Course Title:
Advanced Integrative Seminar for Direct Social Work Practice

Course Number:
SWK 5973-102

Course Description:
This is an integrative seminar for direct practice concentration students taken concurrently with SWK 5820 (field practicum) in the final spring semester. The course builds on foundation and concentration course work throughout the MSW curriculum. Prerequisite: Second-year graduate standing in social work.

Class Dates, Location and Hours:
Dates: January 12-May 9, 2015
Location: Room 250, Zarrow Hall, 700 Elm Avenue, Norman OK
Hours: Saturdays 9:00-11:50 a.m.
Last day to enroll or drop without penalty: January 11, 2015

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

Professor Contact Information:
Course Professor: Herman Curiel
Mailing Address: Zarrow Hall 302
700 Elm Ave.
Norman, OK 73019
Telephone Number: 405-325-1406
E-mail Address: hculiel@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 www.oklahoma bkstr.com 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.


3. 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. Committee approved readings will be posted on D2L

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:
This course integrates core social work curriculum knowledge for applying critical thinking to decision making. Using theory and EB interventions students will connect classroom and field practicum learning using a peer-supported format. The course challenges students to engage in personal reflection and self-correction in order to arrive at sound professional practice decisions.

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. Articulate their integration of knowledge, skills, and values developed across the curriculum, including field in approaching practice situations;

B. Critically analyze:
   a. Social problems and cases at all systems levels
   b. Relevant human behavior and practice theories and social welfare policies
   c. Research findings that support and inform direct social work practice
   d. Issues associated with evaluation of practice

C. Collaborate effectively with peers and instructor to explore practice issues, develop intervention plans and professional development

D. Clearly articulate practice decisions based on current theory and knowledge, values and ethics of the profession

E. Apply their understanding of, and commitment to, the promotion of social and economic justice for populations at risk, and their recognition of and respect for diversity in a variety of practice settings

F. Recognize and manage personal values in a way that allows professional values to guide practice

Social Work Competencies and Practice Behaviors addressed:
EP 2.1.1 – Professional Conduct Competency: Identify with social work profession:

Associated behaviors:
- Practice personal reflection and self-correction to assure continual professional development (Assessed in Assignments 10 & 11)
- Attend to professional roles and boundaries (Assessed in Assignments 1-5, 10, 11)
- Demonstrate professional demeanor in behavior, appearance, and communication (Assessed in Assignment 6-9 & 11)
- Engage in career-long learning (Assessed in Assignment 10)
- Use supervision and consultation (Assessed in Assignments 1-9)
EP 2.1.2 – Ethics Competency: Apply ethical principles in practice:

Associated behaviors:

- Recognize and manage personal values in a way that allows professional values to guide practice (Assessed in Assignment 1-5, 10, 11)
- Make ethical decisions by applying standards of the NASW Code of Ethics (Assessed in Assignment 1-5)
- Tolerate ambiguity in resolving ethical conflicts (Assessed in Assignments 1-5)
- Apply strategies of ethical reasoning to arrive at principled decisions (Assessed in Assignments 1-5, 11)

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

Associated behaviors:

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (Assessed in Assignments 1-6, 7-11, 13)
- Analyze models of assessment, prevention, intervention, and evaluation (Assessed in Assignments 1-9, 11)
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues (Assessed in Assignments 1-9, 11)

EP 2.1.4 – Diversity Competency: Incorporate diversity into practice:

Associated behaviors:

- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (Assessed in Assignment 1-5, 10)
- Recognize and communicate their understanding of the importance of difference in shaping life experiences (Assessed in Assignment 1-5, 10)

EP 2.1.6 – Research Competency: Engage in informed research:

Associated behaviors:

- Use research evidence to inform practice (Assessed in Assignments 1-5)

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

Associated behaviors:

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation (Assessed in Assignments 1-5)
- Critique and apply knowledge to understanding person and environment (Assessed in Assignments 1-9)

EP 2.1.8 – Policy Competency: Engage in policy practice to advance social and economic well-being:

Associated behaviors:

- Analyze, formulate, and advocate for policies that advance social well-being (Assessed in Assignment 1-5)
EP 2.1.9 – Contexts Competency: Respond to contexts that shape practice:

Associated behaviors:

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (Assessed in Assignment 1-5, 11)
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services (Assessed in Assignments 1-5, 11)

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

Associated behaviors (a):

- Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities (Assessed in Assignments 1-5, 11)
- Use empathy and other interpersonal skills (Assessed in Assignment 1-5)

Associated behaviors (b):

- Collect, organize, and interpret client data (Assessed in Assignments 1-5, 11)
- Assess client strengths and limitations (Assessed in Assignments 1-5, 11)
- Select appropriate intervention strategies (Assessed in Assignments 1-9, 11)

Associated behaviors (c):

Help clients resolve problems (Assessed in Assignment 1-9, 11)

Associated behaviors (d):

Critically analyze, monitor, and evaluate interventions (Assessed in Assignments 1-5)

Teaching/Learning Methods:

The course format will highlight discussions on specific case situations that reflect human service issues, problems, and challenges. Students will be required to think multi-systemically (i.e., on all levels), as they:

- Analyze the meaning of the situations for individuals, families, groups, organizations, and communities;
- Consider various approaches suggested in the literature and the resources offered in a wide variety of human service settings; and
- Make recommendations for social work interventions and discuss the rationale for these choices.

The instructor’s role will be to structure the course and assignments, direct students toward resources, assist with group process, facilitate periodic checks on student attainment of course objectives, and evaluate performance through assignment of grades.

Class Policies:

Methods of Evaluation:

Methods of evaluation 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

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

- Assignments 1-5: Case Analyses – 60% of total course grade (12% each)
- Assignments 6-9: Feedback – 25% of total course grade (6.25% each)
- Assignment 10: Reflection Paper – 5% of total course grade
- Assignment 11: Presentation – 5% of total course grade
- Assignment 12: Participation – 5% of total course grade

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 www.ou.edu/studentcode. Students should also be familiar with the codes of conduct specific to Social Work, including those in the MSW Handbook, which can be found at www.ou.edu/socialwork and the NASW Code of Ethics http://www.socialworkers.org/pubs/code/default.asp

Statement of Reasonable Accommodation

- The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities who require accommodations in this course are requested to speak with the professor as early in the semester as possible. International students, who are not fluent in English, can request extended times for examinations.
- Students with disabilities must be registered with the Disability Resource Center prior to receiving accommodations in this course.

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<tr>
<th>Norman</th>
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<tr>
<td>Disability Resource Center</td>
<td>Office of Disability Resources</td>
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<tr>
<td>Goddard Health Center, Suite 166</td>
<td>Schusterman Center</td>
</tr>
<tr>
<td>(405) 325-3852</td>
<td>4502 East 41st Street</td>
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<tr>
<td>TDD only (405)325-4173</td>
<td>Tulsa, OK 74135-2512</td>
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<td>(918) 660-3100</td>
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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)

Attendance Policy

Students are expected to attend all class meetings. Missing two classes will result in a 3 point reduction of the student’s grade, three classes will result in a 6 point reduction, and student who misses four class meetings will receive a W, WF, or F. Please be aware that the nature of this class requires that we stay on schedule with the other sections of the course. If class must be missed, even due to the university closing, you will be offered the opportunity to attend a make-up class or join another section of the course to stay on track with the schedule. While not ideal, it is acceptable for you to attend other instructor’s sections of this course if you MUST miss your own class. This must be arranged with your instructor, and approved by the other instructor whose class you wish to attend.

Inclement Weather: If the university is closed for an extended period due to inclement weather, instructors will communicate with students via email about alternate arrangements. If all courses for an entire week are cancelled, instructors may decide to postpone the assignments. However, unless you are
notified otherwise, please assume that assignments will be due as scheduled even if the university is closed!

**Major Course Divisions:**

I. Introduction to Case Based Teaching and Learning  
   a. Benefits of case based method  
   b. Preparing for discussion  
   c. Writing cases analyses  
   d. Application of case analysis concepts to a practice case  

II. Feedback and Colleague Consultation  
   a. Benefits of providing feedback to colleagues  
   b. Providing constructive criticism and sharing ideas  

III. Discussion of Decision Cases  
   a. Discussion of cases from a wide variety of practice settings  
   b. Application of critical thinking skills to problem identification, contextual analysis, strategy development, use of research, and evaluation  
   c. Discussion of wide variety of issues raised in the context of the case  

IV. Practice Application with Case Content  
   a. Role plays or other applications related to strategies or other issues pertinent to the case  
   b. Application of relevant curriculum content in the form of exercises or other classroom experiences  

V. Presentation of Practicum Dilemma  
   a. Presentation of a particular dilemma experienced in the field placement  
   b. Discussion and consultation regarding the dilemma  

VI. Reflection on Learning Process  
   a. Discussion about the class itself as a system and analysis of dynamics  
   b. Reflection on MSW experience and integration of content through this class  
   c. Reflection on personal process, areas of strengths and limitations, and continued professional development  

**Course Schedule:**

**Week 1: January 17**  
- Introduction to Integrative Seminar  
- Bring a paper copy of syllabus to class  

**Week 2: January 24**  
- Fran’s Questions  
- Class discussion of case method applied to this case  

**Week 3: January 31**  
- Loss & Faith  
- Case 1 Assignment: All students do analysis & submit on D2L before class  

**Week 4: Feb. 7**  
- What’s a supervisor to do?  
- Case 2 Assignment: Analysis of case due for Group 1  
- Feedback due for Group 2  

**Week 5: Feb. 14**  
- Pedro Rodriguez  
- Case 2: Analysis of case due for Group 2
• Feedback Group 2

**Week 6: Feb. 21**
- Poor kids
- Case 3: Analysis due for Group 1
- Feedback for Group 2

**Week 7: February 28**
- Believing women
- Case 3: Analysis due for Group 2
- Feedback Group 1

**Week 8: March 7**
- Exposed
- Case 4 Analysis due for Group 1
- Feedback Group 2

**Spring Break: March 14**

**Week 9: March 21**
- Case: A matter of life & death
- Case 5: Analysis due for Group 2
- Feedback for Group 1

**Week 10: March 28**
- Nowhere to skate
- Case 6: Analysis due for Group 1
- Feedback for Group 2

**Week 11: April 4**
- Don’t tell her
- Case 7: Analysis due for Group 2
- Feedback for Group 1

**Week 12: April 11**
- Seeking, not finding
- Case 8: Analysis due for Group 1
- Feedback for Group 2

**Week 13: April 18**
- Field cases or concerns
- Class discussion

**Week 14: April 25**
- Field cases or concerns
- Class discussion

**Week 15: May 2**

Oklahoma Social Work Licensure Board Questions & Answers
Week 16: May 9

Last Day of classes.

Course Assignments:

- Five (5) case analysis papers (Assignments 1-5)
- Four (4) feedbacks on peers’ analyses (Assignments 6-9)
- Reflective paper (Assignment 10)
- Presentation from the practicum (Assignment 11)

Assignments 1-5: Case Analyses

The case method engages students in class discussions centered on the in-depth analysis of social work cases. The cases involve a variety of problems and dilemmas at various system levels. Each case reports the actual experience of a social work professional, often one who is relatively new to the profession.

Using a rotating schedule, students will submit written case analyses for each weekly case. These analyses should be written as executive summaries. Executive summaries are designed for a decision maker who needs understanding of an issue, an analysis of key issues and recommendations, but without extensive detail. Executive summaries are often the first few pages of a more comprehensive analysis. For the purposes of this class, these summaries should not exceed 4 pages. The executive summary format is not intended to be an exhaustive analysis of all possible alternatives but rather a concise, focused summary with the alternatives only mentioned to insure they receive consideration. In general, any issue, no matter how complex, can be summarized in this fashion if the case is reduced to its most essential elements.

In these analyses, you are asked to identify with the protagonist (the social worker) in the case, but as you will see, that social work is “stuck” at a point of making a decision. The analysis is written from your perspective, as the person who is advising the social worker as to the best course of action for him or her to take. Students will submit written case analyses. These include the following components:

- **Problem identification:** a specific formulation of the problem or issue, usually not to exceed two sentences. This is not a question but a statement of the problem. A problem statement should succinctly identify the crucial themes or issues that contribute to the dilemma experienced by the social worker.
- **Contextual Analysis:** Analysis of micro, mezzo, and macro issues. Examples of such issues include social, cultural, political/legal, organizational, economic/resource, and ethical issues and interpersonal relationships and intrapsychic and biological conditions. You are identifying the crucial issues that complicate the situation for the social worker. This should be roughly half of your paper.
- **Alternative Strategies:** includes at least 3 distinct alternative strategies that could address the identified problem. Each strategy must address a short term solution (what needs to be done immediately at the point the case narrative ends), and a longer term solution (what may need to be done later to reduce the chance the problem will happen again). Each strategy must also include a brief description of the advantages and disadvantages of that strategy (both short term and long term solutions). It is possible that a short term solution could be the same for all three strategies. Likewise, a longer term solution could serve in the same way. If this choice is made, the analysis should justify why a solution (short or longer term) could be the same for each strategy.
- **Recommendation:** the recommendation includes: (1) identify one strategy chosen from the 3 alternatives presented and a justification for its selection, (2) provide evidence based practice support for the selected strategy, (3) indicate how the strategy’s effectiveness will be determined (a plan for evaluation) and (4) at least one evidence based practice citation supporting the recommendation. Be sure your recommended strategy can be supported with available resources.
Individual instructors are responsible for the development of guidelines and the assignment of grades. Use of APA style and format in writing and use of non-sexist and person-first language in class discussion and written assignments is required.

Process for Turning in Case Analyses

There are a total of 10 cases that you will read. The process for turning in cases is as follows:

- The class will be divided into small groups.
- For week 2, the class will discuss a case that you read, but there will be no written assignment due. However, students are encouraged to write a practice case analysis draft for this initial learning case.
- For week 3, everyone turns in the first case analysis; instructors will provide detailed feedback to each student.
- After the first written case, students will be divided in two groups. Each group will turn in case analyses on an alternate week schedule.
- On the week students do not provide instructors with a case analysis, they will be responsible for providing feedback to their peers case analysis before final submission (some professors may require additional work).
- Each class cohort is responsible for determining a schedule for turning in the case analyses and the feedback.
- The schedule should reflect the specific dates students will turn in CA for feedback, who is responsible for feedback, and the specific date the feedback is to be return to the writer of the case analysis.
- The schedule should be established in such a manner that feedback is alternated between group members. It is suggested that students alternate turning in CA and feedback. However, it may be necessary that a student turn in CA two weeks in a row or that student provides feedback to two case writers in the same week.
- A final schedule should be submitted to the instructor during the 2nd week of class.
- All group members should agree and sign this schedule.

Assignments 6-9: Feedback

- In order to provide quality feedback and enhance class discussion, it is expected that students will carefully read the cases for each week.
- In addition, in order for students to participate in the process, students will need to establish a reasonable system for the transfer of cases and the timely transfer of feedback.
- Therefore, students who turn in their case analysis must provide a draft of their CA to the person responsible for feedback 72 hours before the case is due. The student who provides feedback must respond to the student with feedback 48 hours before the case is due.
- Students are responsible for providing quality feedback to their fellow colleagues. It is hoped that the feedback provided by the instructor will serve as a model for students to follow. Students are also encouraged to utilize the matrix when providing feedback.
- A form will be provided for use in providing feedback. You will complete the form BEFORE you receive your peer’s paper. After you receive the paper, you will comment on it using “track changes”. The person who wrote the feedback will turn in the form as well as the peer’s paper with comments to D2L.
- Quality feedback consists of:
  a. Concrete, usable suggestions (avoid generalized statements about quality)
  b. Information re: gaps that students may have overlooked
  c. Suggestions re: the flow of the paper, does it make sense? Is the problem statement accurate? Are the internal and external issues addressed? Have students considered all of the possible strategies? Does the recommendation seem reasonable and/or linked to the original problem statement?
  d. General comments regarding grammar, spellings, sentence structure, etc
- It is suggested that students utilize email for the transmission of feedback and drafts. This can be accomplished by attaching documents to email. However, discussion groups can be set up for any
groups that are interested. **Do not discuss cases on Facebook or any other electronic media that is not on an OU server due to security and confidentiality reasons.**

- In sum, there are a total of 10 cases that each student will read. One case (Fran’s Questions) will be used for seminar practice & discussion at start of semester. This case will not count as a grade. First case analysis to be submitted by all students for a grade is case named “Grace.” After first graded case, each student will turn in 4 additional case analyses and submit 4 case analysis feedbacks according to the assignment scheduled.

No late assignments will be accepted.

Due to the nature of this course’s assignments, no late papers will be accepted, regardless of the reason that the paper was submitted late. Papers are due on **Tuesdays at 8:00 AM**, and any papers submitted after that date and time will receive a zero.

No discussions after your class meets.

While you are welcome to discuss these cases with peers **before** your class meets, you may not share materials after class with peers who have not yet met for their own classes. Sharing class materials after a discussion will be considered dishonest, and both students involved will receive consequences of academic dishonesty including failing the course.

**Assignment 10: Reflective Paper**

This paper provides an opportunity for you to reflect on your learning experience throughout the semester and to reflect some on your experience in the program. Please comment on following five topics. Be as specific as possible and limit your answers to approximately 1 page each. Each question is worth 1 point.

**Improvement in skills and abilities**

As you review your analysis work, have your critical thinking & writing skills improved in context of your seminar experience? If so, how? If not, why not? What was most & least helpful? (It might be helpful to look back at case related assignments from previous classes and analyze how you have changed in your approach to case analysis.)

**Your use and gift of feedback**

Describe your experience with peer case analysis feedback. What was most & least helpful?

**Yourself as an ethical practitioner**

Throughout your MSW coursework, to what extent have you learned to handle value conflicts between your personal beliefs & professional ethics? Describe kinds of activities you will pursue to increase your ability to work with clients & colleagues so as to be less influenced by your personal bias.

**Parallels to the practicum**

How did this case analysis process help or interfere with your practicum work? What parallels did you discover between your classroom and practicum experience?

**Parallels to the academic program**

Which components of your academic experience supported your performance in the integrated seminar? (courses, topics, activities, skills, etc.) Indicate the courses, topics, activities, and skills that you wish you had had to assist you in the integrated seminar course.

**Assignment 11: Class Presentations**

Each week, 1-2 students will have the opportunity to present a ‘situation’ to the class. Present a ‘situation’ in which you are or were truly stuck; do not present a situation which has been ‘solved’ satisfactorily or one that is a ‘no brainer.’ If from your field placement, you already have permission to discuss such situations. If from your employment, make sure that your agency allows such discussion.
However, for all presentations and according to confidentiality rules, identifying information should be protected. Unlike the cases in your course packet, these ‘situations’ are never to be discussed outside the classroom.

The presentation format is as follows: 1. Presentation of the ‘situation’ by the practitioner/student should take less than 10 minutes. If tools such as genograms or organizational charts would be valuable aids, please have them ready on PowerPoint. Your situation does not have to be as complex as the cases you’ve read. 2. The rest of the class will act as consultants—a reflecting team. The practitioner/student will be asked questions about the case (“Metaanalysis” questions are very helpful, but simple questions are, too) to help determine what the problem is. Then, students may offer ideas about how to solve the problem.

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
Herman Curiel, Ph.D., ACSW

Education
- 1979 Ph.D. in Curriculum and Instruction, Texas A&M University
- 1962 MSW, Our Lady of the Lake University, casework concentration

Current Positions
- Advanced Programs Professor since 1990
- Professor Emeritus, School of Social Work, University of Oklahoma
- Adjunct Professor, Department of Geriatric Medicine, College of Medicine, University of Oklahoma

Frequently Taught Advanced Programs Courses
- SWK 5143 Models for Gender & Culturally Sensitive Practice
- SWK 5013 The Profession of Social Work
- SWK 5613 Advanced Group Work
- SWK 5973 Advanced Integrative Seminar for Direct Practice

Major Areas of Teaching and Research Interest
- Direct social work practice with groups
- Clinical social work supervision
- Hispanic Aging issues
- HIV/AIDS Case Management

Representative Publications and Presentations

Representative Honors and Awards Received
- 2011 National Association of Social Worker Foundation, NASW Social Work Pioneer
- 2008 NASW OK Chapter Lifetime Achievement Award
- 2005 Social Work Educator, University of Oklahoma School of Social Work, Board of Visitors, Hall of Honor

Major Professional Affiliations
- Council on Social Work Education, co-chair Cultural Competence Annual Conference Track
- Chair, Committee on Nominations & Leadership Identification, (2013) Oklahoma NASW Chapter
- Treasurer, Social Work affiliate, Southwestern Social Science Association, current 2013
- Treasurer, Social Welfare Action Alliance/Bertha Capen Reynolds national association, 2010 to present