The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

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 22-December 11, 2015

Hours: Saturdays, 1:00 p.m. – 3:50 p.m.
Last day to enroll or drop without penalty: August 20, 2015

Site Director:
Bethany Neubauer. Phone: 405-325-1263; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:
Course Professor: Dr. Megan E. Gandy-Guedes, LCSW
Mailing Address: Zarrow Hall
700 Elm Avenue
Norman OK 73019-1060
Telephone Number: (405) 325-1400
E-mail Address: megandy@ou.edu
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@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.


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

**Educational Outcomes:**

Given regular class attendance, participation in class activities, completion of assigned readings, and successful completion of course assignments, students 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.

**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
   - Contemporary family structures
   - History of family work
   - Developmental challenges related to family life cycle
   - The impact of family dynamics on the self

B. Initiating family work
   - Decision-making
   - Contact
   - Engagement

C. Qualitative and quantitative family assessment tools which measure the following:
   - Family cohesion
   - Communication
   - Power
   - Flexibility
   - Boundaries

D. Application of theoretical frameworks in family oriented practice
   - Intergenerational
   - Structural
   - Narrative perspectives

E. Evidence-based interventions addressing family problems
   - Domestic violence
   - Divorce
   - Blended families
   - Mental illness/substance abuse

F. Practice evaluation in a family context

**Course Schedule:**

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<tr>
<th>Date &amp; Location</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
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<tr>
<td>Aug 22 – Zarrow</td>
<td>Introduction to Course; Overview of Syllabus</td>
<td>None</td>
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<tr>
<td>Aug 29 – Zarrow</td>
<td>Evolution of Family Therapy; Fundamental Concepts of Family Therapy; Multicultural Perspectives</td>
<td>Read: Nichols Introduction, Nichols Chapter 1, Nichols Chapter 3. McGoldrick &amp; Hardy (available online).</td>
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<tr>
<td>Date &amp; Location</td>
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<td>Sept 12 – Zarrow</td>
<td>Assessment Procedures; Genogram</td>
<td>Read: Brock &amp; Barnard Chapter 3.</td>
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<td>Sept 26 – Zarrow</td>
<td>Challenging Situations; Out-of-session Work</td>
<td>Assignment 1 Due (Turn in hardcopy). Read: Brock &amp; Barnard Chapters 9 &amp; 10.</td>
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<tr>
<td>Oct 3 – Forum</td>
<td>Specialized Treatment Procedures; Termination Procedures; Referral &amp; Consultation;</td>
<td>Read: Brock &amp; Barnard Chapters 6, 7 &amp; 11.</td>
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<td>Oct 10 – Zarrow</td>
<td>Bowen &amp; Strategic</td>
<td>Read: Nichols Chapters 4 &amp; 5. Assignment 3: Groups #1 &amp; 2</td>
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<td>Oct 17 – no class CSWE APM</td>
<td>Use this time to work on your group projects.</td>
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<tr>
<td>Oct 24 – Forum</td>
<td>Structural &amp; Experiential</td>
<td>Read: Nichols Chapters 6 &amp; 7. Assignment 3: Groups #3 &amp; 4</td>
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<td>Nov 14 – Zarrow</td>
<td>Solution-Focused &amp; Narrative</td>
<td>Read: Nichols Chapters 11 &amp; 12. Assignment 3: Groups #7 &amp; 8</td>
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<td>Nov 21 – Forum</td>
<td>Evaluation Methods; Comparative Analysis</td>
<td>Read: Nichols Chapters 13 &amp; 14</td>
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<tr>
<td>Dec 5 – Zarrow</td>
<td>Wrap-up</td>
<td>Assignment 2 Due (Turn in online via e-mail).</td>
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Course Assignments:

Assignment 1: Family of origin/self-reflective paper

Examine 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 timeline of family events around their birth, and a genogram, (to be included with the paper as Appendices). Students should then describe their unique family of origin characteristics and interaction style, along with the impact that these have had on their personal and 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) the following:

- 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
- “If they wrote a book about my family, it would be titled, “?”
- Ways in which you 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 as a result of this assignment – new insights about yourself; new insights about your family relationships; areas for continue personal growth, how you will work with families; etc.

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

Assignment 2: Family assessment paper w/service plan and method for evaluation

Students will assess the family functioning of a real family. This will be done by using historical information, direct observation, one qualitative measurement tool and one quantitative measurement tool. The selected family can be any family that you have access to – i.e. a client family, a friend’s family, a neighbor family, etc. (not your own family!). While two people can certainly be a family, for the purposes of this paper, the family that you select should have at least three (3) members. Please organize your assessment as follows:

Introduction / Relevant Family Information (1 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)**
• Raw data
• Rationale for instrument choices (Why did you choose these instruments?)

**Analysis (1-2 paragraphs)**
• 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 and maintain the presenting problem.
Recommendations and Evaluation Plan (2 paragraphs)

The recommendations/evaluation section should be where you make suggestions to 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)

Using the self-awareness you gained from your family of origin paper, you should 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.

Assignment 3: Group project

Students will present one of the family therapy models described in the class readings. This will be completed in groups of 2-3 people. **All team members will get the same grade.** Group presentations should be about 75 minutes, but no less than 55 minutes. You will be timed and will lose points for exceeding the 75 minute time limit or running out of material to cover before the 55 minute minimum.

A sign-up sheet will be made available. If you do not have a team or topic in mind, then one will be assigned to you on that date.

For this assignment, 50% of the grade will come from the instructor and 50% of the grade will come from your classmates, who will rate the presentation anonymously. Refer to the Presentation Evaluation sheet(s) in this syllabus to determine how to structure your presentation. Include 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.
The presentation overall helped me gain a clearer understanding of basic concepts in the treatment model.

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

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

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

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SWK 5623 Presentation Scoring Scale — Instructor Only

Presenters remained courteous and respectful to the audience throughout.

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Presenters were professional in appearance and tone.

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

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The presenters stayed within the time limits.

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The Bibliography corresponds to the presentation and uses APA format.

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Professionalism

Part of obtaining a degree is taking on the role of the professional. Ten points of the grade for this course is reserved for the student's professional 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., turning off phones, resisting text messaging and web-surfing during class, avoiding whispered conversations). Maturity and tolerance for different perspectives is necessary for learning and is a hallmark of education.

Bibliography:


Grading:

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

Methods of Evaluation

Evaluation may include, but is not limited to, a qualitative assessment of submitted written materials, quizzes, class projects and presentations, in class discussions, and attendance. Professional engagement and behavior are expected with class participation.
Breakdown of Class Grading

- Family of Origin/Self-Reflection Assignment – 300 points
- Family Assessment Assignment – 300 points
- Group presentation – 300 points
- Professionalism – 100 points

Late Assignments

All assignments must be turned in on or before the due date (at the start of class without exception). Any assignments turned in after class or after the assigned due date will receive a 10% reduction in grade for each day, up to three days late. After the third day, assignments will not be accepted and students will earn a zero.

A key to doing well on these assignments is to: 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.

Grading Rubric for This Course

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

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

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

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

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

Criteria for Grading Written Assignments

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

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

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

Teaching/Learning Methods

My Teaching Philosophy

“The mind is not a vessel to be filled but a fire to be kindled.” – Plutarch

I guide my learners in a transformational learning framework, in which the goal of education is to effect change in a frame of reference. This may be different than other courses you have taken, which may have focused on simply increasing your knowledge about a subject area, or asking you to perform a prescribed set of actions. My goal is to help you become a better critical thinker. Critical thinking is defined by Scriven and Paul (2008) as: “…that mode of thinking – about any subject, content, or problem – in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them.” Thus, we will be engaging in critical
thinking, which can sometimes be uncomfortable. In fact, the best way to know whether or not you are learning in this class is if you feel some discomfort!

In order to have effective learning, the learning environment must be a safe one. The learning environment should consist of the following characteristics. Participants:

a. “have full information
b. are free from coercion
c. have equal opportunity to assume the various roles of discourse
d. become critically reflective of assumptions
e. are empathic and open to other perspectives
f. are willing to listen and to search for common ground or a synthesis of different points of view
g. can make a tentative best judgment to guide action.” (Mezirow, 1997, p. 10)

If ever you feel that, as a student, these characteristics are not present in my classroom, please inform me of your concerns and I will revise my actions and/or the classroom environment as appropriate.

Affirmation of Diversity

I affirm diversity in all contexts, and particularly wish to create a safe place in the classroom for people to express differing points of view. As such, respect and tolerance for difference are of upmost importance in the classroom environment. In order to have constructive learning, we must respect each other’s differences. If you see yourself having trouble with this, please talk to me on an individual basis for guidance.

Learning Methods Used

This course will make use of readings from textbooks and other supplemental sources as announced by the instructor (supplemental sources will be made available on the online learning system, Desire to Learn). 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 posted on the Desire to Learn (D2L) system.

References for Syllabus Content:


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.
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* (formerly known as SART) 24/7: (405) 615-0013 Tulsa OU Advocates* (formerly known as SART) (918) 660-3163 - After Hours: (918) 743-5763

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@ouhscc.edu.

In Tulsa, If you have a report of a potential policy violation, you should report it directly to the Associate Title IX Coordinator, Josh Davis, (918) 660-3107, 4502 East 41st Street Rm. 1C76, (Founders Student Union), Tulsa, OK 74135, or jmdavis@ou.edu.

My Role & Responsibilities – Your Role & Responsibilities

Learning is a two-way street in courses that I teach. Therefore, we all hold certain responsibilities and roles in the classroom. My role and responsibilities as an educator are:

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.

Your role and responsibilities as a learner are:

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 do not repeat any offenses that come to your attention. For this course, plagiarism is defined as: “1) copying text directly without giving credit to the original source, 2) copying text directly from one source while crediting another, 3) copying text directly while citing the information as a paraphrase, or 4) presenting a unique idea from another source as original work.” (Gushwa, Chance, & Mennes, 2009, p. 3). Furthermore, academic integrity is in alignment with the NASW Code of Ethics value on Integrity. A great resource to help you better understand and avoid plagiarism is available at http://www.plagiarism.org/

Attendance

The participatory nature of this course leads to the expectation that each student attends every class in its entirety. To uphold the integrity of the curriculum, it is important that you attend class and arrive on time. Tardiness can be a distraction and disruption to the class that is small in size such as this class. It is understandable that emergencies or last minute issues arise. Therefore, absences or tardiness can be addressed within reason and on a case-by-case basis. Please contact the instructor in advance of a known absence or late arrival. Please speak the instructor after class if no advance notice of a tardy was provided.

Consequences for absences are as follows:

- You will not be penalized for the 1st absence, regardless of the reason for the absence.
- The 2nd absence will incur a 5% reduction in the final grade, unless a doctor’s note can be provided to excuse the absence.
- After the 3rd absence, your final grade will be reduced by one letter grade.
- After the 4th absence, you will receive an automatic F for the course.

These penalties will not apply if the student has been admitted to the hospital or if there is a death in the immediate family, and a doctor’s note or obituary will be required for documentation.
POLICIES AND NOTICES

Attendance/Grade Policy

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

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

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

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

Academic Integrity and Student Conduct

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

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

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

Accommodation Statement

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

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
Dr. Megan E. Gandy-Guedes

Education
- Ph.D., School of Social Work, Virginia Commonwealth University, 2015. Dissertation title: Assessing LGBTQ Youth Cultural Competency in Direct-Care Behavioral Health Workers: Development and Validation of a Measure. Committee members: Elizabeth M. Z. Farmer, Ph.D. (chair), Elizabeth Cramer, Ph.D., Traci Wike, Ph.D., Alex Wagaman, Ph.D., Mary B. Heller, Ph.D.
- MSW, School of Social Work, University of North Carolina at Charlotte, 2009
- BA, Department of Psychology, Lenoir-Rhyne University, 2004

Professional Appointments/Employment
- 2015-Present  Anne and Henry Zarrow School of Social Work, University of Oklahoma, Assistant Professor
- 2014-2015 Department of Sociology and Social Work, North Carolina Agricultural and Technical State University, Adjunct Instructor
- 2014-2015 Department of Social Work, University of North Carolina at Greensboro, Adjunct Instructor
- 2013-2014 School of Social Work, Virginia Commonwealth University, Adjunct Professor

Professional/Learned Memberships/Affiliations
- 2014-present Society for Social Work Research
- 2014-present Council on Social Work Education
- 2011-present Licensed Clinical Social Worker #C007281, North Carolina (inactive status)
- 2009-2010 Phi Kappa Phi Honor Society
- 2008-2009 Phi Alpha Social Work Honor Society