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

Course Title:
Advanced Direct Practice with Populations at Risk

Course Number:
SWK 5503-101

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 20-December 7 2012
Location: Zarrow Hall, Room 120. 710 Elm Avenue, Norman, OK
Hours: Tuesdays, 5:30 pm to 8:20 pm
Last day to enroll or drop without penalty: August 20, 2012

Site Director:
Cathy Yeaman. Assistant: Jan Plavchak. Phone: 405-325-3333; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:
Course Professor: Cynthia Thomas, LCSW
Mailing Address: OU Dept of Family & Preventive Medicine
900 NE 10th
Oklahoma City, OK 73101
Telephone Number: 405-919-2551
Fax Number: 405-271-2782
E-mail Address: cynthia-thomas@ouhsc.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 Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-7140 (outside the U.S.).


Note: The Follett/AP Bookstore 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 the Follett/AP Bookstore.

Course Objectives:
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:

- critically evaluate and apply major theoretical perspectives for social work intervention, including the historical context, value assumptions, strengths and weaknesses, relevance to populations at risk, and the worker’s roles and behaviors in using each;
- differentially select and use advanced interviewing skills in complex situations, particularly those involving diverse client cultures, behaviors, strengths, needs, and values;
- design and implement a process of intervention with clients, based on specific theoretical perspective(s), including assessment, use of the professional literature, intervention planning and implementation, selection of techniques, termination, evaluation, follow-up, and documentation;
- identify her/his own strengths and deficits as a worker, including specific value positions, and create a detailed professional development plan to enhance strengths and address deficits, and
- identify ethical and value dilemmas that may arise in social work practice with individuals and suggest professional responses to each that are consistent with the NASW Code of Ethics.

Social Work Competencies and Practice Behaviors Assessed:
Upon successful completion of the course students will demonstrate advanced beginners ability in the following areas:

EP 2.1.2 – Competency: Apply ethical principles in practice
Associated Behaviors:
- Apply strategies of ethical reasoning to arrive at principled decisions (Assessed in Assignment 1)

EP 2.1.3 – 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 Assignment 1, & 2)
- Analyze models of assessment, prevention, intervention, and evaluation (Assessed in Assignments 1 & 2)
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues (Assessed in Assignments 1 & 2)

EP 2.1.4 – Competency: Incorporate diversity into practice
Associated Behaviors:
- Recognize and communicate their understanding of the importance of difference in shaping life experiences (Assessed in Assignments 1 & 2)
- View themselves as learners and engage those with whom they work as informants (Assessed in Assignment 2)

EP 2.1.6 – Competency: Engage in informed research
Associated Behaviors:
- Use research evidence to inform practice (Assessed in Assignment 1, & 2)

EP 2.1.7 – Competency: Apply knowledge of human behavior and the social environment
Associated Behaviors:
- Apply HBSE theories including systems, organizational, empowerment and social capital to guide assessment, Intervention and evaluation (Assessed in Assignments 1 & 2)
• Critique and apply these theoretical frameworks to macro practice (Assessed in Assignments 1 & 2)

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

(a) Associated Behaviors:
• Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities (Assessed in Assignments 1 & 2)
• Use empathy and other interpersonal skills (Assessed in Assignment 2)

(b) Associated Behaviors:
• Collect, organize, and interpret client data (Assessed in Assignments 1 & 2)
• Assess client strengths and limitations (Assessed in Assignments 1 & 2)
• Select appropriate intervention strategies (Assessed in Assignment 2)

(c) Associated Behaviors:
• Help clients resolve problems (Assessed in Assignments 2)

(d) Associated Behaviors:
• Critically analyze, monitor, and evaluate interventions (Assessed in Assignment 2)

Major Course Divisions
A. Initiating a social worker-client relationship with diverse individuals including
   a. Contact
   b. Engagement
B. Interviewing and communication techniques that build relationships between social workers and clients among populations at risk
C. Evaluation of qualitative and quantitative assessment tools in clinical practice
   a. Beck Depression Inventory
   b. Mini Mental Status Exam
   c. DSM-IV TR
D. Evaluation
   a. As on-going assessment using single-subject designs
   b. As evaluation of effectiveness of chosen interventions
E. Theories/techniques of therapeutic interventions with populations at risk including
   a. Cognitive-behavioral theory
   b. Psychodynamic theory
   c. Feminist theory
   d. Crisis intervention perspective
   e. Solution focused perspective
F. Critical analysis of traditional and emerging social work practice approaches

Course Format:
Lectures accompanied by class discussion of textbook and selected readings will be the predominant format. Experiential learning opportunities will be an integral component of class sessions in which role plays and implementation of assessment and treatment skills will be practiced through the use of case studies.

Assignments, Grading and Due Dates:
• Papers will be submitted electronically. Details will be provided first day of class.
• Papers will be returned to students electronically.
Assignment #1: Experiential Role Plays (20% minimum)

Rationale: This assignment will offer a practice environment for assessment and intervention skills with feedback for further skill development.

Instruction: For this assignment students will:

A. Be assigned to small groups for purpose of skill practice in areas of assessment and intervention.
B. Case studies will be provided and students will alternate roles (practitioner, client, observer).
C. Role plays will be practiced in class and outside of class sessions.
D. Following each role play, the group will engage in a discussion concerning the following:
   a) identify utilized skills,
   b) evaluate techniques demonstrated,
   c) identify practitioner strengths and deficits,
   d) identify issues of concern for particular client population at risk, and
   e) identify ethical issues encountered.
E. A written report will be prepared which will reference the specific case study, include the above points of discussion as well as comments from each involved student: the practitioner, the client, and the observer(s).

Criteria for Assignment:

- Written report shall be submitted using Times New Roman font size 11 or 12. This is an informal paper, giving you experience towards Assignment #2.
- It is expected that during class sessions students will discuss experiences they are having with these role plays.
- No less than 2 pages but no more than 4 pages

Date Due: Postmarked by Sept. 25

Assignment #2: Diverse Population Assessment Paper (30% minimum)

Rationale: This assignment will enhance students’ knowledge of evidenced based practice around assessment.

Instruction: For this assignment students will:

A. Select one of three cases that will be provided for your review. The case you select for this assignment will also be the same case you use for your script assignment.
B. Identify a quantitative assessment tool to be utilized in assessing the client’s case. Students will provide five sources substantiating the use of the selected tool with the chosen case.
C. Discuss the pros and cons of using the selected assessment tool with the population as presented in the chosen case.
D. Specifically:
   a. Provide a brief description of the client; identify client demographics, problem, and assessment setting. Be sure to summarize additional information salient to understanding the client's case. This should be one brief paragraph.
   b. Discuss your reasoning for selecting the tool of choice, include research findings; provide explanation for using the tool with the client problem, setting, and demographics.
   c. Discuss the properties of the tool including:
      - Brief description of the tool (i.e. self-administered, number of questions, what settings it is to be used in, how to score the assessment, etc.)
      - Validity and Reliability with specified populations as found in research
   d. Provide critical analysis of using the tool in the case provided, for example, based on the research, how well does the tool work with the case, where would you anticipate the tool might fall short? What doesn’t the tool measure that would need to be measured?
   e. Discuss any client, setting, or problem issues that might impact the score so as to present a skewed result.
f. Discuss at least one additional tool (quantitative or qualitative) that could be utilized to further assess the case and why it would be a good choice.

Criteria for Assignment:
- Assignment and cover sheet written in APA format (be sure to remember APA format for headers and page numbers)
- Use 8 ½ X 11 paper with one inch margins
- Times New Roman font size 11 or 12
- No less than 7 complete pages, no more than 8 complete pages (excluding cover page)

Date Due: Postmarked by Oct. 23

Assignment #3: Script and Analysis (30% minimum)

Rationale: This assignment is designed to teach students to differentially select and use advanced intervention skills in complex situations, consider the weakness and strengths of particular perspectives, use the professional literature, and modify advanced techniques for practice.

Instructions:
Part 1: Script: Students will develop a script demonstrating a particular approach as discussed in this course (cognitive-behavioral, psychodynamic, motivational, etc.) and provide support from the literature for the use of your chosen technique. The script should demonstrate the language and advanced techniques of the chosen approach. In order to practice linking your chosen intervention with your assessment, the same case study you selected for your assessment will be the case study you use in describing your intervention for this assignment. Although this is an individual assignment, we encourage you to work with a classmate in order to create a more authentic script.

Part 2: Analysis: Description of Client: Include here a brief description of the client (age, gender, race/ethnicity, etc.) and presenting problem. Also provide the context or setting of this “pretend” session (mental health clinic, school)

Description of Model Theory: Include here a very brief 1-3 sentence description of the intervention approach you are using and evidence to support the usage of your approach. Then, use bullets or a list to summarize the pros and cons of using this approach with your specific client.

Assessment: Include how the assessment information you gathered from your assessment assignment helped inform your chosen intervention. Comment on your evaluation of the assessment tool (appropriateness for client chosen, validity and reliability, etc.)

Description of Goals of Treatment: Briefly describe the goals of the treatment for this client. Be sure to be congruent with your model/theory and with the cultural norms of the client.

Techniques Highlighted (at least 5 listed here): Highlight where particular techniques are utilized in the script. For example: Demonstration of XX technique, page #: provide brief description here.

Modifications: Discuss instances where certain techniques were modified or where they might be ineffective or inappropriate for this particular client. For example, you might change your language in the script due to the developmental stage, mental status, or other diversity issues. Use the knowledge you have about your client’s background and consider thoughtfully whether or not a “typical” technique of the model you have chosen might or might not work, then decide how you might change it.

Example: Page 3: Demonstration of establishing rapport with client. Note that in the feminist approach, client and social worker are normally thought to be on equal par with one another. However, previous research has indicated that this technique may not work well with women of color, as it does not reflect the reality of the worker-client relationship, particularly in reference to power dynamics. Thus, although rapport is obviously important here, it is also important to address issues of inequities of power in early sessions.
Evaluation: Describe how you would assess the effectiveness of your intervention using a single subject research design.

Criteria for Assignment: Be creative. Title your scripts using titles that reflect the client, problem or situation. We will discuss this assignment throughout the semester. Each student should make an appointment to meet with the instructor mid-semester to discuss progress on this assignment.

Grading Criteria: Demonstration of approach techniques (at least 5 techniques should be demonstrated in the script). Accurate expression of theoretical perspective within the language of the script
Demonstration of flexibility (i.e. modification of certain techniques to fit a particular client or problem)
Demonstration of an awareness of the evidenced based practice model of tracking the effectiveness of an intervention using a single subject research design
Quality of writing

Due Date: Postmarked by Dec. 4

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. 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 Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement;
- assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your 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.

Copyright

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.

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INSTRUCTOR VITA
Cynthia H. Thomas

Education
- 1979-1981 MSW, Washington University, St. Louis, MO. George Warren Brown School of Social Work
- 1969-1973 BSW, University of Kansas, Lawrence, KS, School of Social Welfare

Current Positions
- 1998-Present University of Oklahoma, Family Medicine Center, Oklahoma City, OK, Clinical Social Worker
- 1991-1998 Kagoshima Immaculate Heart University; Kagoshima Immaculate Heart High School, Kagoshima, Japan; Lecturer, International Cultures and Languages

Representative Publications and Presentations

Representative Honors and Awards Received
- 2011 OU Health Sciences Center Employee of the Year
- 2011 OU Health Sciences Center Employee of the Month
- 2011, 2007: University of Oklahoma School of Social Work, Heart of Social Work Award
- 2006: University of Oklahoma Department of Family and Preventive Medicine, MVP Award by Residents

Major Professional Affiliations
- LCSW, Oklahoma, 2004-present
- LSW, Oklahoma, 1998-2004
- Board-Approved Supervisor for Clinical Licensure, Oklahoma Board of Licensed Social Workers
- NASW Member, 1973 to present
- University of Oklahoma Practicum Instructor, 2001-present
- Board of Directors, Urban Missions, Oklahoma City, 2009 to present
- Facilitator: Caregiver Support Group, Grief Care Support Group
- Santa Fe Presbyterian Church, Edmond, OK: Ruling Elder; Mission Committee