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

Course Title:  
Advanced Direct Practice with Populations at Risk

Course Number:  
SWK 5503-103

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 27 – December 10, 2016  
Location: Football Game Days: September 10 & 17, October 15 & 29, November 12, and December 3. Classes will be at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.  
Location: Non-game days: August 27, September 3 & 24, October 1, 8, & 22, November 5 & 19, and December 10. Classes will be at Zarrow Hall, 700 Elm Avenue, Norman, OK  
Hours: Saturday, 1:00-3:50 p.m.  
Last day to enroll or drop without penalty: August 26, 2016

Site Director:  
Email: apnorman@ou.edu. Phone: 405-325-3333.

Professor Contact Information:  
Course Professor: Elizabeth Fletcher, LCSW  
Mailing Address: 700 Elm Avenue  
Norman, OK 73019  
Telephone Number: 405-761-2514  
Email Address: Elizabeth.J.Fletcher-1@ou.edu  
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:  
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bkstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. 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 4 p.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.

2. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance. (See Class Schedule for weekly reading assignments due).

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

**Course Objectives/Educational Outcomes:**

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.

Given regular class attendance, participation in class activities, completion of assigned readings, and successful completion of course assignments, students will, at the conclusion of the course, have the ability to:

A. Critically evaluate and apply evidence-based practices relevant to populations at risk,
B. Differentially select and use advanced interviewing skills in complex situations, particularly those involving diverse client cultures, behaviors, strengths, needs, and values;
C. 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;
D. 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.

**Major Course Divisions:**

A. Initiating a social worker-client relationship with diverse individuals through a systems lens, including
   a. Engagement
   b. Interviewing and communication techniques that build relationships between social workers and clients among populations at risk

B. Evaluation
   a. As initial assessment
   b. As on-going assessment using single-subject designs
   c. As evaluation of effectiveness of chosen interventions/outcomes

C. Major theories and perspectives
   a. Psychodynamic theory
   b. Cognitive-behavioral theory
   c. Feminist theory
   d. Crisis intervention perspective
   e. Systems theory

D. Evidence-based practices with populations at risk including
   a. Clients affected by trauma (such as domestic violence, child physical abuse, sexual abuse, and sexual assault)
   b. Clients affected by substance abuse
   c. Grief and loss
Social Work Competencies And Practice Behaviors Assessed:

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:
Class will include a combination of lecture, group and individual activities. Assignments offer individual and group formats.

Class Policies:

Methods of Evaluation:
These may include, but are not limited to, written assignments, class presentations, and class participation. The course is evaluated formally using the University of Oklahoma student evaluation of courses format. In addition, individual suggestions and comments by students will be accepted. Faculty peer evaluation may be employed at the discretion of the instructor.

Breakdown of Class Grading:
- 100-91 = A: Excellent: Work exceeds course expectations
- 90-81 = B: Good: Work meets course expectations
- 80-71 = C: Fair: Work marginally meets course expectations
- 70–65 = D: Poor: Work minimally meets course expectations
- 64 or below = F: Failure: Work does not meet course expectations

Breakdown of Assignment Points
- Participation/Attendance: 15
- Reading quizzes: 10
- Case analysis presentation: 35
- Role play and critique video assignment: 40

Academic Conduct
Each student should acquaint themselves 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. The Disability Resource Center is located at 620 Elm Ave, Suite 166, Norman, OK, 73019-2093. 405-325-3852 (voice), 405-325-4173 (voice), email drci@ou.edu

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

Health Insurance Portability and Accountability Act Statement (HIPAA)
In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any client information that you share, either verbally or written, will need to be de-identified. This means that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates, but may also contain other information that is so unique to the person that it could allow for identification, including, but not
limited to diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation, it can be included if it will not allow for identification.

**Adjustments for Pregnancy/Childbirth Related Issues**

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

**Title IX Resources**

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

OU Advocates (formerly known as SART) 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@ouhsc.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.

**Attendance Policy**

University students are adult learners, indicating preparedness to attend all classes and actively participate. This is a short but intensive course. All classes are required to fulfill the standards for accreditation. There are no excused absences. For the first missed class a makeup assignment will be allotted to allow you to earn at least a portion of the participation grade for **one class only**. The makeup assignment is a written summary of the reading due to me by email **before the next class**. With a second absence, your final grade will drop 1 whole letter grade, and continue to drop one letter grade with each subsequent absence. A second absence will also trigger a meeting with me to discuss the feasibility of remaining in the course. Attendance will be taken at the beginning of all class sessions. It is your responsibility to sign the attendance sheet at the beginning of class. If you fail to sign the attendance sheet you will be marked absent for the day. Similarly, arriving late or leaving early will detract from your grade.

**Inclement Weather Closures**

If OU closes for weather, class will move to an online format and students should check their email for instructions about what is required.

**Electronics:**

**Phone use is prohibited during lectures, presentations and discussion class time.** There will be opportunities to use laptops and smartphones at other times though, so please bring them with you to class. I discourage notetaking with laptops as it is too tempting to do non-class related activities and this is distracting to everyone. It also greatly limits the quality of engagement. Finally, it is an inferior means of note-taking as “the act of typing effectively turns the note-taker into a transcription zombie, while the imperfect recordings of the pencil-pusher reflect and excite a process of integration, creating more textured and effective modes of recall” (Rockmore, 2014). I will incorporate a break during class, and that is the time when students may check email, text, etc.
Late Assignments:
Assignments should be turned in when they are due, by the time stated in the syllabus or as specified by the instructor. Failure to complete assignments on time will result in a 10% grade reduction for the first late day and 5% for each following day. With electronic submission, assignments are considered late anytime within the first 24 hours after the specified due date and time listed in the syllabus.

Participation grade/ Classroom Expectations:
Attendance and class participation in this course accounts for 15% of your grade. It is important to remember that in a social work program, evaluation extends beyond academic performance. Your interactions with your instructors and peers are an integral part of the assessment of social worker dispositions. Should any concerns arise, these will be discussed with the individual student and the policy that is stated in the student handbook will be instituted as needed. The expectations are further outlined under Course Assignments in the syllabus with a rubric as well.

Course Schedule:

August 27, 2016 - Intro Pops at Risk, syllabus

September 3, 2016 - Evaluating practice

View:
Evidence-Based Behavioral Practice Online Training modules at http://www.ebbp.org/training.html. You must first create your free account, then complete EBBP Process Module, (the first two). Must complete post module quiz.

Assignment:
Bring proof of module completion

September 10, 2016 - Assessment and Evaluation cont.

Readings:

Watch:
- How to conduct a Mental Health Assessment: https://www.youtube.com/watch?v=lFIdApaOlt4E

September 17, 2016 - Psychodynamic Theory – Part I – Background/ Communication

Read:

Assignment Due:
Three student presentations (Case analysis, assignment 1)

September 24, 2016 - Psychodynamic Theory – Part II - Attachment

Read:

Assignment Due:
Three student presentations

October 1, 2016 - Psychodynamic Theory – Part III – Object Relations/ Relational, Intersubjective

Read:

Listen:

Assignment Due:
Three student presentations

October, 8, 2016 - Cognitive Behavioral Part I – Background

Read:

Assignment Due:
Four student presentations
October 15, 2016 - CBT Part II - Contemporary Versions

Read:

Watch:
- The Law of Opposites: [https://www.youtube.com/watch?v=u483reZNJKY](https://www.youtube.com/watch?v=u483reZNJKY)

Assignment Due:
Six student presentations.

October 22, 2016 - Solution-focused and strengths based

Read:

Listen to these podcasts (about 15 minutes each):
- Leading From Behind: Episode 4 - First Sessions - General Considerations: [http://www.hbtc.ca/podcast/2013/1/31/leading-from-behind-episode-4-first-sessions-general-considerations](http://www.hbtc.ca/podcast/2013/1/31/leading-from-behind-episode-4-first-sessions-general-considerations)

Assignment Due:
Final day for student presentations

October 29, 2016 - Feminist Theory

Read:
November 5, 2016 - Crisis Intervention
Read:

November 12, 2016 - Trauma
Read:
Watch:
- ACE study: brief overview at: https://vimeo.com/65361181

November 19, 2016 - Domestic Violence
Read:
Watch:
A Case of Domestic Abuse: Brief Character Change: http://search.alexanderstreet.com/counseling-therapy/view/work/1779303
Assignment Due:
Two papers due by 8 p.m. to D2L

November 26, 2016 - NO Class - Thanksgiving

December 3, 2016 - Substance abuse
Read:


**December 10, 2016 - Grief/Loss and class review**

**Read:**


**Course Outline:**

A. Initiating a social worker-client relationship with diverse individuals through a systems lens including
   a. Engagement
   b. Interviewing and communication techniques that build relationships between social workers and clients among populations at risk

B. Evaluation
   a. As initial assessment
   b. As on-going assessment using single-subject designs
   c. As evaluation of effectiveness of chosen interventions/outcomes

C. Major theories and perspectives
   a. Psychodynamic theory
   b. Cognitive-behavioral theory
   c. Feminist theory
   d. Crisis intervention perspective
   e. Systems theory

D. Evidence based practices with populations at risk including
   a. Clients affected by trauma (such as domestic violence, child physical abuse, sexual abuse, and sexual assault)
   b. Clients affected by substance abuse
   c. Grief and loss

**Assignments, Grading and Due Dates:**

**Participation/Attendance (15 Points)**

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.

**Effective class participation includes: respectful and non-dominating involvement in class discussions, and showing initiative and investment in classroom activities and respect for fellow students and instructor.** I would define ineffective classroom conduct as engaging in distracting behaviors, such as working on non-class material, texting, holding side conversations, sleeping and/or excessive typing/internet browsing (social media). Please note that 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 attendance points and possibly face disciplinary action from the department or university.

The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities and the student’s respectful classroom conduct and adherence to all policies put forth in this syllabus and those announced by the instructor in class. You earn up to 1 point per class.

Below is a class participation rubric to help further delineate behaviors that **add** points and those that **decrease** points.

**Note about class participation rubric:** This is a guideline. It does not mention every possible variation of exemplary to unacceptable behavior that could possibly exist.

<table>
<thead>
<tr>
<th>Item</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Developing</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/ Demonstration of Listening to others</td>
<td>Student initiates contributions more than once in each class period. Student listens attentively when others present materials, perspectives, as indicated by comments that build on others’ remarks.</td>
<td>Student initiates contribution once in each class. Student is mostly attentive when others present ideas as indicated by comments that reflect &amp; build on others’ remarks. Occasionally needs encouragement or reminder from instructor to focus comments.</td>
<td>Student initiates contribution in at least half the class meetings. If called upon puts forth effort. Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.</td>
<td>Student does not initiate contribution &amp; demonstrates indifference when called upon. Does not listen to others; regularly talks while others speak or is otherwise distracted; uses phone or computer during discussion or lecture (unless otherwise permitted by the instructor); sleeps in class; gets up frequently to leave; makes any excessive noises from gum chewing, eating or drinking.</td>
</tr>
<tr>
<td>Quality of comments</td>
<td>Comments are insightful &amp; constructive; uses appropriate terminology. Comments balanced between general impressions, opinions &amp; specific, thoughtful criticisms or contributions.</td>
<td>Comments mostly insightful &amp; constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.</td>
<td>Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.</td>
<td>Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion &amp; personal taste, e.g., “I love it”, “I hate it”, “That’s bad/ good”, etc.</td>
</tr>
<tr>
<td>Item</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Developing</td>
<td>Unacceptable</td>
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<tr>
<td>Preparation</td>
<td>Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). Offers analysis, synthesis, and evaluation of material, e.g. puts together pieces of the discussion to develop new approaches that take the class further.</td>
<td>At best, demonstrates good preparation: knows reading facts well, has thought through implications of them. On the lower end, knows basic the reading facts, shows beginning effort toward interpretation/analysis.</td>
<td>Demonstrates adequate preparation: knows some basic reading facts, but may only demonstrate evidence of having skimmed the material. Does not show evidence of trying to interpret or analyze them.</td>
<td>Minimal to no evidence of preparation.</td>
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<tr>
<td>Daily Possible Points Earned (1 being highest x 15 classes = 15 total points)</td>
<td>1</td>
<td>.75</td>
<td>.50</td>
<td>0</td>
</tr>
</tbody>
</table>

**Reading Quizzes (10 Points):**
There will be 14 reading quizzes at the start of class. Each quiz counts for 1 point (pass/fail only; no partial credit) and I will take your 10 best scores. Total value for grade is 10 points.

**Assignment #1 – Case Analysis Power Point (35 Points)**
**Instructions:**
Students will compose a power point presentation of approximately 10-15 slides, illustrating the process of engagement, assessment, intervention, and evaluation with a client. Choose one of the case scenarios provided to you in class. Students will sign up for dates to make their presentations to the class. Presentations should be approximately 10-15 minutes long.

**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 #2 – Role-play and Critique Video Assignment (40 points total)

Role Play Instructions: (20 points)
Students will work in groups of 4 persons. In those groups each student will role play (2) sessions – one as the social worker and one as the client. Students should role-play these sessions with DIFFERENT group members (i.e. one cannot be both the social worker and the client with the same partner). 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 are responsible for video recording the session where they role play the social worker. Students will upload their videos onto D2L so that they may be observed and critiqued by the remaining two (2) members of their group.

Paper Instructions: (20 points)
For the second part of the assignment, each student will turn in an individual paper with four (4) sections. The entire paper should be approximately 10-12 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 should choose a client from a different population.

Paper Format:
Section 1 - In the Role of the Social Worker (4-6 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(ies) 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 was 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?

Sections 3 and 4 - Observations (2-3 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 watching two (2) group member videos students will provide observational feedback regarding the both social workers’ strengths as well as areas for continued improvement. For this section of the paper, address the following for EACH video tape that you observe:

- Name of social worker observed
- What did you notice about the social worker and client's rapport?
- How closely did the social worker adhere to EBP techniques and content? Describe.
- How well did the social worker deliver and adapt the techniques and content for their unique client?
- What did you notice about the use of questions and/or statements?
- Describe at least two particular strengths of the social worker
- Offer at least two goals for improvement

Bibliography:


**Grading:**

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

**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 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
Elizabeth Fletcher, LCSW

Education and Licensure
- Licensed Clinical Social Worker, 2009-present, Oklahoma License #3871
- Master of Social Work, East Carolina University, Greenville, NC, 2007
- Bachelor of Arts, Spanish and Theatre, Oklahoma City University, Oklahoma City, OK, 1998

Current/Past Positions
- Director/Psychotherapist in Private Practice, Big Sky Counseling, Inc.
- Licensed Clinical Social Worker, Essential Integrative Health (Integrative Pain Management Clinic)
- Bilingual Psychotherapist, home-based Medicaid agencies
- Psychotherapist and director at adult day treatment/Intensive outpatient program
- Psychotherapist, intake therapist and unit director in acute and long-term psychiatric hospital settings

Major Areas of Teaching and Research Interest
- Psychotherapy and advocacy in Spanish-speaking communities
- Psychodynamically-informed psychotherapy with disenfranchised populations
- Sexual abuse/sexual assault
- Trauma
- Depression/Anxiety, including chronic/long-term and treatment-resistant mood disorders
- Social justice
- Adolescents/young adults
- Developmental Trauma and Grief
- Women’s issues, including perinatal mood disorders
- Sexuality and gender identity

Representative Publications and Presentations
- Oklahoma Society for Psychoanalytic Studies Seminar featuring visiting lecturer Dr. Jonathan Shedler, October 2015
- React or Respond? Conflict Resolution and Professional Efficacy Training, Coe Plumbing Company, Oklahoma City. August 2015
- Difficult Relationships: Letting Go vs. Giving Up, Trinity Lutheran Church, Oklahoma City. February 2014
- Guest lecturer for Gender Studies and Script Analysis classes, Louisiana State University. October 2012

Major Professional Affiliations
- Division 39 of the American Psychological Association (division dedicated to psychoanalytic psychology) 2016
- National Association of Social Workers 2014-present
- American Association for Psychoanalysis in Clinical Social Work 2012-present
- Oklahoma Society for Psychoanalytic Studies 2010-present
- Clinical Social Workers Association 2009-present
- Postpartum Support International 2011-2012