

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

Advanced Direct Practice with Populations at Risk

Course Number:

SWK 5503-102

Course Description:

This course will focus on a critical analysis of traditional and emerging social work practice approaches as well as advanced interviewing and assessment skills and techniques. Specific attention is focused on the application of practice models in complex situations, particularly those involving populations at risk and diverse clients, behaviors, strengths, needs, and values.

Class Dates, Location and Hours:

Dates: August 21-December 4, 2015

Location: Room 250, Zarrow Hall, 700 Elm Avenue, Norman OK.

Hours: Fridays 5:30 - 8:20 p.m.

Last day to enroll or drop without penalty: August 20, 2015

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: Amy Stephens, MS, MSW

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Telephone Number: 405-922-6153

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Professor availability: The professor will be available via e-mail 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@fhg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 9781433805615.
2. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at <http://learn.ou.edu>; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

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.

Required Readings (posted on D2L by instructor):

- Anda, R.F., Brown, D.W., Felitti, V.J., Dube, S.R., & Giles, W.H. (2008). Adverse childhood experiences and prescription drug use in a cohort study of adult HMO patients. *BMC Public Health* 8, 198. doi:10.1186/1471-2458-8-198.
- Anderson, K.M. (2010). Chapter 1: Dynamics and consequences of oppression and violence. In K.M. Anderson, *Enhancing resilience in survivors of family violence* (pp. 1-16). New York, NY: Springer Publishing.
- Baker, J., McHale, J., Strozier, A., & Cecil, D. (2010). Mother-grandmother coparenting relationships in families with incarcerated mothers: A pilot investigation. *Family Process*, 49(2), 165-184. doi: 10.1111/j.1545-5300.2010.01316.x.
- Blundo, R. (2001). Learning strengths-based practice: Challenging our personal and professional frames. *Families in Society*, 82(3), 296-304.
- Celano, M.P., Holsey, C.N., & Kobrynski, L.J. (2012). Home-based family intervention for low-income children with asthma: A randomized controlled pilot study. *Journal of Family Psychology*, 26(2), 171-178.
- Cooper, M.G., & Lesser, J.G. (2001). The clinical interview: The process of assessment (Chapter 3). In *Clinical social work practice: An integrated approach (4th ed)*. Boston, MA: Allyn & Bacon.
- Dykeman, B.F. (2011). Intervention strategies with the homeless population. *Journal of Instructional Psychology*, 38(1), 32.
- Evans, K., Kincade, E.A., & Seem, S.R. (2011). Feminist therapy: Strategies for social and individual change (Chapter 2). Thousand Oaks, CA: Sage Publications.
- Forchuk, C., MacClure, S.K., Van Beers, M., Smith, C., Csiernik, R., Hoch, J., & Jensen, E. (2008). Developing and testing an intervention to prevent homelessness among individuals discharged from psychiatric wards to shelters and 'No Fixed Address.' *Journal of Psychiatric & Mental Health Nursing*, 15(7), 569-575.
- Frye, L.A., & Spates, C.R. (2012). Prolonged exposure, mindfulness, and emotional regulation for the treatment of PTSD. *Clinical Case Studies*, 11(3), 184-200.
- Fugate, M., Landis, L., Riordan, K., Naureckas, S., & Engel, B. (2005). Barriers to domestic violence help seeking: Implications for intervention. *Violence Against Women*, 11(3), 290-310.
- Gambrill, E. (1997). Engaging clients (Chapter 14). *Social work practice: A critical thinker's guide*. New York, NY: Oxford University Press.
- Gibbons, J., & Plath, D. (2012). Single session social work in hospitals. *Australian & New Zealand Journal of Family Therapy*, 33(1), 39-53.
- Greene, B. (2004). African American lesbians and other culturally diverse people in psychodynamic psychotherapies: Useful paradigms or oxymoron? *Journal of Lesbian Studies*, 8(1/2), 57-78.

- Hall, C. (2014). Bereavement theory: Recent development in our understanding of grief and bereavement. *Bereavement Care*, 33(1), 7-12. doi:10.1080/02682621.2014.902610
- Harris, M.A., Spiro, K., Heywood, M., Wagner, D.V., Hoehn, D., Hatten, A., & Labby, D. (2013). Novel interventions in children's health care (NICH): Innovative treatment for youth with complex medical conditions. *Clinical Practice in Pediatric Psychology*, 9(2), 137-145.
- Helfrich, C., & Fogg, A. (2007). Outcomes of a life skills intervention for homeless adults with mental illness. *The Journal of Primary Prevention*, 28(3), 313-326.
- Hodge, D. R. (2011). Evidence-based spiritual practice: Using research to inform the selection of spiritual interventions. *Journal of Religion & Spirituality in Social Work*, 30(4), 325-339. doi: 10.1080/15426432.2011.619896
- Horsfall, J., Cleary, M., Hunt, G.E., & Walter, G. (2009). Psychosocial treatments for people with co-occurring severe mental illnesses and substance use disorders (dual diagnosis): A review of empirical evidence. *Harvard Review of Psychiatry (Taylor & Francis, Ltd)*, 17(1), 24-34. doi:10.1080/10673220902724599
- Jacobson, C.M., & Mufson, L. (2012). Interpersonal psychotherapy for depression adolescents adapted for self-injury (IPT-ASI): Rationale, overview, and case summary. *American Journal of Psychotherapy*, 66(4), 349-374.
- Jordan, C., & Franklin, C. (2011). An integrative skills assessment approach (Chapter 1). In *Clinical assessment for social workers: Quantitative and qualitative methods* (3rd ed.). Chicago, IL: Lyceum.
- Jordan, C., & Franklin, C. (2011). Linking assessment to outcome evaluation using single-system and group research designs (Chapter 11). In *Clinical assessment for social workers: Quantitative and qualitative Methods* (3rd ed.). Chicago, IL: Lyceum.
- Jordan, C., & Franklin, C. (2011). Standardized assessment measures and computer-assisted assessment (Chapter 3). In *Clinical assessment for social workers: Quantitative and qualitative methods* (3rd ed.). Chicago, IL: Lyceum.
- Juni, S., & Stack, J.E. (2005). Ego function as a correlate of addiction. *The American Journal on Addictions*, 14, 83-93.
- Kim, J.S. (2008). Examining the effectiveness of Solution-Focused Brief Therapy: A meta-analysis. *Research on Social Work Practice*, 18, 107-116.
- Kondrat, D.C., & Teater, B. (2012). Solution-focused therapy in an emergency room setting: Increasing hope in persons presenting with suicidal ideation. *Journal of Social Work*, 12(1), 3-15
- Knight, C. (2012). Social workers' attitudes towards and engagement in self-disclosure. *Clinical Social Work Journal*, 40(3), 297-306. doi:10.1007/s10615-012-0408-z
- Leenarts, L., Diehle, J., Doreleijers, T., Jansma, E., & Lindauer, R. (2012). Evidence-based treatments for children with trauma-related psychopathology as a result of childhood maltreatment: A systematic review. *European Child & Adolescent Psychiatry*, 269-283.
- Marrs Fuchsel, C., & Hysjulien, B. (2013). Exploring a domestic violence intervention curriculum for immigrant Mexican women in a group setting: A pilot study. *Social Work With Groups*, 36(4), 304-320.
- Martinez, C. (2006). Abusive family experiences and object relations disturbances: A case study. *Clinical Case Studies*, 5(3), 209-219.
- Matulis, S., Resick, P., Rosner, R., & Steil, R. (2014). Developmentally adapted cognitive processing therapy for adolescents suffering from posttraumatic stress disorder after childhood sexual or physical abuse: A pilot study. *Clinical Child & Family Psychology Review*, 17(2), 173-190. doi:10.1007/s10567-013-0156-9.

- McCoyd, J.L.M., & Kerson, T.S. (2013). Teaching reflective social work practice in health care: Promoting best practices. *Journal of Social Work Education, 49*(4), 674-688.
- McDonald, J. D., & Gonzalez, J. (2006). Cognitive-behavioral therapy with American Indians. In P. A. Hays (Ed.), *Culturally responsive cognitive-behavioral therapy: Assessment, practice, and supervision* (pp. 23-45). Washington, DC: American Psychological Association.
- Melchiorre, R., & Vis, J. (2013). Engagement strategies and change: An intentional practice response for the child welfare worker in cases of domestic violence. *Child & Family Social Work, 18*(4), 487-495. doi: 10.1111/j.1365-2206.2012.00868.x.
- Poehlmann, J., Dallaire, D., Loper, A.B., & Shear, L.D. (2010). Children's contact with their incarcerated parents: Research findings and recommendations. *American Psychologist, 65*(6), 575-598.
- Regehr, C., Alaggia, R., et al. (2013). Interventions to reduce distress in adult victims of rape and sexual violence: A systematic review. *Research on Social Work Practice, 23*(3), 257-265.
- Reitman, D. & Passeri, C. (2008). Use of stimulus fading and functional assessment to treat pill refusal with an 8-year-old boy diagnosed with ADHD. *Clinical Case Studies, 7*(3), 224-237.
- Safren, S. A., & Rogers, T. (2001). Cognitive-behavioral therapy with gay, lesbian, and bisexual clients. *Journal of Clinical Psychology, 57*(5), 629-643.
- Schapman-Williams, A.M., & Lock, J. (2007). Using cognitive behavioral-therapy to treat adolescent-onset Bulimia Nervosa: A case study. *Clinical Case Studies, 6*(6), 508-524.
- Slaikeu, K.A. (1990). Crisis intervention: A general framework (Chapter 2). In *Crisis intervention: A handbook for practice and research*. Boston, MA: Pearson Education Company.
- Sterne, S.A., Meredith, L.S., Gholson, J., Gore, P., & D'Amico, E.J. (2007). Project CHAT: A brief motivational substance abuse intervention for teens in primary care. *Journal of Substance Abuse Treatment, 32*(2), 153-165.
- Tedeschi, R.G., & Calhoun, L. G. (1996). The Posttraumatic Growth Inventory: Measuring the positive legacy of trauma. *Journal of Traumatic Stress, 9*(3), 455-472.
- Trice, A.D., & Brewster, J. (2004). The effects of maternal incarceration on adolescent children. *Journal of Police and Criminal Psychology, 19*, 27-35.
- Waldrop, D.P. (2008). Treatment at the end of life. *Journal of Gerontological Social Work, 1*(50), 267-292.
- Walsh, J. (2013). Behavior theory (Chapter 7). In *Theories for direct social work practice* (3rd ed). Stamford, CT: Cengage.
- Walsh, J. (2013). Cognitive theory (Chapter 8). In *Theories for direct social work practice* (3rd ed). Stamford, CT: Cengage.
- Walsh, J. (2013). Ego psychology (Chapter 4). In *Theories for direct social work practice* (3rd ed). Stamford, CT: Cengage.
- Walsh, J. (2013). Solution-focused therapy (Chapter 10). In *Theories for direct social work practice* (3rd ed). Stamford, CT: Cengage.
- Walsh, J. (2013). The relational theories, with a focus on object relations (Chapter 5). In *Theories for direct social work practice* (3rd ed). Stamford, CT: Cengage.
- Warner, M. (2000). DESIGNS for validation therapy. *Nursing Homes: Long Term Care Management, 49*(6), 24.

Course Objectives:

The purpose of this course is to provide concentration level students with the capacity to critically analyze and apply practice models to engage, assess, intervene, and evaluate individuals from disenfranchised groups and populations at risk.

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 or enhanced ability to do the following:

- Critically evaluate and apply evidence based practices relevant to populations at risk;
- Differentially select and use advanced interviewing skills in complex situations, particularly those involving diverse client cultures, behaviors, strengths, needs, and values;
- Design and implement a process of intervention with clients, based on specific research evidence, including assessment, use of the professional literature, intervention planning and implementation, selection of techniques, termination, evaluation, follow-up, and documentation;
- Identify ethical and value dilemmas that may arise in social work practice with individuals and suggest professional responses to each that are consistent with the NASW Code of Ethics.

Social Work Competencies and Practice Behaviors Addressed:

Upon successful completion of the course, students will demonstrate advanced beginners' ability in the following areas:

EP 2.1.1 - Competency: Professional Conduct - Identify with social work profession

Associated Behaviors:

Regularly practice personal reflection in order to analyze professional strengths, limitations, and biases, both generally and in specific cases (Assessed in Assignments 1, 2 & 3).

EP 2.1.2 - Competency: Ethics - Apply ethical principals in practice

Associated Behaviors:

Employ strategies of ethical reasoning to address emerging issues and the impact on client systems. Consider potential consequences of various courses of action. Identify and use relationship dynamics, including power differentials (Assessed in Assignments 1, 2 & 3).

EP 2.1.3 - Competency: Critical Thinking - Apply critical thinking in practice

Associated Behaviors:

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, social work values and ethics, person-in-the-environment, and practice wisdom (Assessed in Assignments 1, 2 & 3).
- Evaluate, select, and implement multidimensional assessment, intervention, and practice evaluation tools (Assessed in Assignments 1, 2 & 3).
- Communicate professional information to clients, social workers, and other professionals, in verbal and formal/informal written formats (Assessed in Assignments 1, 2 & 3).
- Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations (Assessed in Assignments 1, 2 & 3).

EP 2.1.4 - Competency: Diversity - Incorporate diversity into practice

Associated Behaviors:

- View themselves as learners and engage those with whom they work as experts on their own experiences (Assessed in Assignments 1, 2 & 3).
- Work effectively with diverse populations, supporting cultural differences and being cognizant of power and privilege dynamics (Assessed in Assignments 1, 2 & 3).
- Critique evidence-based practices as often culture-bound and adapt those practices to be culturally relevant (Assessed in Assignments 1, 2 & 3).
- Research and apply knowledge of diverse populations to enhance interventions (Assessed in Assignments 1, 2 & 3).

EP 2.1.5 - Competency: Justice - Advocate human rights and social and economic justice

Associated Behaviors:

Use knowledge of the effects of oppression, discrimination, and historical trauma on client systems to guide interventions (Assessed in Assignment 1, 2 & 3).

EP 2.1.6 - Competency: Research - Engage in informed research

Associated Behaviors:

- Select and adapt evidence based practices to specific client problems (Assessed in Assignments 1, 2 & 3).
- Apply literature review findings to assessment and intervention with diverse client problems (Assessed in Assignments 1, 2 & 3).
- Describe the limitations of evidence-based practices (Assessed in Assignments 1, 2 & 3).

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

Associated Behaviors:

- Apply bio-psycho-social-cultural frameworks in the formulation of comprehensive assessments, interventions, and evaluations (Assessed in Assignments 1, 2 & 3).
- Conceptualize client problems in context of person in the environment as well as understand the complexity and interrelated contribution of bio-psycho-social factors in different forms of adaptation and coping (Assessed in Assignment 1 & 3).
- Critically evaluate, select, and apply knowledge of human development to practice with diverse populations (Assessed in Assignments 1, 2 & 3).

EP 2.1.10 - Competency: Contexts - Respond to contexts that shape practice

Associated Behaviors:

Develop interventions that respond to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (Assessed in Assignment 1, 2 & 3).

EP 2.1.10 - Competency: Engage, assess, intervene, evaluate with individuals, families, groups, organizations, and communities

Associated Behaviors:

Engagement

- Substantively and affectively prepare for action with individuals, families, and groups by thoughtfully considering data from the case (Assessed in Assignment 1, 2 & 3).

- 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).
- Establish and use an empathic, relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes (Assessed in Assignment 2).

Assessment

- Use assessment tools that are supported by evidence based practice and have been critically examined for cultural sensitivity (Assessed in Assignment 1).
- Assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances, and events (Assessed in Assignment 1).
- Interpret qualitative and quantitative data to measure and ascertain contributing elements of the problem(s) (Assessed in Assignment 1).
- Identify and utilize client strengths to create intervention strategies (Assessed in Assignments 1 & 3).

Intervention

- Critically evaluate, select, and apply best practices and evidence-based interventions with particular consideration to diversity (Assessed in Assignments 1, 2 & 3).
- Demonstrate the use of appropriate techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies (Assessed in Assignments 1, 2 & 3).

Termination

- Facilitate thorough, planned termination which addresses any ongoing needs, clients' feelings and a review of progress (Assessed in Assignment 2).
- Critically analyze, monitor, and evaluate interventions using relevant outcome measures (Assessed in Assignment 2).

Teaching/Learning Methods:

Learning objectives are achieved by a combination of interactive lecture, guest speakers, class discussions, assigned and independent readings, audio-video demonstrations, clinical case discussions, role play, quizzes, in-class exercises, and student case analyses.

Methods of Evaluation:

This course may include, but is not limited to the following: written assignments, class presentations/role play, student reflection, attendance, and class participation. Participation points are earned through active engagement in class discussion, small group work, written responses regarding content or reflection, quizzes, and other in-class assignments. The course is evaluated formally using the University of Oklahoma student evaluation of courses format. In addition, student feedback will be formally elicited.

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 disability. This information can be obtained at www.ou.edu/studentcode. 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.

Class Distractions and Attendance:

No cell phone use during class time. If you have an emergency, leave class as quietly as possible.

Refrain from non-class related activity. Reading during lecture or class activities, working on non-class material, **texting**, holding side conversations, sleeping, and/or excessive typing or internet browsing (e.g., social media browsing) are examples of unacceptable classroom behavior.

Any disrespectful language, attitudes, or behaviors will not be tolerated. After the first warning, upon a second occurrence, you will be asked to leave the class, with resultant loss of credit for class attendance. Attendance is required, as is active participation in each class.

In addition to your attendance, your *presence* is required for each class session. This means that you should come prepared to engage in and foster graduate level dialogue, having read content relevant to the course. Please refrain from cross-talking or excessive side conversations, which may be distracting to the instructor and other students.

Course Outline:

- A. Initiating a social worker-client relationship with diverse individuals including
 - a. Contact
 - b. Engagement
- B. Interviewing and communication techniques that build relationships between social workers and clients among populations at risk
- C. Evaluation of qualitative and quantitative assessment tools in clinical practice
 - a. Mental status exam
 - b. Self-report instruments
- D. Evaluation
 - a. As initial assessment
 - b. As on-going assessment using single-subject designs
 - c. As evaluation of effectiveness of chosen interventions
- E. Review of major theories
 - a. Cognitive-behavioral theory
 - b. Psychodynamic theory
 - c. Feminist theory
 - d. Crisis intervention perspective
 - e. Solution focused perspective
- F. Evidence based practices with populations at risk including
 - a. Clients affected by trauma (e.g., domestic violence, child physical abuse, sexual abuse, sexual assault);
 - b. Clients affected by mental health problems (e.g., mental illness, substance abuse);
 - c. Clients affected by home-life disruptions (e.g., homelessness, children of incarcerated parents, parents raising grandchildren, immigration);
 - d. Clients affected by health problems and/or aging (e.g., chronic illness and disabilities, teen pregnancy, geriatric issues).

Course Schedule:

| Date | Topics Covered | Assigned Readings |
|-----------------------|---|--|
| Class 1: August 21 | Introductions Review of syllabus Professional ethics and standards in practice The Social Work perspective Engagement | Gambrill, E. (1997) Knight, C. (2012) Melchiorre, R., & Vis, J. (2013) |

| Date | Topics Covered | Assigned Readings |
|--------------------------|---|--|
| Class 2: August 28 | Populations at risk: Risk and resilience Assessment - Gathering information, effective communicating and connection with clients | Anda, R.F., Brown, D.W., Felitti, V.J., Dube, S.R., & Giles, W.H. (2008) Cooper, M.G., & Lesser, J.G. (2011). Jordan, C., & Franklin, C. (2011). Chapter 1 Jordan, C., & Franklin, C. (2011). Chapter 3 |
| Class 3: September 4 | Strengths-based assessment Evaluation | Blundo, R. (2001) Hodge, D.R. (2011) Jordan, C., & Franklin, C. (2011). Chapter 11 |
| Class 4: September 11 | Evaluation, cont. | Celano, M.P., Holsey, C.N., & Kobrynski, L.J., (2012) Helfrich, C., & Fogg, A. (2007) Reitman, D., & Passeri, C. (2008) |
| Class 5: September 18 | Cognitive theory Behavioral theory (Student presentations 1 & 2) | McDonald, J.D., & Gonzalez, J. (2006) Safren, S.A., & Rogers, T. (2001) Walsh, J. (2013). Chapter 7 Walsh, J. (2013). Chapter 8 |
| Class 6: September 25 | Clients affected by trauma (Student presentation 3) | Leenarts, L., Diehle, J., Doreleijers, T., Jansma, E., & Lindauer, R. (2012) Matulis, S., Resick, P., Rosner, R., & Steil, R. (2014) Tedeschi, R.G., & Calhoun, L, G, (1996) |
| Class 7: October 2 | Psychodynamic theory (Student presentation 4) | Greene, B. (2004) Martinez, C. (2006) Walsh, J. (2013). Chapter 4 Walsh, J. (2013). Chapter 5 |
| Class 8: October 9 | Clients affected by mental health issues (Student presentation 5) Suicide risk assessment | Horsfall, J., Cleary, M., Hunt, G.E., & Walter, G. (2009) Jacobson, C.M., & Mufson, L. (2012) Juni, S., & Stack, J.E. (2005) Schapman-Williams, A.M., & Lock, J. (2007) Role Play & Critique Papers Due Due by 1:30 PM in D2L Dropbox |
| Class 9: October 16 | Feminist theory (Student presentation 6) | Anderson, K.M. (2010) Evans, K., Kincade, E.A., & Seem, S.R. (2011) Fugate, M., Landis, L., Riordan, K., Naureckas, S., & Engel, B. (2005) Trice, A.D., & Brewster, J. (2004) |
| Class 10: October 23 | Crisis intervention perspective (Student presentation 7) | Regehr, C., Alaggia, R., et al. (2013) Slaikou, K.A. (1990) Sterne, S.A., Meredith, L.S., Gholson, J., Gore, P., & D'Amico, E.J. (2007) |

| Date | Topics Covered | Assigned Readings |
|--------------------------|---|---|
| Class 11: October 30 | Clients affected by home life disruptions (Student presentation 8) | Baker, J., McHale, J., Strozier, A., & Cecil, D. (2010) Dykeman, B. F. (2011) Forchuk, C., MacClure, S.K., Van Beers, M., Smith, C., Csiernik, R., Hoch, J., & Jensen, E. (2008) Poehlmann, J., Dallaire, D., Loper, A.B., & Shear, L.D. (2010). |
| Class 12: November 6 | Solution-focused perspective (Student presentation 9) | Kim, J.S. (2008) Kondrat (2012) Walsh, J. (2013). Chapter 10 |
| Class 13: November 13 | Clients affected by health problems and/or aging (Student presentation 10) | Gibbons, J., & Plath, D. (2012) Hall, C. (2014) McCoyd, J.L.M., & Kerson, T.S. (2013) Waldrop, D.P. (2008) |
| Class 14: November 20 | Additional perspectives and populations | Frye, L.A., & Spates, C.R. (2012) Harris, M.A., Spiro, K., Heywood, M., Wagner, D.V., Hoehn, D., Hatten, A., & Labby, D. (2013) Marrs Fuchsel, C., & Hysjulien, B. (2013) Warner, M. (2000) |
| No Class: November 27 | No class | University Holiday (Thanksgiving Vacation) |
| Class 15: December 4 | Self-care Critical reflections Course wrap-up Participation evaluations, course evaluation | Case Analysis Papers Due Due by 1:30 PM in D2L Dropbox: |

Assignments and Grading:

Assignment #1 – Role-play and Critique Assignment (30%)

Instructions: Students will work in groups of 3 persons. In those groups each student will role play (2) sessions – one as the social worker and one as the client. They will act as observers in the 3rd role-play. Each session will be approximately 20-30 minutes. Each session should simulate a second or third interaction with the “client” so as to simulate **intervention** and not initial assessment.

Students should video record sessions so that they can review them while writing the paper.

Each student will turn in an **individual** paper with three (3) sections. The entire paper should be approximately 8-10 pages typed in **double-spaced**, 12-point font with regular 1 inch margins using the guidelines outlined below.

The role-played “client” is to be chosen from the populations at risk discussed in this course. Each student in the group should choose a client from a **different** population.

Paper:

Section 1 - In the Role of the Social Worker (4-5 pages)

Students will be responsible for selecting, demonstrating, and reflecting upon an intervention with the client. As the social worker, the student should address the following items:

- Describe the client
- Summarize the assessment data
- Indicate the type(s) of assessment instrument(s) that would be utilized with this client
- Briefly describe the evidence based practice or model chosen for this intervention
- Identify the theory/theories that inform the EBP
- Specify goals of treatment and goals of session
- Transcribe and identify at least 5 sections of the interview where particular EBP content or techniques were demonstrated
- Discuss how this client was like or different from the general population of this at risk group
- Identify what modifications to the EBP were needed for your specific client
- Describe how you would assess the effectiveness of your intervention using a single subject research design
- Reflect on your own strengths and weaknesses within this interview

Section 2 - In the Role of the Client (2-3 pages)

As the client, you will have control over how you present at the session, how you communicate and interact, establishing the important traits of your character, and the strengths, problems, and goals that will emerge. Be creative and enter the session with a solid idea of who your client is, what stage of change s/he is in, what s/he may say, how it will be said, etc. Take advantage of this as an opportunity to experience what it is like to be a client and to reflect upon your perceptions and feelings about your social worker's skills. You will also include your reactions to the experience of being in the client role. You will submit a written evaluation of the session, including your responses to the following:

- Describe yourself as the client
- Identify what you see as your primary and secondary problems
- How you are similar to the general description of this population at risk and what unique characteristics you have
- Complete and discuss the Session Rating Scale
- Describe your response to the social worker in terms of rapport, effectiveness, empathy, etc.
- What insights did you gain in terms of being in the client role?
- How can this experience contribute to your professional development?

Section 3 - Observations (1-2 pages)

Observers have the benefit of watching and taking notes about what transpires without having the responsibility of engaging in the process. This enables the student to see, hear, feel, sense, register, etc. what neither the social worker nor the client may be able to while in the moment. The observer's job is to provide informative feedback to the social worker, specifically in reference to skills or techniques that were utilized.

After observing her/his group members' role-play, students will provide observational feedback regarding the social worker's strengths as well as areas for continued improvement. For this section of the paper, address the following:

1. Name of social worker observed
2. What did you notice about the social worker and client's rapport?
3. How closely did the social worker adhere to EBP techniques and content? Describe.
4. How well did the social worker deliver and adapt the techniques and content for their unique client?
5. What did you notice about the use of questions and/or statements?

6. Describe at least two particular strengths of the social worker
7. Offer at least two goals for improvement

Assignment #2 – Case Analysis (30%)

Instructions: Students will compose a paper of approximately 8-10 pages, illustrating the process of engagement, assessment, intervention, and evaluation with a client. Choose one of the case scenarios provided to you in class.

Engagement:

- Describe the client briefly, including risk and protective factors
- Describe how you would engage with the client, including engagement with the larger client system if applicable
- What critical information do you need to gather to further understand the situation and prepare to understand the client's presenting problem(s)?

Assessment:

- What do you assess as the client's primary and secondary problems/concerns?
- What assessment tools might be useful in gathering a fuller picture of these concerns?
- What considerations might you need to make in regards to utilizing these assessment methods?

Intervention:

- Describe at least two evidence based practices that would be appropriate for the client, incorporating literature of studies that have utilized the particular practice with a similar population to the client in the scenario
- Analyze the pros and cons of each practice in relation to your particular client, using details of the case scenario
- Select the evidence based practice you think is best, and describe why you are choosing this particular practice in this situation

Evaluation:

- Describe how you would evaluate the client's progress within the chosen evidence based practice
- What outcomes are you expecting to see that would indicate progress?

Assignment #3 – Integrating and Applying Theory and Practice with Populations (20%)

Due dates correspond with topics per course schedule and are arranged with instructor.

Rationale:

The purpose of this assignment is for students to demonstrate understanding and application of course content by linking theory and techniques and applying them to populations at risk. Students will critically examine literature regarding either (a) a social work intervention theory or (b) a population at risk, as it applies to social work practice. Students will form groups of no more than 3 members based on interest; groups will prepare instructional information for peers and will demonstrate techniques using role play. Presenters should be open to questions and feedback and will generate class discussion and critique of a specific technique or model. The class will engage in a supportive but critical discussion that examines the material being demonstrated.

Assignment Components and Instructions:

Presentations: Groups will prepare an informational presentation and demonstrative role play, with focus on a (a) specific theory/perspective or (b) population at risk, to include evidence-based intervention strategy(ies). **At least four sources should be used and cited on the handout; no more than two of these should come from course assigned readings. Content from these sources should be included**

in the group presentation and should be appropriately referenced. Groups are also encouraged to seek other sources of information such as practitioner interviews, library video resources, and trustworthy websites. For the presentation portion, you may use PowerPoint, video, experiential activity, etc. to present essential information to the class. The presentation portion should be approximately 20 minutes. Presented information must include the following:

- Description of the theory (i.e. behavioral, object relations, etc.) **or** population at risk
- Description of existing evidence for application and efficacy of theory(ies) with various populations or problems
- Top reasons why social workers might utilize the theory **OR** Theories most likely to be used to address concerns with this population
- A brief description of at least three specific techniques stemming from a theory or theories, which will be demonstrated in the role play
- Include critical analysis (e.g., deficits in theory, limitations of current research regarding population, or other related critique the group identifies)

Role Play:

Group members will assume a role as social worker, client, and, when applicable, observer/narrator for the role play portion. Students should choose 3 specific techniques highlighted in their readings and present them to the class in a role-play. This role-play should last approximately 15 minutes and will follow the presentation portion of this assignment. Although the role play is a “glimpse” of an individual session it should be as authentic as possible. Students should use props, body language or anything else that offers perspective on the case. After the presentation, students should be prepared to answer questions from their classmates and instructor. Groups will be formed at the beginning of the semester. The instructor will be available to meet with groups 1-2 weeks prior to presentation to monitor progress and answer questions.

Groups are encouraged to serve as consultants to one another in this assignment, as content will overlap. For instance, if your group’s focus is theory, then you will describe the theory and associated techniques. However, as part of your presentation, you will discuss populations with which this particular theory and its techniques may be particularly useful. Your group may benefit from consultation with the group(s) assigned to present about this/these populations at risk. Conversely, if your group’s focus is a population at risk, you will describe this group and its characteristics, but you will also discuss theory/theories that have informed practices that demonstrate efficacy with this group. Similarly, consultation with the group(s) covering this theory/these theories is permitted.

The presenters will provide the class with a **written, one-page handout:**

- With what theory or model(s) are the techniques associated?
- What are the facts of the case?
- In what session does the scenario take place?
- List the 3 techniques being demonstrated
- Other information as warranted (such as any useful tools related to the model- checklists, references, activities, games, etc.)
- Include required references

Grading Criteria:

- Realistic role-play
- Demonstration of technique(s)
- Accurate use of theoretical model as it applies to populations at risk
- Thoughtful response to questions
- Quality and utility of handout provided to class
- Relevance of orientation to the client and situation being represented in the role play
- Preparedness and professionalism

Although the role play is only a brief glimpse of an individual session it should be as authentic as possible. Students should use props, body language or anything else that offers perspective on the case. After the presentation, students should facilitate a brief discussion and be prepared to answer questions from their classmates and instructor about their experiences with planning and creating the role play.

As a presenter, part of your grade will be assessed by your group members; they will be provided with an evaluation tool to rate your participation within the group. The instructor will also evaluate individual members' contributions to the exercise as part of this grade.

Additionally, part of your grade will be assessed by your classmates; they will be provided with an evaluation tool in class (see below), and you will be provided compiled feedback from the instructor.

Peer Evaluation of Role Play:

Consider the following in your assessment of the role play:

- Was the class provided with information about the techniques being demonstrated? Was the model clear?
- Were the facts of the case presented? Was the role play realistic?
- Was the role play creative, interesting or thought provoking? Did the presenters have thoughtful responses to questions?
- Did you learn something from this role play?
- Did group members arrive on time, and prepared? Did all group members appear to contribute in meaningful ways?

| Circle Your Response 0-7 | Use criteria below to guide your response |
|---------------------------------|--|
| 7 | Technique and model very clear |
| 6.5 | Facts of the case presented well |
| 6 | Extremely well-rehearsed and very realistic Highly creative, interesting and thought provoking Excellent responses to classmate questions Very high level of learning as a result of role play |
| 5.5 | Technique and model clear |
| 5 | Facts of the case presented |
| 4.5 | Well-rehearsed and realistic Creative, interesting and thought provoking Good responses to classmate questions High level of learning as a result of role play |
| 4 | Technique and model fairly clear |
| 3.5 | Facts are presented, but some details uncertain |
| 3 | Rehearsed and realistic Not particularly creative, interesting or thought provoking Adequate responses to classmate questions Average level of learning as a result of role play |
| 2.5 | Technique and model are not clear |
| 2 | Facts are missing |
| 1.5 | Either not rehearsed or not realistic Not creative and/or interesting and/or thought provoking Inadequate responses to classmate questions Below average level of learning as a result of role play |

| | |
|---------------------------------|---|
| Circle Your Response 0-7 | Use criteria below to guide your response |
| 1 .5 0 | Technique and model are not clear and confusing Facts are missing and confusing Not rehearsed or realistic Not creative, interesting or thought provoking Inadequate or poor responses to classmate questions No learning as a result of role play |
| Comments | (use the back if more room is needed) |

Assignment #4 – Class Attendance and Participation (20%)

Students are expected to arrive to class timely, prepared -- having read assigned readings -- and ready to participate in meaningful class discussion. Students should be prepared to answer questions related to course readings when called upon by the instructor and should demonstrate attention to and interest in their colleagues’ presentations. The instructor may occasionally administer quizzes to evaluate course preparedness or ask students to write a brief reflection on the week’s assigned readings. Naturally, persistent tardiness or early departures from class; inattentiveness, to include texting or internet browsing during class; and absences will have a negative impact on a student’s attendance and resultant participation score. Students will be asked to evaluate their course participation using the criteria on a course participation form.

Academic Conduct:

Each student should acquaint him or herself with the University’s codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment and discrimination based on physical disability. This information can be obtained at www.ou.edu/studentcode. 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.

Accommodation Statement

The College and the University provide a range of special services for those with disabilities. If you anticipate a need for some of these services, please contact you’re the appropriate disability office to determine which services you are eligible for:

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

Provost-Approved University Activities and Religious Observances

It is university policy “to excuse student absences that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.” Therefore, a make-up exam will be given when it falls on a practiced religious holiday and/or for religious observances and “Provost-approved University-sponsored activities such as scholarly competition, fine arts performances...” and legally required activities, such as emergency military service and jury duty... (Student Codebook, p. 26)

Grading:

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

Breakdown of Class Grading

- Diverse Population Assessment Paper 25%
- Script and Analysis 35%
- Class Presentation 20%
- Class Attendance and Participation 20%

Grading Rubric for All Assignments and the Course

100-90 = A: Excellent: Work exceeds course expectations

80-89 = B: Good: Work meets course expectations

70-79 = C: Fair: Work marginally meets course expectations

60-69 = D: Poor: Work minimally meets course expectations

59 or below = F: Failure: Work does not meet course expectations

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

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.

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
Amy Stephens, LCSW

Education/Licensure

- Licensed Clinical Social Worker, Oklahoma
- Social Work, MSW, University of Oklahoma
- Human Development and Family Studies, MS, Iowa State University
- Family Relations and Child Development, BS, Oklahoma State University

Experience

- Coordinator, Community Residential Care program, Oklahoma City VA Medical Center
- Geriatrics and Extended Care Social Worker, Oklahoma City VA Medical Center
- HIV Case Manager, University of Oklahoma Health Sciences Center
- Research Associate, Casey Family Services

Frequently Taught Advanced Programs Courses

- Human Behavior in the Social Environment
- Advanced Direct Practice with Populations at Risk

Major Areas of Teaching and Research Interest

- Human Behavior in the Social Environment
- Generalist Practice
- Social and Family Policy
- Human Diversity and Social Oppression
- Social Welfare in the Changing World

Representative Publications and Presentations

- Ainsworth, A. (2000). *The effects of gender and party affiliation on political processes*. Unpublished master's thesis, Iowa State University, Ames, IA.
- Kerman, B., Dore, M., Kerker, B., & Stephens, A. (2002, November). *Who are we? The internal evaluator within a larger system*. Paper presented at the meeting of the American Evaluation Association, Crystal City, VA.
- Lee, J., & Stephens, A. (2003, September). *A study of the State of Connecticut's Probate Courts and the management of children's matters involving custody and guardianship*. New Haven, CT: Casey Family Services.
- Stephens, A., Fox, M., & Acers, K. (2013, March). *Social work ethics in the health care setting*. Annual Conference. Workshop conducted at the Annual Conference of the National Association of Social Workers, Oklahoma Chapter.
- Stephens, A., Korsh, J., & Lugo, P. (2004, January). *Processing minor guardianship cases: Evaluation of a probate court pilot project*. Paper presented at the 18th Annual San Diego Conference on Child and Family Maltreatment, San Diego, CA.
- Stephens, A. (2003, April). *Minor guardianship across the nation*. Shelton, CT: Commissioned report for the Connecticut Probate Court Administration.
- Stephens, A. (2002, Fall). What is . . . ADHD? *VOICE*, 3(2), 28-29. Shelton, CT: Casey Family Services.
- Stephens, A. (2002, Spring). What is . . . trauma? *VOICE*, 3(1), 19-20. Shelton, CT: Casey Family Services.