	5

5. The presenters stayed within the time limits – not exceeding 75 mins and not going under 55 mins.

Not at All		Somewhat		Very much so
1	2	3	4	5

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
<p>Disability Resource Center 730 College Avenue – University Community Center Norman, OK 73019 405- 325-3852 (voice) 405-217-3494 (VP) 405-325-4491 (Fax) Email: drc@ou.edu http://www.ou.edu/drc/home.html</p>	<p>Office of Disability Resources Schusterman Center 4502 East 41st Street Tulsa, OK 74135-2512 (918) 660-3100</p>

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 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 (<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; 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, 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.

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 -

- a. To create a safe environment conducive to learning.
- b. To push the boundaries of your current thinking, in order to foster intellectual growth.
- c. To be fair and consistent in classroom policies and assessment of student performance.
- d. To give clear and succinct guidance on what my expectations are from you as a student.
- e. To give you the opportunity to communicate your needs and concerns as a learner.
- f. To act professionally and ethically at all times.
- g. 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 -

- a. To communicate if you have a concern, question, or problem with anything in the classroom environment.
- b. To act professionally and ethically at all times, including arriving on time to class and staying for the duration of the class period.
- c. To accept challenges to your current thinking in order to foster your intellectual growth.
- d. To give respect to all persons in the classroom. This includes eliminating distractions such as cell phone usage and off-topic internet usage.
- e. 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 to 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 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 that reflects 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 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 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** course or receive a **failing** grade

Bibliography:

General Family Therapy topics:

- Corcoran, Jacqueline (2003). *Clinical Applications of Evidence-Based Family Interventions*. New York, NY: Oxford University Press, Inc.
- Felitti, V., Anda, R., Nordenberg, D., Williamson, D., Spitz, A., Edwards, V., et al. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE) Study. *American Journal of Preventive Medicine*, 14(4), 245–258.
- Fredman, N & Sherman, R. (1987). *Handbook of Measurements for Marriage and Family Therapy*. Philadelphia, PA: Brunner/Mazel., Inc.
- Gottman, John. (1994). *Why marriages succeed or fail and how you can make yours last*. New York, New York: Fireside.
- Hartman, Ann. (1978). Diagrammatic assessment of family relationships. *Case Work*, 463-476.
- Jansen, C., Harris, O., Jordan, C., & Franklin, C. (2006). *Family Treatment: Evidence Based Practice with Populations at Risk* (4th ed.). Belmont, CA: Thomson Brooks/Cole.
- Jordan, C., & Franklin, C. (2003). *Clinical assessment for social workers: Quantitative and qualitative methods*. Chicago, IL: Lyceum Books, Inc.
- Knudson-Martin, C., & Rankin M. A. (2009). *Couples, Gender, and Power: Creating change in intimate relationships*. NY, NY: Springer Publishing Company.
- Luepnitz, D.A. (1992). *The Family Interpreted: Psychoanalysis, Feminism and Family Therapy*. NY, NY: Basic Books.
- McClam, T., & Woodside, M. (2012). *The helping process: Assessment to termination*. Belmont, CA: Brooks/Cole.
- McGoldrick, M., Gerson, R., & Shellenberger, S. (1999). *Genograms: Assessment and intervention*. New York: W.W. Norton.
- McGoldrick, M., Carte, B., & Garcia-Preto., N. (2011). *Individual, Family, and Social Perspectives: The Expanded Family Life Cycle* (4rd ed.). Boston, MA: Allyn & Bacon.
- McGoldrick, M., Giorgiano, J., & Garcia-Preto., N. (2005). *Ethnicity and Family Therapy* (3rd ed.). New York: Guilford.
- Minuchin, P., Colapinto, J., & Minuchin, S. (2007). *Working with families of the poor*. NY, NY: The Guilford Press.
- Nichols, M. (2010). *Family Therapy: Concepts and methods*. Boston, MA: Allyn and Bacon.
- Shulman, L. *The skills of helping individuals, families, groups, and communities*. Belmont, CA: Brooks/Cole.
- Thomlison, B. (2010). *Family Assessment Handbook: An introduction and practical guide to family assessment*. Belmont: CA: Brooks/Cole.

Domestic Violence Topics :

- Hamel, J. (2009). Gender inclusive systemic treatment (GIST) of intimate partner abuse. *Journal of Aggression, Conflict and Peace Research*, 1(3), 71-76
- LaPlota, H., Donohue, B., Warren, C., & Allen, D. (2011). Incorporating a Healthy Living Curriculum within Family Behavior Therapy: A Clinical Case Example in a Woman with a History of Domestic Violence, Child Neglect, Drug Abuse, and Obesity. *Journal of Family Violence*, 26, 227-234.
- Pennell, J., & Burford, G. (2000). Family Group Decision Making: Protecting Children and Women. *Child Welfare*, 79(2), 131-158.

- Romero, V., Donohue, B., & Allen, D. (2010). Treatment of Concurrent Substance Dependence, Child Neglect and Domestic Violence: A Single Case Examination Involving Family Behavior Therapy. *Journal of Family Violence*, 25, 287-295.

Child Maltreatment Topics:

- Donohue, B., Azrin, N. H., Bradshaw, K., Van Hasselt, V. B., Cross, C. L., Urgelles, J., ... & Allen, D. N. (2014). A controlled evaluation of family behavior therapy in concurrent child neglect and drug abuse. *Journal of Consulting and Clinical Psychology*, 82(4), 706-720.
- Felitti, V. Anda, R., Nordenberg, D., Williamson, D., Spitz, A., Edwards, V., et al. (1998). Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults: The adverse childhood experiences (ACE) study. *American Journal of Preventive Medicine*, 14(4), 245-258.
- Runyon, M.K. & Urquiza, A.J. (2010). Child Physical Abuse: Interventions for Parents Who Engage in Coercive Parenting Practices and Their Children in John Myers (Ed) *The APSAC Handbook on Child Maltreatment*. Los Angeles: Sage Publication.
- Thomas, R., & Zimmer-Gembeck, M. J. (2011). Accumulating evidence for parent-child interaction therapy in the prevention of child maltreatment. *Child development*, 82(1), 177-192.

Divorce Topics:

- Clark, B. (2013). Supporting the mental health of children and youth of separating parents. *Pediatrics & Child Health*, 18 (7), 373-377.
- Erel, O., & Burman, B. (1995). Interrelatedness of marital relations and parent-child relations: A meta-analytic review. *Psychological Bulletin*, 118(1), 108-132.
- Fauber, R., Forehand, R., Thomas, A. M., & Wierson, M. (1990). A mediational model of the impact of marital conflict on adolescent adjustment in intact and divorced families: The role of disrupted parenting. *Child development*, 1112-1123.
- Hetherington, E. M., & Stanley-Hagan, M. (1999). The adjustment of children with divorced parents: A risk and resiliency perspective. *Journal of child psychology and psychiatry*, 40(01), 129-140.

Multicultural Topics:

- Barton, A. W., Beach, S. R., Hurt, T. R., Fincham, F. D., Stanley, S. M., Kogan, S. M., & Brody, G. H. (2015). Determinants and Long-Term Effects of Attendance Levels in a Marital Enrichment Program for African American Couples. *Journal of marital and family therapy*.
- Bernstein, A. C. (2000). Straight therapists working with lesbians and gays in family therapy. *Journal of Marital and Family Therapy*, 26(4), 443-454.
- LaSala, M. C. (2000). Lesbians, Gay Men, and Their Parents: Family Therapy for the Coming-Out Crisis*. *Family Process*, 39(1), 67-81.
- Limb, G. E., & Hodge, D. R. (2011). Utilizing spiritual ecograms with Native American families and children to promote cultural competence in family therapy. *Journal of marital and family therapy*, 37(1), 81-94.
- Naar-King, S., Ellis, D., King, P. S., Lam, P., Cunningham, P., Secord, E., et al. (2014). Multisystemic Therapy for high-risk African American adolescents with asthma: A randomized clinical trial. *Journal of consulting and clinical psychology*, 82(3), 536.
- Zhang, T., Fu, H., & Wan, Y. (2015). The Application of Behavioral Family Therapy to Chinese Aggressive Children. *The American Journal of Family Therapy*, 43(2), 132-137.

Blended Families Topics:

- Braithwaite, D.O., et. al. (2001). Becoming a family: Developmental processes represented in blended family discourse. *Journal of Applied Communication Research*, 29(3), 221-247.
- Ihinger-Tallman, M., & Pasley, K. (1997). Stepfamilies in 1984 and today—A scholarly perspective. *Marriage & Family Review*, 26(1-2), 19-40.
- Pasley, B. K., & Lee, M. (2013). Stress and Coping within the Context of Stepfamily life. In *Handbook of marriage and the family* (pp. 235-261). Springer: US.
- Shalay, N. & Brownlee, K. (2007). Narrative family therapy with blended families. *Journal of Family Psychotherapy*, 18(2), 17-30.

Mental Illness/Substance Abuse Topics:

- Criddle, L. (2010). Monsters in the Closet: Munchausen Syndrome by Proxy. *Pediatric Care*, 30(6), 46-56.
- Heru, A.M. (2000). Family functioning, burden and reward in the caregiving for chronic mental illness. *Families, Systems & Health*, 18(1), 91-103.
- LaPlota, H., Donohue, B., Warren, C., & Allen, D. (2011). Incorporating a Healthy Living Curriculum within Family Behavior Therapy: A Clinical Case Example in a Woman with a History of Domestic Violence, Child Neglect, Drug Abuse, and Obesity. *Journal of Family Violence*, 26, 227-234.
- McKay, M., et al. (2002). Multiple-Family Groups for Urban Children With Conduct Difficulties and Their Families. *Psychiatric Services*, 53(11), 1467-1468.
- Pitschel-Walz, G., et al. (2001). The Effect of Family Interventions on Relapse and Rehospitalization in Schizophrenia — A Meta-analysis. *Schizophrenia Bulletin*, 27(1), 73-92.
- U.S. Dept of Health and Human Services. Substance Abuse and Mental Health Services Administration (SAMSHA) (2004). Substance Abuse Treatment and Family Therapy: A Treatment Improvement Protocol TIP 39. Chapters 2 & 3 only (pgs 21-64).
- White, M. (1984). Pseudo-Encopresis: From avalanche to victory, from vicious to virtuous cycles. *Family Systems Medicine* 2(2), 150-160.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

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

Current Positions

Social Work (1987 – present): With almost 30 years in the social work profession, I am in my sixth year at the University of Oklahoma with the School of Social Work as the Field Education Coordinator/Clinical Assistant Professor. Previously, I held a tenure track faculty position as an Asst. Professor of Social Work at East Central University in Ada, Oklahoma. Prior to that, 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 experience as a clinical social worker in such settings as: private practice, non-profit agencies, for-profit hospitals, and public schools. Specifically, for thirteen years I maintained a private practice as a licensed clinical social worker, family psychotherapist, and conflict resolution specialist providing mediation and arbitration services for clients concerning high conflict family and divorce matters.

Frequently Taught Courses

- SWK 4315 & 4325 Practicum I and II
- SWK 5413 and 5423 FY Practicum I and II
- SWK 5816 and 5826 DP Practicum III and IV
- SWK 5836 and 5846 ACP Practicum III and IV
- SWK 2113 Introduction to Social Work
- SWK 5103 Gen Practice I – Indv/Families/Groups
- SWK 5623 Adv Practice with Families

Major Areas of Teaching and Research Interest

- 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

Representative Publications and Presentations

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.

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.
- 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) 22nd 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 7th 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