Course Title:
Generalist Practice for Individuals, Families, and Treatment Groups

Course Number:
SWK 5103-102

Course Description:
This is the first of two generalist social work practice courses. It explicates a generalist perspective that focuses on the knowledge, values, skills, and techniques appropriate for engagement, assessment, intervention and evaluation with individuals, families, & treatment groups. Prerequisite: SWK 5233.

Course Purpose:
This course introduces the student to the generalist perspective and its application with individuals, families and treatment groups. Based upon the generalist intervention model, it builds upon evidence-based knowledge gained in concurrent foundation year courses. Skill development focuses on the use of self in the helping relationship supported by the values of culturally sensitive practice. The course is further supported by the concepts of person-in-environment, client strengths, and social and economic justice.

Class Dates, Location and Hours:
- Dates: January 23-24, February 6-7, February 20-21, & March 6-7, 2015
- Location: Room 115, Zarrow Hall, 700 Elm Avenue, Norman OK
- Hours: Fri 5:00-9:00 p.m.; Sat 9:00 a.m.-5:00 p.m.
- Last day to enroll or drop without penalty: January 22, 2015

Campus Map and Parking Information: A map of the campus can be found on the OU website at: http://www.ou.edu/map/. The entire campus is open for parking from Friday at 4:00 pm until Monday at 7:00 am. Students can park almost anywhere on campus including the parking garages, permits are not required and meters don’t have to be paid. OUPD will ticket illegal parking such as fire lanes, handicap areas and yellow curbs.

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

Professor Contact Information:
- Course Professor: Joe McElhaney, LCSW, LADC, MSW/MPA
- Telephone Number: (405)414-5742
- E-mail Address: joe.mcelhaney@cox.net
- 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.


4. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at http://learn.ou.edu; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

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

Educational Outcomes:

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

A. List and articulate societal and personal values relative to human differences as related to the professional value base for multi-level generalist practice;

B. Formulate a generalist intervention plan which reflects skills in client engagement, motivation, problem definition, assessment, intervention planning, appropriate selection of intervention procedures, and outcome evaluation;

C. Demonstrate intervention skills informed by culturally sensitive perspectives that are effective with diverse individuals, families, and treatment groups;

D. Describe families in dimensions of culture, socioeconomic status, member composition and developmental stage, and the implication of these for effective intervention; and,

E. Apply knowledge of group dynamics and structural variables, including cultural norms, values, and group composition, to social work practice with families and treatment groups.
Social Work Competencies And Practice Behaviors Assessed:

Upon successful completion of the course students will demonstrate novice ability in the following areas:

Competency 1:
Students know the profession’s history and are committed to SW core values and principles. They recognize that SW as a profession is unique in its focus on social justice and person in the environment.

Associated Behaviors:
- F 1.1 Advocate for client access to services available in their communities. (Assessed in Assignment 1).
- F 1.2 Recognize the importance of identifying the influence of their own values on practice. (Assessed in Assignment 2)
- F 1.3 Identify and discuss professional roles and boundaries. (Assessed in Assignment 2)
- F 1.4 Identify and discuss professional demeanor in behavior, appearance, and communication. (Assessed in Assignment 2).

Competency 2:
Students have read and discussed the SW Code of Ethics. They are knowledgeable of the value base of the profession, its ethical standards, and relevant laws.

Associated Behaviors:
- F 2.1 Recognize personal values in a way that gives priority to professional values in guiding practice (Assessed in Assignment 2).
- F 2.2 Make ethical decisions by identifying the relevant standards in the NASW Code of Ethics. (Assessed in Assignment 2).

Competency 3:
Students are knowledgeable about scientific inquiry, and the importance of critical reading of research.

Associated Behaviors:
- F 3.1 Identify and appraise multiple sources of knowledge, including research-based knowledge. (Assessed in Assignments 1& 2)
- F 3.2 Identify and critique multidimensional assessment, prevention, intervention, and practice evaluation tools. (Assessed in Assignment 1)
- F 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. (Assessed in Assignment 2)

Competency 6:
Students understand quantitative and qualitative research along with the scientific and ethical approaches to building knowledge.

Associated Behaviors:
- F 6.1 Understand the importance of evidence-based practices (Assessed in Assignments 1 & 2)
- F 6.2 Conduct informed literature reviews when working with specific client problems. (Assessed in Assignment 1)
- F 6.3 Use research evidence to inform practice (Assessed in Assignments 1 & 2)
Competency 7:
Students are knowledgeable about human behavior across the lifespan. They can describe theories pertaining to biological, social, cultural, psychological, and spiritual development.

Associated Behaviors:
- F 7.1 Discuss conceptual frameworks that guide the processes of assessment, intervention, and evaluation (Assessed in Assignment 2)
- F 7.2 Understand the complex interrelatedness of individuals and the various systems that comprise their social environment (Assessed in Assignment 2)

Competency 10:
Students have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.

Associated Behaviors:
- F 10.1 – Engagement
  - F 10.1(a) Use empathy, unconditional positive regard, genuineness, reflective listening and other engagement strategies (Assessed in Assignment 2)
  - F 10.1(d) Develop a mutually agreed-on focus of work and desired outcomes (Assessed in Assignment 1)
- F 10.2 – Assessment
  - F 10.2(a) Collect, organize, and interpret basic client data multidimensional bio- psycho-social-spiritual assessments. (Assessed in Assignment 2)
  - F 10.2(b) Identify client strengths and limitations. (Assessed in Assignment 2)
  - F 10.2(c) Develop intervention plans through the use of mutually agreed-on goals and objectives (Assessed in Assignment 2)
  - F 10.2(d) Select appropriate, evidence-based intervention strategies (Assessed in Assignment 2)
- F 10.3 – Intervention
  - F 10.3(a) Initiate actions to achieve organizational goals. (Assessed in Assignment 2)
  - F 10.3(c) Help clients resolve problems. (Assessed in Assignment 1 & 2)
  - F 10.3(d) Negotiate, mediate, and advocate for clients. (Assessed in Assignment 1)

Major Course Divisions:
A. Introduction to the Social Work Profession, including:
   i. History
   ii. Fields of practice
   iii. Social Work Values and Ethics
B. Evidence-Based Practice, including:
   i. Introduction to EBP
   ii. EBP model and “triangle” of the levels of available evidence
C. Generalist Intervention Model, including:
   i. Engagement
   ii. Assessment
   iii. Planning
   iv. Implementation
   v. Evaluation

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vi. Termination
vii. Knowledge and skills for addressing needed change

D. Families
   i. Target for intervention
   ii. Structure, roles, and communication

E. Treatment groups, including:
   i. Group process and roles
   ii. Group treatment skills

Course Outline
The course will involve mini-lecture, group discussion, reflection papers and video recordings.

Pre-Course
Complete Self-Assessment and Ethical Practice Scenarios assignments posted in the content area of D2L. Bring hard copy to class on Friday, 01-23-15.

Week 1, Jan 23-24
Who Are We?” Identifying As a Social Worker

Read/Review
1. Boyle et al: Chapter 1
2. Reamer: Boundary Issues in Social Work: Managing Dual Relationships (D2L)
3. Lowenburg & Dolgo!: Guidelines for Ethical Decision Making ((D2L)
4. Canda et al: Ethical Considerations About Spirituality and Social Work (D2L)
5. Week 1 Power Point (D2L)

Friday – January 23rd
1. CCE Check-In
2. School Business
3. “What Do I Need to Know-What Do You Need to Know?
4. Introduction to Course and Social Work Practice
5. Introduction to Social Work Practice

Daily Schedule:
• 8:10 Session dismissed early for groups 2, 3, & 4
• 8:15 to 9:00 Instructor Dialogue with Group 1
• 9:00 p.m. Group 1 dismissed

Saturday Morning – January 24th
1. Definitions of Direct Practice
2. Matching our values with Social Work values.

Daily Schedule:
• 9:00 a.m. Session begins for group 2 only: Instructor Dialogue with Group 2
• 10:00 a.m. Session begins for groups 1, 3, & 4
• 11:25 Modified lunch break begins
• 11:30 to 12:15 Instructor Dialogue with Group 3 (Groups 1 & 2 dismissed till 1:15; Group 4 lunch 11:25 – 12:30)
• 12:30 to 1:15 Instructor Dialogue with Group 4 (Group 3 lunch 12:15 –1:30)

Saturday Afternoon – January 24th
1. Values, Ethics, and Ethical Dilemmas
Looking Ahead to Week 2

1. Initiate Psychological First Aid course online.
2. Review Interviewing Skills Power-Point.
3. Complete Interview Preparation Documents and submit to D2L.

Week 2 Feb 6-7

“What Communication Skills Do We Need” Helping People Change in Generalist Practice:

Read/Review

1. Miller & Rollnick: Chapters 3-22
2. Week 3 Motivational Interviewing readings (D2L)
3. Week 2 Power Point (D2L)

Friday – February 6th

1. Transtheoretical Model of Change
2. Intentional Interviewing Review
3. Introduction to Motivational Interviewing

Saturday Morning – February 7th

1. MI – Engagement
2. MI – Focusing

Saturday Afternoon – February 7th

1. Practice Interviews
2. Paired Interview for Reflection Assignment

Looking Ahead

Case Preparation for Week 3

Week 3, Feb 20-21

Theory and Model for Generalist Practice

Read/Review:

1. Boyle et al: Chapters 3, 5, 6, & 7
2. Prochaska & Norcross: Chapters 1 & 10 Prochaska et al: In Search of How People Change (D2L)
3. Reid: Task Centered Treatment (D2L)
4. Week 2 Power Point Handout (D2L)
5. Saleeby: Strengths Perspective (D2L)
7. “Helping That Helps”
8. Heroes of New Orleans (D2L)
9. Strengths Perspective: Heroes of New Orleans Discussion

Saturday Morning – February 21

Three people present their Eco-Gram of change.

Saturday Afternoon – February 21

Task Centered Case Discussion for Case Example

Looking Ahead

1. Evidence Based Practice Paper
2. Review Macro power point.
Final Assignments and Online Module
Evidence Based Practice Power Point

Friday, March 6

Note: Why is “Psychological First Aid” an evidence-based practice?

Saturday Morning – March 7

Family-Centered Discussion for Case Example.

Saturday Afternoon – March 7

1. Topping off our practice: why do direct practice social workers think “macro”?
2. Wrap-Up for the course.

Assignments, Grading and Due Dates:

Submission of Assignments:

All assignments (except for absence remediation) must be submitted to the designated D2L Dropbox. Since technological glitches can occur, students should submit well before the D2L deadline set for any given assignment. Should a student experience difficulty in submitting to the D2L Dropbox and believes he/she cannot resolve the problem before the deadline, he/she should immediately submit the assignment directly to the instructor by email attachment. However, the time/date of the email must be prior to that deadline to be accepted as a timely submission. Students who miss assignment deadlines may submit the assignment by email attachment if delivered by 5:00 p.m. on the Wednesday following the due date. Late submissions will be assessed a point total equal to a reduction of one letter grade in the grading rubric. No assignments will be accepted after the Wednesday 5:00 p.m. deadline.

Assignment #1: Self-Assessment (10%)  
Students will complete a 9-page self-assessment addressing self-awareness/understanding, personal strengths, ethics, and multicultural awareness. Responses are reported in scales and brief answers. Grading is by completion of assignment and discussion in class. Submit to D2L Dropbox by 5:00 p.m. on Friday, January 23, 2015

Assignment #2: Ethical Practice Scenarios Assignment (10%)  
Students compose a brief, substantive, response to selected scenarios representing varied ethical dilemmas that could be encountered in social work practice. The assignment is designed to assess one’s capability to (1) identify ethical dilemmas in social work practice and the Code of Ethics sections that should address them, and (2) other reasonably accurate resolutions for practitioners to follow to resolve these dilemmas. Submit to D2L Dropbox by 5:00 p.m. on Friday, January 23, 2015

Assignment #3: Interviewing Skills Preparation/ Reflection (10%)  
Students will prepare a preparation document for participating in practice sessions and paired interviews during Week 2. Submit the preparation document to D2L Dropbox by 5:00 p.m. on Friday, February 6, 2015. Submit the reflection document in hardcopy in class by 5:00 p.m. on Saturday, February 7, 2015

Assignment #4: Bio-Psycho-Social Assessment and Eco-Gram of Change (30%)  
Students will compose a complete Bio-Psycho-Social Assessment based upon their individual life experience. Using this document, they will construct a description of a major change in their life, using an Eco-Gram to represent their person-in-environment experience before and after this major change. Submit to D2L Dropbox by 5:00 p.m. on Friday, February 15, 2015.
Assignment #5: Evidence-Based Practice Paper (30%)

Social workers are expected to understand evidence-based practices and then to educate, network and evaluate as part of their profession. Having updated research knowledge and updated community resource knowledge about problems addressed by social workers ensures efficacious practice. Students will write an 8-10 page paper on an evidence-based practice for a problem in an area of interest to the student, and then critique their community resources using the literature review as a guide. Use paper outline to write paper. Submit to D2L Dropbox by 5:00 p.m. on Friday, March 6, 2015.

Assignment #6: Psychological First Aid Online Course (15%)

Social workers are often the part of the “first response team” when disasters hit. This online course offered through the National Child Traumatic Stress Network will provide and introduction to mental health aid to victims of trauma as a result of disaster. Submit online Learning Reflection (D2L Quiz Section) and PFA Certificate in D2L Dropbox due by 5:00 p.m. on Saturday, March 8, 2015.

Grading:

This is a letter-graded course: A, B, C, D, or F. A = 100 – 92; B = 91 – 85; C = 84 – 77; D = 76 – 69 (Must Repeat Course)

Methods of Evaluation

This course will include projects, research papers, reflection assignments, and case analysis papers to assess student learning.

Breakdown of Class Grading

1. Self-Assessment Assignment (10%)
2. Ethical Practice Scenarios (10%)
3. Interviewing Skills Preparation/Reflection (10%)
4. Evidenced-Based Practice Paper (30%)
5. Bio-Psycho-Social Assessment and Eco-Gram of Change Assignment (30%)
6. Psychological First Aid Online Course (10%)

(Items 4 and 5 are common assignments for all course sections offered by the School)

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage Weight</th>
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</thead>
<tbody>
<tr>
<td>Self-Assessment</td>
<td>Submit to D2L Dropbox by 5:00 p.m. on Friday, 1-23-15</td>
<td>10%</td>
</tr>
<tr>
<td>Ethical Practice Scenarios</td>
<td>Submit to D2L Dropbox by 5:00 p.m. on Friday, 1-23-15</td>
<td>10%</td>
</tr>
<tr>
<td>Interviewing Skills Preparation/Reflection</td>
<td>Preparation: Submit to D2L Dropbox by 5:00 p.m. on Friday, 02-06-15 \ Reflection: Submit hard copy in class by 5:00 p.m. on Saturday, 2-07-15</td>
<td>10%</td>
</tr>
<tr>
<td>Bio-Psycho-Social Assessment and Eco-Gram of Change</td>
<td>Submit to D2L Dropbox by 5:00 p.m. on Friday, 2-20-15</td>
<td>30%</td>
</tr>
<tr>
<td>Evidence-Based Practice Paper</td>
<td>3-06-15 by 5:00 p.m. in D2L Dropbox</td>
<td>30%</td>
</tr>
<tr>
<td>Psychological First Aid Online Course</td>
<td>Online Learning Reflection (D2L Quiz Section) &amp; PFA Certificate (in D2L Dropbox) due Saturday 3-07-15 by 5:00 p.m.</td>
<td>10%</td>
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Academic Conduct

Each student should acquaint him or herself with the University’s codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment and discrimination based on physical handicap. This information can be reviewed in The University of Oklahoma – Norman Campus
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.

Disability Resource Center
Goddard Health Center 620 Elm Avenue – Suite 166
Norman, OK 73019-2093
405-325-3852 (voice)
405-325-4173 (voice)
Email: drc@ou.edu http://www.ou.edu/drc/home.html

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:

Attendance is required to be successful in this course, and will be documented by sign-in sheets for every session. In the Advanced Programs Part-Time format, Friday evening, Saturday morning, and Saturday afternoon are each considered one class session for attendance purposes. Regardless of the reason, students who miss one class session must (1) remediate the absence by submitting a written assignment by 5:00 p.m. on the Friday immediately following the weekend session in which the absence took place, or (2) accept a 7 point deduction from their final course grade. This option may be repeated for one additional absence. On the third absence, no remediation is offered, and 14 points will be deducted from the student’s final course grade. After three absences, the student may be required to withdraw from the course. Absence remediation assignments will be assigned at the discretion of the instructor, but it is the responsibility of the student to contact the instructor as soon as possible after the weekend course to arrange for receipt of the assignment. Remediation assignments will be submitted by email attachment.

Given the opportunity for remediation there should be no need for exceptions to this policy. However, students may always request an exemption if they believe they have cause. However, granting exceptions will still be at the discretion of the instructor.

Incomplete Policy:

An incomplete grade for the course may be assigned only if the student has “satisfactorily completed a substantial portion of the required coursework for the semester” (Oklahoma State Regents Policy). Additionally, the instructor must advise the student (and the Office of Academic Records) what must be done to complete the course, and must set a time limit appropriate to the circumstances (OU General Catalog, Academic Standards, Grades). It is recommended that the student request the incomplete grade as soon as possible before the end of the course, and that the student and instructor construct a written contract outlining what is needed to resolve the incomplete grade.

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
Joe McElhaney

Education
- 2009 Post-Masters Clinical Fellow, Clinical Social Work Fellowship (with an emphasis in chemical dependency) University of Oklahoma College of medicine, Department of Psychiatry & Behavioral Sciences
- 2008 M.S.W., University of Oklahoma, Social Work. Major: Direct Practice
- 2006 B.S. with honors, Southwestern Christian University. Major: Human & Family Services

Current Positions
- Advanced Programs Community Faculty, University of Oklahoma
- Integrated Behavioral Health Clinician, Oklahoma City Indian Health Clinic

Frequently Taught Advanced Programs Courses
- General Psychology
- Foundations of Social Work
- Abnormal Psychology
- Cultural Diversity

Major Areas of Teaching and Research Interest
- Direct Social Work Practice
- Clinical Supervision-LADC Candidates
- Chemical Dependency/Addictions

Representative Publications and Presentations
- Representative Honors and Awards Received
- Work Warrior: Oklahoma City Indian Clinic, Oklahoma City, Oklahoma, September 2011.
- Outstanding Leadership Award: Eagle Ridge Institute, April 2010.
- Post-Masters Clinical Social Work Fellowship (with an emphasis in chemical dependency) OU Health Sciences Center, Department of Psychiatry & Behavioral Sciences, College of Medicine, October 2008-September 2009.
- Social Work Intern, OKC VA Medical Center, (Competitive Stipend), January 2008.
- Graduate Teaching Assistant, OU School of Social Work, Norman, Oklahoma, January 2007 to December 2007.
Major Professional Affiliations

- Oklahoma Licensed Clinical Social Worker
- Oklahoma Licensed Alcohol and Drug Counselor
- Board of Visitors: Anne & Henry Zarrow School of Social Work, University of Oklahoma.