School of Social Work
Master of Social Work Program
Laura Nissen, Dean

# Self-Study Report

2017–2018

Submitted to the Commission on Accreditation
Council on Social Work Education
August 2018

Volume II:
Course Syllabi

Portland State
UNIVERSITY

# VOLUME II: COURSE SYLLABI

# Generalist Courses

**SW 511 Field Seminar & Field Placement (4 credits)**

<u>**Course Description**</u>
This course is the 9-month agency-based field internship and concurrent field seminar where students apply social work knowledge and develop social work skills. The supervised field internship and weekly field seminar facilitate students' application of social work skills, the integration of theoretical content and the development of critical thinking skills.  This course is a core component of the MSW curriculum, allowing students to apply knowledge gained in their social work courses in real world practice settings.

<u>**Course Objectives**</u>
This course has the following learning objectives. Students will be able to:
- Apply ethically-based social work practice skills and address ethical dilemmas
- Develop self-awareness and awareness of self-care practices
- Use social work supervision and consultation effectively

Students in this course will be assisted in developing all nine Council on Social Work Education (CSWE) 2015 social work competencies and to demonstrate the behaviors that reflect the development of these competencies.

**Honoring and Acknowledging the Land and Its Peoples**
*Let us acknowledge the people whose land we are standing on today: the Multnomah and Clackamas peoples. It is important to acknowledge the ancestors of this place and recognize that we are here because of the sacrifices they were forced to make. In remembering the Multnomah and Clackamas communities we honor their memory, their lives, and their descendents. We also remember that we are guests of this land and must do our best to never forget its original inhabitants. We also shoulder a responsibility to make sure our university meaningfully includes Indigenous students and supports making education relevant to their lives.*

These learning objectives will support students to develop the following competency:
**Competency 1:** Demonstrate Ethical and Professional Behavior

<u>**Access and Inclusion for Students with Disabilities**</u>
PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
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- For information about emergency preparedness, please go to the Fire and Life Safety webpage (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

## Classroom Culture
We will spend some time during class discussing expectations and how to create a supportive and inclusive learning environment. One component of this will be co-creating group agreements for our seminar.

I will share my name and pronouns, and will also ask each student what name they want to be called and specific pronouns they would like used. Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by the name and gender pronouns you indicate.

If you need support around this in general, please be aware that the PSU Queer Resource Center staff is available to you as a resource and an advocate. The QRC is located in the Smith Memorial Student Union, Suite 458, 503-725-9742, qrc@pdx.edu, https://www.pdx.edu/queer.

The School of Social Work's Student Support and Inclusion Specialist, Marina Barcelo, is also available to offer resources and support in the SSW and on campus. Marina may be reached at 503-725-5021 or mbarcelo@pdx.edu.

## Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking
As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

## Names and Gender Pronouns

Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

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## Populations at Risk

Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk. Course content (including readings, lectures, class discussions and assignments) educates students to identify how social group membership influences access to resources, and covers the dynamics of risk factors to include responsive and productive strategies to redress them. Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice, e.g. distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege. Vulnerable, oppressed and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed. Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW code of ethics.

## Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course. If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor. All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

Violations of academic honesty will be taken seriously and are outlined in the current student handbook and PSU Academic Misconduct. It is your responsibility to familiarize yourself with these guidelines.

If you need assistance with writing, please contact Anita Gooding, the writing assistant for the MSW program, at gooding@pdx.edu.

## Grading

This course is pass/no pass and students **must pass both** the field placement and the seminar in order to pass the course.

## Incompletes

An incomplete grade is only given when students, due to circumstances beyond their control, have not completed <u>some</u> definite course requirement. **The initiative rests with the student to request an incomplete grade.** Students do not have a right to receive/demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met: (see the full policy in the MSW Student Handbook)

- The quality of the work to date is satisfactory, but some essential work remains. In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of B-.
- Reasonable justification for request. Reasons for assigning the Incomplete must be acceptable by the instructor. The circumstances should be unforeseen or be beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
- Incomplete grade is not a substitute for a poor grade.
- Written agreement. A written or electronic agreement will be endorsed by both the instructor and student.. A template "Incomplete Contract" is available on Registrar's website http://www.pdx.edu/registration/sites/www.pdx.edu.registration/files/Incomplete_Guidelines_Contract.pdf

## Confidentiality and Privacy

It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to follow the NASW Code of Ethics in regard to confidentiality. www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private. However, if the instructor has reason to believe that your professional and/or academic development or client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution.

## PSU and SSW Policies that Guide Faculty and Student Behavior

All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting.

PSU requires work and study free from discrimination and harassment. PSU Office of Equity and Compliance has adopted a formal Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/diversity/office-of-equity-compliance.

## Access to Instructor

Instructors are accessible via email and phone and during office hours. I will share with you the best way to contact me.

**Instructional Methods**
The field placement is an agency-based experience applying generalist social work practice skills and knowledge. The field placement utilizes field based learning and onsite supervision to teach core social work practice competencies. The field seminar is a classroom-based experience that blends large and small group discussion of social work practice principles. The aim of the seminar is to build a collaborative learning community where students can explore together the roles, skills and professional selves utilized by social workers. To do this, we need commitment from each member to attend class, treat colleagues with respect, maintain confidentiality and give voice to our struggles and questions.

**Attendance**
Field Placement – Students are expected to be at their field placement 16 hours per week, a minimum of 167 hours/term, throughout the three terms. Specific schedules are individually negotiated between the student, field agency and field instructor. Students will accumulate a minimum of 500 field placement hours during the school year.

Field Placement Time Sheet – Students are expected to accurately track field placement hours on the student web center time sheet. Students cannot pass the course if they have less than 167 field hours per term. Plans for making up missing field hours are to be discussed with the field instructor and faculty liaison prior to the end of the term.

Field Seminar – Social work is a profession that requires a high level of professionalism and self-awareness. You will be expected to demonstrate that in the classroom, in the same manner as you would in the workplace. This will require you to be present and engaged in classroom activities and to maintain a respectful learning environment (**i.e., arrive to class on time, put away your cell phone, refrain from texting, do not have side conversations, maintain confidentiality, complete the exercises and stay for the entire class**).

Students are expected to attend every field seminar. The success of the seminar is based on a commitment by everyone to be on time and participating, thus it is important that students arrive prior to the noted start time. Class will begin promptly and attendance will be taken. **Students cannot pass the seminar with more than 1 absence.** You are responsible for completing a make up assignment and learning all content and activities covered during subsequent missed classes.

**Assignments**
Field Placement Assignments
**Assignment #1: Personal Assessment (Fall). Due by the 2nd week of Fall Term**
    Students complete an initial assessment in the student web center, which assesses their level of competence on all generalist behaviors.

**Assignment #2: Supervision Agreement (Fall). Due by the 2nd supervision of Fall Term**

Students discuss and complete this supervision agreement with their field instructor in their student web center.

**Assignment #3: Field Educational Plan (Fall, Winter, and Spring). Due by the 5th week of Fall term and then updated each term**
The Field Educational Plan outlines the student's field placement schedule and activities that support the student's development of the professional social work competencies and behaviors. An initial draft of the Field Educational Plan is completed in the student web center by the 5th week of Fall term and updated every term.

**Assignment #4: Evaluation of Student Learning (Fall, Winter, and Spring). Due by the Friday of Finals Week each term**
The field instructor and the student formally evaluate the student's performance every term. In Fall term, students will be rated on CSWE 2015 EPAS, Competency #1: Demonstrate Ethical and Professional Behavior, in addition to open ended questions about their strengths, areas for growth and readiness for the next term. In Winter and Spring terms, students are rated on all Generalist competencies and behaviors. Each rating represents a continuum and is relative to the development of competency over time.

The student completes a self-evaluation first, followed by the field instructor (in consultation with the task supervisor where applicable). The task supervisor and faculty advisor/liaison also provide general evaluative feedback in the comments section.

Field Seminar Assignments
Specific details about field seminar assignments may be found in the Reading and Assignment Syllabus and the student's D2L shell. Additional assignments may include D2L discussions, readings, surveys and evaluations.

**Assignment #1: Self-Care Assessment and Plan** (**Fall, Winter, Spring**)
This assignment assists students to understand the importance of self-care, identify areas of risk and resilience and to develop and assess their ongoing self-care plan.

**Assignment #2: Supervisory Logs and Reflection (Fall, Winter, Spring)**
Students prepare for and attend weekly field placement supervision and will submit one of their Supervisory Log and Reflections each term for seminar instructor review.

**Assignment #3: Ethics Challenge** (**Spring**)
Open book exploration of your knowledge of social work ethics and the ethical dilemma process.

**Evaluation**
Field Placement: The student and field instructor will evaluate students each term using the web center field evaluation. This evaluation documents students' development of generalist practice social work competencies and behaviors. The field instructor recommends a grade to the field faculty. Faculty advisor/liaisons are expected to conduct at least two site visits per year with students and their field instructors. If you need additional site visits, please notify your faculty liaison.

Field Seminar: Students will be given a pass or no pass grade based on attendance and participation in classroom activities. If a student misses more than one seminar, they will be required to complete a make-up assignment as determined by the seminar instructor.

**Required Texts and Readings**
There are no required texts in this course, though the instructor may assign readings.

## Reading and Activities

<u>**Week 1**</u>: **Welcome**
**Field Orientation**
**Course Overview**
**Classroom Culture**

**Due**: *Links to the student web center, the Field Handbook and the Field Handbook/SSW*
*Web Page Quiz can be found on D2L week 1 overview.*

<u>**Week 2**</u>: **Beginning the Field Placement**
**Starting Field Documents**
**Reviewing the Field Handbook**

**Due**: Students are expected to complete readings, the Personal Assessment Questionnaire and Field Handbook/SSW Web Page Quiz prior to this week's seminar. Students should also review the Supervision Agreement, Field Education Plan, Field Evaluation and Time Sheet.

**Read**: *Links to readings can be found on D2L week 2 overview.*

Field Education Handbook (student web center)

Ramsey, A.R. (2015) How to survive the first months of graduate school. *The New Social Worker.* Retrieved from http://www.socialworker.com/feature-articles/education -- credentials/how-to-survive-the-first-months-of-graduate-school-%20social-work/.

Sweitzer, H.F. & King, M. (2009) Getting to know your colleagues. In *The successful internship: Personal, professional, and civic development* (3rd ed.), (pp. 110-131). Belmont, CA: Brooks/Cole.

Young, S.L. (2016) 8 tips for new social work interns. *The New Social Worker.* Retrieved from http://www.socialworker.com/feature-articles/field-placement/8-tips-for-new-social-work-interns

**Week 3**:      **Establishing the Supervisory Relationship**
                  **Purpose of SW Supervision**

**Due**:        Students are expected to complete readings, contribute to the D2L discussion and sign the Supervision Agreement (student web center) prior to this week's seminar.

**Discuss:**    Post to D2L discussion board and comment on at least one classmate's posting.

**Read:**      *Links to readings can be found on D2L week 3 overview.*

Abiddin, N.Z. (2008). Exploring clinical supervision to facilitate the creative process of supervision. *The Journal of International Social Research, 1/3*, 13-33.

Birkenmaier, J. & Berg-Warner, M. (2007) Making the most of your practicum supervision. In *The practicum companion for social work: Integrating class and field work*, (pp. 75-96). Boston: Pearson A and B.

**Week 4**:      **Self-Care and Communities of Care**

**Due**:        Students are expected to complete readings and complete and submit the Self-Care Assessment (pre-test) prior to this week's seminar.

**Read**:       *Links to readings, self-care assessment and optional scales can be found on D2L week 4 overview.*

Loewe, B. (2012) An end to self-care. *The World News II: Organizing Upgrade, 19:13*. Retrieved from http://www.organizingupgrade.com/index.php/blogs/b-loewe/item/729-end-to-self-care

McLaughlin, A., Hines, K., McNamara, K., Pettit, M., Ramirez, C., Watson, A., West, K. (2015). How to Prevail in Frenzied Times: Tips for Busy Social Work Students in Field Placements. *The New Social Worker, 22:4*. Retrieved from https://view.joomag.com/the-new-social-worker-vol-22-no-4-fall-2015/0839357001444108464?page=3

Patten, M. (2016) What nobody tells you about self-care. *The Mighty*. Retrieved from https://themighty.com/2016/09/self-care-how-to-take-care-of-yourself-when-you-have-depression/

**Week 5**:      **Safety in the Field**
                  **Mandatory Reporting**

**Due**:        Students are expected to complete readings, watch the video and review the safety checklist prior to this week's seminar. A draft of the Field Educational Plan

(including signatures) must be completed on the student web center by 5PM on Friday, October 27th.

**Watch**: Oregon DHS Mandatory Reporting video

**Read**: *Links to readings, video and field placement safety checklist can be found on D2L week 5 overview.*

Alther, S. (2012) Workplace safety for social workers: A student's analysis and opinion. *The New Social Worker*, *19:4*. Retrieved from http://www.socialworker.com/feature-articles/career-jobs/Workplace_Safety_for_Social_Workers%3A_A_Student%27s_Analysis_and_Opinion/

Reporting of Child Abuse. *Oregon Revised Statutes*, *chapter 419B*. Retrieved from https://www.oregonlegislature.gov/bills_laws/ors/ors419B.html

**Week 6**: **Social Work Values & Ethics**

**Due**: Students are expected to complete readings and the values survey prior to this week's seminar. Please be honest on the values survey. Your answers will be anonymous. All responses will be combined and used for in-class discussion.

**Read**: *Links to readings and survey can be found on D2L week 6 overview.*

Dodd, S. (2007) Identifying discomfort: An examination of ethical issues encountered by MSW students during field placement. *Journal of Teaching in Social Work*, 27: 1-2, 1-19.

NASW Code of Ethics –Preamble, Purpose and Ethical Principles and Ethical Standard 1.

**Week 7**: **Ethics and Social Media**

**Due**: Students are expected to complete readings prior to this week's seminar.

**Read:** *Links to readings can be found on D2L week 7 overview*

Chernack, K.B. (2010) Professional boundaries in a virtually boundary-less E-environment. National Association of Social Workers - Illinois Chapter. Retrieved from http://www.naswil.org/news/chapter-news/featured/professional-boundaries-in-a-virtually-boundary-less-e-environment/

PSU School of Social Work Social Media Policy and Guidelines. (2014)

Robb, M. (2011) Pause before posting: Using social media responsibly. *Social Work Today, 11 (1):8.* Retrieved from http://www.socialworktoday.com/archive/020911p8.shtml


**Week 8**:     **Self-Care and Communities of Care Revisited**

> **Due**:   Students are expected to complete readings prior to this week's seminar.

**Read:**     *Links to readings can be found on D2L week 8 overview.*

Smullens, S. (2012) What I wish I had known: Burnout and self-care in our social work profession. *The New Social Worker.* Retrieved from http://www.socialworker.com/feature-articles/field-placement/What_I_Wish_I_Had_Known_Burnout_and_Self-Care_in_Our_Social_Work_Profession/


**Week 9**:     **Social Work Supervision Revisited**

> **Due**:   Students are expected to contribute to the D2L discussion prior to this week's seminar.

**Discuss:**   Post to D2L discussion board and comment on at least one classmate's posting.


**Week 10**:     **General Discussion**

**Due**:       The Self-Care Assessment (post-test), Self-Care Plan and Reflection must be uploaded to D2L no later than December 1st at 5PM.

*Links to the Self-Care Assessment, Self-Care Plan Template and Reflection and supervisory log assignment can be found on D2L week 10 overview.*


**Week 11**:     **Finals Week - No seminar**

**Due**:       Supervisory Log and Reflection on D2L by December 8th at 5PM
Fall Field Evaluation and Time Sheet in web center by December 8th at 5PM

**PORTLAND STATE UNIVERSITY**                               **SW 511 Winter Term**
**School of Social Work**                                        **Instructor Information**
**MSW Program**

**Field Seminar & Field Placement Syllabus (4 credits)**

**Course Description**

This course is the 9-month agency-based field internship and concurrent field seminar where students apply social work knowledge and develop social work skills. The supervised field internship and weekly field seminar facilitate students' application of social work skills, the integration of theoretical content and the development of critical thinking skills. This course is a core component of the MSW curriculum, allowing students to apply knowledge gained in their social work courses in real world practice settings.

**Course Objectives**

This course has the following learning objectives. Students will be able to:

Field Placement

> Demonstrate basic proficiency in CSWE Core Competencies 1-9 and all corresponding behaviors.

Field Seminar

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to the context;
- Demonstrate professional behavior; including oral, written and electronic communication; time management; use of social media; and adherence to agency policies and procedures;
- Use technology ethically and appropriately to facilitate practice;
- Use supervision and consultation to guide professional judgment and behavior, and;
- Cope with stress, crisis and conflict and understand the signs of burnout and vicarious trauma, and develop and practice a self-care plan.

The learning objectives will support students to develop the following competency:
**Competency 1:** Demonstrate Ethical and Professional Behavior

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## <u>Assignments</u>
<u>Field Placement Assignments</u>
**Assignment #1: Personal Assessment (Fall). Due by 2nd week of Fall Term**
>Students complete an initial assessment in the student web center, which assesses their level of competence on all generalist behaviors.

**Assignment #2: Supervision Agreement (Fall). Due by second supervision of Fall Term**
>Students discuss and complete this supervision agreement with their field instructor in their student web center.

**Assignment #3: Field Educational Plan (Fall, Winter, and Spring). Due by the 5th week of Fall term and then updated each term**
>The Field Educational Plan outlines the student's field placement schedule and activities that support the student's development of the professional social work competencies and behaviors. An initial draft of the Field Educational Plan is completed in the student web center by the 5th week of Fall term and updated every term.

**Assignment #4: Evaluation of Student Learning (Fall, Winter, and Spring). Due by the Friday of Finals Week each term**
>The field instructor and the student formally evaluate the student's performance every term. In Fall term, students will be rated on CSWE 2015 EPAS, Competency #1: Demonstrate Ethical and Professional Behavior, in addition to open ended questions about their strengths, areas for growth and readiness for the next term. In Winter and Spring terms, students are rated on all Generalist competencies and behaviors. Each rating represents a continuum and is relative to the development of competency over time.
>
>The student completes a self-evaluation first, followed by the field instructor (in consultation with the task supervisor where applicable). The task supervisor and faculty advisor/liaison also provide general evaluative feedback in the comments section.

<u>Field Seminar Assignments</u>
Specific details about field seminar assignments may be found in the Reading and Assignment Syllabus and the student's D2L shell.

**Assignment #1: Self-Care Assessment and Plan** (**Fall, Winter, Spring**)
This assignment assists students to understand the importance of self-care, identify areas of risk and resilience and to develop and assess their ongoing self-care plan.

**Assignment #2: Supervisory Logs and Reflection (Fall, Winter, Spring)**
Students prepare for and attend weekly field placement supervision and will submit one of their Supervisory Log and Reflections each term for seminar instructor review.

**Assignment #3: Ethics Challenge (Spring)**
Open book exploration of your knowledge of social work ethics and the ethical dilemma process.

Additional assignments may include D2L discussions, readings, surveys and evaluations.

## Evaluation

Field Placement: The student and field instructor will evaluate students each term using the web center field evaluation. This evaluation documents students' development of generalist practice social work competencies and behaviors. The field instructor recommends a grade to the field faculty. Faculty advisor/liaisons are expected to conduct at least two site visits per year with students and their field instructors. If you need additional site visits, please notify your faculty liaison.

Field Seminar: Students will be given a pass or no pass grade based on attendance and participation in classroom activities. If a student misses more than one seminar, they will be required to complete a make-up assignment as determined by the seminar instructor.

## Required Texts and Readings
There are no required texts in this course, but the instructor will assign readings.

## Winter Term Reading and Assignments

**Week 1**:    **General Discussion**
               **Syllabus Review**

**Due**:       There are no assigned readings or activities this week other than attending
               seminar.

**Week 2**:    **General Discussion**

**Due**:       There are no assigned readings or activities this week. Seminar is cancelled in
               honor of the Dr. Martin Luther King, Jr holiday.

**Week 3**:    **Understand the NASW Code of Ethics Standards 2, 3, 4**

**Due**:       Students are expected to complete reading prior to this week's seminar.

**Read:**      NASW Code of Ethics –Ethical Standards 2, 3, 4

**Week 4**:  **General Discussion**

**Due**:  There are no assigned readings or activities this week other than attending seminar.

**Week 5**:  **Ethical Dilemmas and Ethical Decision Making**

**Due**:  Students are expected to complete the readings, listen to the podcast and contribute to the D2L discussion prior to this week's seminar.

**Read:**  *Links to readings can be found on D2L week 5 overview*

Mattison (2000) Ethical Decision Making: The person in the process, Social Work 45(3): 201.

Reamer, F.G. (2002). Eye on Ethics: Making Difficult Decisions, Social Work Today.

Ethical Dilemma Cases (pdf): For every case there is a debate about whether what the social worker did was ethical or unethical. As you read the cases, think about how you could argue both sides of this debate.

**Listen:**  Social Work Ethical Decision Making (36 min)
    *Link to podcast can be found on D2L week 5 overview*

**Discuss:**  Post to D2L discussion board.
    In your original post for this week's discussion, choose one of the ethical dilemma cases in the reading and address the following:
- Do you think the social worker was ethical?
- What factors support your positions--personal and/or professional values, parts of the NASW Code of Ethics, case details (sociocultural identity, rural vs urban, agency/community context, state laws, etc), practice wisdom, etc?

    Comment on at least one classmate's posting.

**Week 6**:  **General Discussion**

**Due**:  **Supervisory Log (due by Friday, February 17th at 5:00 pm)**
    Throughout the year you have been expected to complete the Supervisory Log for every supervision session and periodically complete the back page reflection. Submit one completed Supervisory Log and Reflection from winter term that best demonstrates your use of supervision and consultation to guide professional judgment and behavior (Practice Behavior 1e).

**Week 7**:  **Organizational Context of Practice**

**Due**: Students are expected to complete the readings and review the organizational context of practice checklist prior to this week's seminar.

**Read:** *Link to reading can be found on D2L week 7 overview*

Reamer, F. G. (2005) Documentation in social work: Evolving ethical and risk-management standards. Social Work, 50(4), 325-334.

**Review:** Review the Organizational Context of Practice Checklist
*Link to checklist can be found on D2L week 7 overview*

<u>**Week 8**</u>: **General Discussion**

**Due**: **Self-Care Plan Part II (due by Friday, March 3rd at 5:00 pm)**
Write a one page reflection on the usefulness of the self-care plan created during fall term and complete the Barriers or Challenges to Self-Care Plan table.
*More detailed assignment instructions may be found on D2L week 8.*

<u>**Week 9**</u>: **Community Context of Practice**

**Due**: Students are expected to complete the reading, review the community context of practice checklist and contribute to the D2L discussion prior to this week's seminar.

**Read:** *Link to article can be found on D2L week 9 overview*

Moya Salas, L. (2010). Critical Theory: Pathway From Dichotomous to Integrated Social Work Practice. Families in Society 91 (1): 91.

**Review:** Review the Community Context of Practice Checklist
*Link to checklist can be found on D2L week 9 overview*

**Discuss:** Post to D2L discussion board.
Post one example of how the community context negatively or positively impacts your placement's social work practice and clients' ability to reach their goals. Think about the community context of the agency, as well as of the clients. The checklist will help you think about how community variables impact practice.

<u>Comment on at least one classmate's posting.</u>

<u>**Week 10**</u>: **General Discussion**

**Due**:        There are no assigned readings or activities this week other than attending seminar.

**Week 11**:      **Finals Week (no seminar)**

**Due:**        Winter term Field Evaluation and time sheet are due on the student webcenter by 5pm on Friday, March 24th. Be sure you have also updated your Field Educational Plan to reflect winter term field placement activities.

**PORTLAND STATE UNIVERSITY**                                   **SW 511 Spring Term**
**School of Social Work**                                       **Instructor Information**
**MSW Program**
### Field Seminar & Field Placement Syllabus (4 credits)

## Course Description
This course is the 9-month agency-based field internship and concurrent field seminar where students apply social work knowledge and develop social work skills. The supervised field internship and weekly field seminar facilitate students' application of social work skills, the integration of theoretical content and the development of critical thinking skills.  This course is a core component of the MSW curriculum, allowing students to apply knowledge gained in their social work courses in real world practice settings.


## Course Objectives
This course has the following learning objectives. Students will be able to:

Field Placement

> Demonstrate basic proficiency in CSWE Core Competencies 1-9 and all corresponding behaviors.

Field Seminar

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to the context;
- Demonstrate professional behavior; including oral, written and electronic communication; time management; use of social media; and adherence to agency policies and procedures;
- Use technology ethically and appropriately to facilitate practice;
- Use supervision and consultation to guide professional judgment and behavior, and;
- Cope with stress, crisis and conflict and understand the signs of burnout and vicarious trauma, and develop and practice a self-care plan.

These learning objectives will support students to develop the following competency:
**Competency 1:** Demonstrate Ethical and Professional Behavior

## Access and Inclusion for Students with Disabilities
PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment

and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

**Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking**
As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole.  Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination.  If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

**Names and Gender Pronouns**
Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

**Populations at Risk**
Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk. Course content (including readings, lectures, class discussions and assignments) educates students to identify how social group membership influences access to resources, and covers the dynamics of risk factors to include responsive and productive strategies to redress them. Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice, e.g. distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege. Vulnerable, oppressed and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the

pervasive effects of structural inequality and lack of access to power. Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed. Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW code of ethics.

## Academic Honesty and Integrity
All work submitted in this course must be your own, and it must be produced specifically for this course.  If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor.  All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

Violations of academic honesty will be taken seriously and are outlined in the current student handbook and PSU Academic Misconduct. It is your responsibility to familiarize yourself with these guidelines.

## Grading
This course is pass/no pass and students **must pass both** the field placement and the seminar in order to pass the course.

## Incompletes
An incomplete grade is only given when students, due to circumstances beyond their control, have not completed some definite course requirement. **The initiative rests with the student to request an incomplete grade.** Students do not have a right to receive/demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met: (see the full policy in the MSW Student Handbook)
- The quality of the work to date is satisfactory, but some essential work remains. In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of B-.
- Reasonable justification for request. Reasons for assigning the Incomplete must be acceptable by the instructor. The circumstances should be unforeseen or be beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
- Incomplete grade is not a substitute for a poor grade.
- Written agreement. A written or electronic agreement will be endorsed by both the instructor and student.. A template "Incomplete Contract" is available on Registrar's website http://www.pdx.edu/registration/sites/www.pdx.edu.registration/files/Incomplete_Guidelines_Contract.pdf

## Confidentiality and Privacy
It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to follow the NASW Code of Ethics in regard to confidentiality.
www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private. However, if the instructor has reason to believe that your professional and/or academic development or client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution.

## PSU and SSW Policies that Guide Faculty and Student Behavior

All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting.

PSU requires work and study free from discrimination and harassment. PSU Office of Equity and Compliance has adopted a formal Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/diversity/office-of-equity-compliance.

## Access to Instructor

Instructors are accessible via email and phone and during office hours. Consult with your instructor about the best way to contact them.

## Instructional Methods

The field placement is an agency-based experience applying generalist social work practice skills and knowledge. The field placement utilizes field based learning and onsite supervision to teach core social work practice competencies. The field seminar is a classroom-based experience that blends large and small group discussion of social work practice principles. The aim of the seminar is to build a collaborative learning community where students can explore together the roles, skills and professional selves utilized by social workers. To do this, we need commitment from each member to attend class, treat colleagues with respect, maintain confidentiality and give voice to our struggles and questions.

## Attendance

Field Placement – Students are expected to be at their field placement 16 hours per week, a minimum of 167 hours/term, throughout the three terms. Specific schedules are individually negotiated between the student, field agency and field instructor. Students will accumulate a minimum of 500 field based learning hours during the school year.

Field Placement Time Sheet – Students are expected to accurately track field placement hours on the student web center time sheet. Students cannot pass the course if they have less than 167 field hours per term. Plans for making up missing field hours are to be discussed with the field instructor and faculty liaison prior to the end of the term.

Field Seminar – Social work is a profession that requires a high level of professionalism and self-awareness. You will be expected to demonstrate that in the classroom, in the same manner as you would in the workplace. This will require you to be present and engaged in classroom activities

and to maintain a respectful learning environment **(i.e., arrive to class on time, put away your cell phone, refrain from texting, do not have side conversations, maintain confidentiality, complete the exercises and stay for the entire class)**.

Students are expected to attend every field seminar. The success of the seminar is based on a commitment by everyone to be on time and participating, thus it is important that students arrive prior to the noted start time. Class will begin promptly and attendance will be taken. **Students cannot pass the seminar with more than 1 absence.** You are responsible for completing all content and activities covered during subsequent missed classes.

## Assignments
Field Placement Assignments
**Assignment #1: Personal Assessment (Fall). Due by 2nd week of Fall Term**
> Students complete an initial assessment in the student web center, which assesses their level of competence on all generalist behaviors.

**Assignment #2: Supervision Agreement (Fall). Due by second supervision of Fall Term**
> Students discuss and complete this supervision agreement with their field instructor in their student web center.

**Assignment #3: Field Educational Plan (Fall, Winter, and Spring). Due by the 5th week of Fall term and then updated each term**
> The Field Educational Plan outlines the student's field placement schedule and activities that support the student's development of the professional social work competencies and behaviors. An initial draft of the Field Educational Plan is completed in the student web center by the 5th week of Fall term and updated every term.

**Assignment #4: Evaluation of Student Learning (Fall, Winter, and Spring). Due by the Friday of Finals Week each term**
> The field instructor and the student formally evaluate the student's performance every term. In Fall term, students will be rated on CSWE 2015 EPAS, Competency #1: Demonstrate Ethical and Professional Behavior, in addition to open ended questions about their strengths, areas for growth and readiness for the next term. In Winter and Spring terms, students are rated on all Generalist competencies and behaviors. Each rating represents a continuum and is relative to the development of competency over time.
>
> The student completes a self-evaluation first, followed by the field instructor (in consultation with the task supervisor where applicable). The task supervisor and faculty advisor/liaison also provide general evaluative feedback in the comments section.

Field Seminar Assignments
Specific details about field seminar assignments may be found in the Reading and Assignment Syllabus and the student's D2L shell.

**Assignment #1: Self-Care Assessment and Plan (Fall, Winter, Spring)**
This assignment assists students to understand the importance of self-care, identify areas of risk and resilience and to develop and assess their ongoing self-care plan.

**Assignment #2: Supervisory Logs and Reflection (Fall, Winter, Spring)**
Students prepare for and attend weekly field placement supervision and will submit one of their Supervisory Log and Reflections each term for seminar instructor review.
**Assignment #3: Ethics Challenge (Spring)**
Open book exploration of your knowledge of social work ethics and the ethical dilemma process.

Additional assignments may include D2L discussions, readings, surveys and evaluations.

## Evaluation

Field Placement: The student and field instructor will evaluate students each term using the web center field evaluation. This evaluation documents students' development of generalist practice social work competencies and behaviors. The field instructor recommends a grade to the field faculty. Faculty advisor/liaisons are expected to conduct at least two site visits per year with students and their field instructors. If you need additional site visits, please notify your faculty liaison.

Field Seminar: Students will be given a pass or no pass grade based on attendance and participation in classroom activities. If a student misses more than one seminar, they will be required to complete a make-up assignment as determined by the seminar instructor.

## Required Texts and Readings

There are no required texts in this course, but the instructor will assign readings.

## Spring Term Reading and Assignments

**Week 1**:     **General Discussion**
                **Syllabus Review**

**Due**:        There are no assigned readings or activities this week other than attending seminar.

**Week 2**:     **General Discussion**

**Due**:        There are no assigned readings or activities this week other than attending seminar.

**Week 3**:     **Understand the NASW Code of Ethics Standards 5 and 6**

**Due**:        Students are expected to complete readings and contribute to the D2L discussion prior to this week's seminar.

**Read:**      NASW Code of Ethics –Ethical Standards 5 and 6

**Discuss:**    Post to D2L discussion board.

Post ONE question or comment about one of the standards in NASW Code of Ethics Social Workers' Ethical Responsibilities to the Social Work Profession (Standards 5.01-5.02) and to the Broader Society (Standards 6.01-6.04). Only one question or comment can be posted about each standard so if another group member has already posted something related to a specific standard you must do it on another one. You can pose a question about the standard, its applicability to certain situations, a statement about your disagreement with it, how you think it conflicts with your personal or professional values, an experience that relates to it, etc. or pose an ethical dilemma. Include the number and name of the standard on the subject line (e.g. 6.04 Social and Political Action). Comment on at least one classmate's posting.

**Week 4**:        **General Discussion**

**Due**:        There are no assigned readings or activities this week other than attending seminar.

**Week 5**:        **Endings**

**Due**:        Students are expected to complete the readings, watch the video and contribute to the D2L discussion prior to this week's seminar.

**Watch:**        Endings in Social Work Practice video
        *Link to video can be found on D2L week 5 overview*

**Read:**        *Links to readings can be found on D2L week 5 overview*

Baird, B. (2005) Closing cases, The internship, practicum, and field placement handbook: a guide for the helping professions, pp. 150-159. Prentice-Hall.

Gelman (2009) MSW students' experience with termination: Implications and suggestions for classroom and field instruction. *J. of Teaching in Social Work*, 29:169-187.

Siebold (2007) Everytime we say goodbye: Forced termination revisited, *Clinical Social Work Journal*, 35:91.

**Discuss:**        Post to D2L discussion board.
        Read the list of unplanned endings case scenarios and pick one that intrigues you to discuss on the discussion board. Each student is expected to discuss a different scenario from the list provided. Discuss what you would do to facilitate an ending/closure process. Think about ways of addressing the need for closure for clients, staff, and/or the social worker. Include the name of the scenario in the

subject line. If somebody already posted on a scenario, you will need to pick a different one. <u>Comment on at least one classmate's posting.</u>

<u>**Week 6**</u>:      **General Discussion**

**Due**:      There are no assigned readings or activities this week other than attending seminar.

<u>**Week 7**</u>:      **Ethics**

**Due**:      Students are expected to complete this exam. It is open book and demonstrates the ability to use the NASW Code of Ethics and an ethical dilemma framework to address ethical challenges. Students must score at least 70% to pass the exam. *Link to exam can be found on D2L week 7 overview*

**Students are expected to complete the exam by Friday, May 13th at 5PM.**

<u>**Week 8**</u>:      **General Discussion**

**Due**:      There are no assigned readings or activities this week other than attending seminar.

<u>**Week 9**</u>:      **Evaluation and Planning for the Future**

**Due**:      Students are expected to complete the survey and contribute to the D2L discussion prior to this week's seminar.

**Complete:**      Student Evaluation of Field Placement and Field Supervision Survey *Link to survey can be found on D2L week 9 overview*

**Discuss:**      Post to D2L discussion board.
This discussion will focus on your thoughts, feelings, and plans in terms of your placement for next year. Some things to think about in terms of this discussion:
- Why did you choose this area of practice?
- What do you hope to learn?
- What question or concerns do you have about this field of practice?
- What are you worried about?
- What are you excited about?
- How do you plan on preparing for next year?
- What do you think you need in order to be prepared and how are you going to get that?
- What sort of guidance or resources could you use from others to help you prepare?
- What kind of supervision would you like and how are you going to convey that?

<u>Comment on at least one classmate's posting.</u>

**Week 10**:      **General Discussion**

**Due**:      There are no assigned readings or activities this week other than attending seminar.

**Week 11**:      **Finals Week (no seminar)**

**Due:**      Spring term Field Evaluation and time sheet are due on the student webcenter by 5pm on Friday, June 10th. Be sure you have also updated your Field Educational Plan to reflect spring term field placement activities.

## Skills for the Helping Process – Groups (3 credits)

### Course Description
SW 515 is the foundation year MSW course on social work practice with groups. This course focuses on helping students to develop assessment and intervention skills for working with client, organizational, and community groups. Students will assess types and stages of groups, roles, and group dynamics, and develop a group proposal. Students will learn how to begin, facilitate, and end a group. Co-requisite: SW 511

### Course Objectives
This course has the following learning objectives. Students will be able to:
- Use reflection and self-regulation to manage personal values and maintain professionalism and leadership roles in practice situations with groups (in course content: bounds and self-disclosure, week 6)
- Use and translate research evidence to inform and improve practice, policy, and service delivery with groups (in the use of evidence from professional literature in the group proposals)
- Select appropriate group intervention strategies based on the assessment, research knowledge, and values and preferences of clients (in the interventions chosen for the groups proposal and demonstrated in the role play)
- Utilize group dynamics and processes appropriate to group stages of development to facilitate groups, group transitions, and group endings for both treatment and task groups (in the role play demonstration assignment)

These learning objectives will support students to develop the following competencies:
Competency 6: Engagement with Individuals, Families, Groups, Organizations, & Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, & Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, & Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities

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### Names and Gender Pronouns

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### Populations at Risk

Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk. Course content (including readings, lectures, class discussions and assignments) educate students to identify how social group membership influences access to resources, and covers the dynamics of risk factors to include responsive and productive strategies to redress them. Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice, e.g. distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege. Vulnerable, oppressed and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed. Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW code of ethics.

## Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course.  If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor.  All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

Violations of academic honesty will be taken seriously and are outlined in the current student handbook and PSU Academic Misconduct. It is your responsibility to familiarize yourself with these guidelines.

## Grading

The following PSU grading scale is employed at the graduate level:

| A | 4.00 | C+ | 2.33 | D- | .67 | The grading system at the graduate level is defined as follows: |
|---|------|-----|------|-----|-----|------------------------------------------------------------------|
| A- | 3.67 | C | 2.00 | F | 0 | A—Excellent |
| B+ | 3.33 | C- | 1.67 | | | B—Satisfactory |
| B | 3.00 | D+ | 1.33 | | | C—Below graduate standard |
| B- | 2.67 | D | 1.00 | | | D/F—Failure |

## Incompletes

An incomplete grade is only given when students, due to circumstances beyond their control, have not completed some definite course requirement.  **The initiative rests with the student to request an incomplete grade.** Students do not have a right to receive/demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met: (see the full policy in the MSW Student Handbook)

- The quality of the work to date is satisfactory, but some essential work remains. In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of B-.
- Reasonable justification for request. Reasons for assigning the Incomplete must be acceptable by the instructor. The circumstances should be unforeseen or be beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
- Incomplete grade is not a substitute for a poor grade.
- Written agreement. A written or electronic agreement will be endorsed by both the instructor and student. A template "Incomplete Contract" is available on Registrar's website http://www.pdx.edu/registration/sites/www.pdx.edu.registration/files/Incomplete_Guidelines_Contract.pdf

## Confidentiality and Privacy

It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor.  If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to follow the NASW Code of Ethics in regard to confidentiality.
www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private.  However, if the instructor has reason to believe that your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with

other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution.

## PSU and SSW Policies that Guide Faculty and Student Behavior

All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting.

## Access to instructor

*To be completed by the instructor. (PSU requires that an hour of availability to students outside of the classroom, usually through office hours, be required for every one classroom hour)*

## Instructional Methods

This seminar course is composed of in-class discussion, in-class individual and group activities, and some lecture. There will be videos shown in class. Additional methods or specifications per instructor.

## Attendance and Professional Behavior

Social work is a profession that requires a high level of professionalism and self-awareness. You will be expected to demonstrate that in the classroom, in the same manner as you would in the work place. This will require you to be present and engaged in classroom activities and to maintain a respectful learning environment (i.e., arrive to class on time, turn off your cell phone, no texting, no side conversations, maintain confidentiality, complete the exercises, and stay for the entire class). The class will begin promptly and will be dismissed at the scheduled time.

## Assignments

These are the core course assignments, though individual instructors may add additional ones. Assignments are designed to give students opportunities to demonstrate the development of the practice behaviors outlined in the course objectives. There are rubrics that help us evaluate how well students engage in and complete practice behaviors. These may or may not be integrated with the grade for the assignment. Work for some of the assignments will be done in class and details of each assignment are outlined below. Your work is respected as private, however, if I have concerns about your academic or professional development, I may share it with others who may need to be involved to address these concerns.

The two core assignments are linked to each other. Students will be assigned to a small group (a task group) that will collaboratively develop a treatment or task group. Each group will write a group proposal, develop some sample content for the group, and then provide a role-play of one meeting of the group. Following the role-play students will write a reflective assessment of their task group experience. Some of you may be in the process of developing or running groups for your field placement and with instructor approval, these may be used as the basis for this assignment.

| Assignment | Points (% or Grade) | Due Date |
|---|---|---|
| Leadership Reflection | 10 | |
| Community Group Observation Report | 5 | |
| **Group Proposal Paper\*** | **30** | |
| **Group Role Play\*** | **30** | |

| Group Experience Reflection | 25 | |
|---|---|---|

**\* These two are the required core assignments of the course; the reflection papers and other assignments may or may not be adopted by individual instructors, or may be replaced with other assignments.**

## Assignments
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### 1.  Leader Role & Reflection

*Description:*

Throughout the term, students will participate in a group and have an opportunity to practice both leadership and facilitation skills.  This assignment allows students to learn about the functioning of a group, as well as to complete specific tasks, including the group paper, role-play demonstration, and assignment 1: the leadership reflection paper.

*Format:*
- ➢ APA format
- ➢ No References
- ➢ 3 – 4 pages
- ➢ Attached leadership self-evaluations

*Instructions:*
- Each student will serve once as the lead facilitator for one of his or her task group sessions.
- The lead facilitator is responsible for planning the group agenda and facilitating the session.
- The lead role will rotate until all group members have lead one group session.
- After every group member has been a group leader, groups may continue to rotate leadership, or switch to a leaderless consensus model, or some other format.
- If you continue to rotate leadership, you will **not** submit another group leadership reflection.

Content:
- Prior to leading the session, the leader will complete three self-assessments (from Toseland & Rivas, pp. 127-129) related to their level of comfort, beliefs about structure, and beliefs about change.  The leader will attach these completed forms to their reflection.
- After the session, the leader will write a 2-3 page reflection about the group process, their leadership experience, and a critique of their strengths and weaknesses (the pre-session self-assessment should help guide you).
- The paper will be due the week following your turn as Leader.

*Grading:*

This assignment is worth 10 points and 10% of your total grade.  This is an opportunity to pull together the lessons learned from your self-assessments and experience as a group leader. Grading will be based on the inclusion of and thoughtful reflection on the self-assessments, as well as how what these assessments showed you affected you as a group leader.

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## 2.  Community Group Observation and Brief Report

*Description:*

   This is a community-based assignment designed to expose students to actual working groups within our own community.  The specific intent is to observe groups with a new perspective and lens focused on group process and group dynamics.  You should be able to demonstrate in your report that you were able to observe things that prior to this course where not apparent to you.  Community groups acceptable for this assignment are any groups or meetings open to the public.

*Format:*

   ➢ Oral report to the class
   ➢ 10 minute time limit

*Instructions and Content:*

   ● Find a community-based group meeting that is open to the public and attend one session of this group.
      ○ **Please be cognizant of group confidentiality and privacy.**  If the group is such that an uninvited or unidentified observer would discomfort group members, that may not be appropriate (for example, AA or other "anonymous" groups).  If in doubt, contact the group facilitator in advance and obtain permission to observe the group.
      ○ **It is not appropriate to observe a group in which you are an active or participating member**, as this will make it difficult to take on the observer role.
   ● Pay close attend to group process, procedures, and your sense of group culture and cohesiveness.  The objective is to recognize group processes related to group work when you observe them in a variety of group settings.
   ● For your oral report to the class, describe the community group that you observed including the type of group, number of participants, a brief overview of group content (just enough to give context), and specific details about observed group processes.

*Grading:*

   This assignment is worth 5 points and 5% of your total grade.  Grading is based on having attended a community group as instructed, and on a clear, concise, and thoughtful report about observed group processes to the class.  Anonymous peer-reviews by your classmates of your report may be utilized to help determine the grade.  Connecting what you have been learning about group process to your observations is vital.


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## 3. Group Proposal Group Paper

By working together in a small task group, students will complete a proposal for a treatment or task group. This is a group paper that you will collectively complete and turn in for a group grade and and is based on the content in Chapters 6 and 14 of your textbook. Your group will identify a problem being addressed by this group, the goal of the group, and write a proposal for the type of group. This will require some research on the type of group you are developing, best practices, and existing curriculum. You do not have to invent the content, feel free to use already develop content for your sessions/meetings. This assignment is the first of two assignments related your small task group.

The task group experience provides students with an opportunity to learn about group process by participating in an active group.

*Format:*
➢ APA format and Annotated Bibliography
➢ 5-7 pages (not including cover page or bibliography)

*Instructions and Content:*

This is a modified version of a group proposal in the textbook Appendix and detail on each section is included in your textbook.

Unless otherwise specified, only a brief paragraph or two is needed for each section
1. Name of the Group
2. Purpose - Brief statement of problem/issue/need being addressed, the goals and how the group will work together.
3. Literature Review - Summarize the current literature on the problem/issue/need being address and evidence that supports this type of intervention for the problem/issue/need. Address whether there is any evidence about the application of this intervention to diverse populations. 2-3 pages, integrating 4-5 professional references (see annotated bibliography below)
4. Membership
5. Recruitment
6. Composition
7. Orientation and Contract - How will you orient and contract with the individual members
8. Environment
9. Evaluation Methods – Identify whether you will using a monitoring or an effectiveness method of evaluation and what type of measure will be used to gather the information and how the measurement is relevant to the group goals. (Chapter 14).
10. Annotated Bibliography (APA style) - each student is to contribute at least two annotated references to the bibliography. Your annotation need only summarize the article. Information on how to summarize in an annotated bibliography is available on the Purdue OWL website. Please put the student's name after the reference in parentheses. You do not have to reference every article on this list in the literature review above, but the content should relate to the research each of you did relating to the problem, issue, need, or intervention, etc.

*Grading:* This assignment is worth 30 points or 30% of your overall course grade. Grading is based on your paper having all content as specified in the instructions above, being well written at a graduate level, and compliance with APA format and references. Every group member will receive the same grade for the paper.

## 4. Group Session/Meeting Content and Role-Play

To further understanding of group process and dynamics, students will utilize their task groups to extend the first assignment beyond the group proposal to include a role-play demonstration of a group meeting or session. This also gives students an opportunity to present their group design to the class. Outlines for three groups are constructed and turned in; one of the three is role-played for the class.

*Format:*
- ➢ Group Role-Play demonstration will be approximately 45 minutes
  - o 10 minute brief presentation of group proposal
  - o 30-35 minute role-play demonstration
- ➢ Meeting/Session Content Outlines are in basic APA

*Instructions and Content:*
A. Create outlines of planned group activities and processes (note: these are interventions), with notes on facilitation, for three group sessions/meeting for the group you have proposed in the previous assignment.
   1. An outline of the first group session/meeting
   2. An outline of a group session/meeting from the middle of the group process/trajectory
   3. An outline for the final group session/meeting
B. Turn in your original group proposal along with your new session/meeting outlines.
   - This is also an opportunity to revise the original proposal to earn points not earned on the first effort.
C. For the role-play, you may present any of these three group sessions/meetings to the class.
   1. This should be a complete session/meeting with a beginning, middle, and end. Facilitators and the group outline/process must demonstrate professional transitions and the ending of this group session (use the text and practice well!).
   2. Two of your group members will co-facilitate the group role-play, with remaining group members **and additional classmates** forming the group membership.
   3. You need to make sure the group members are prepared for the role-play. Ask yourself, "If this was a "real" group what would the members know about ahead of time?" Your group should not be scripted, you want spontaneous interaction; but most people enter a group knowing why they are there and the purpose. If you role-play the middle or last session/meeting, you need to make sure your group members know what has gone on before. This needs to be done ahead of time, as you will have no time to prepare them on the day of your role-play (just like in a real group).

*Grading:*

This assignment is worth 30 points or 30% of your course grade. Grading is based on your outlines representing full group session outlines, detailed and thoughtfully prepared, with activities aligned with the group proposal. Compliance with APA format is expected. An evaluative rubric of how well your group demonstrated Competency 8: Intervention will also be utilized and will be included as part of the assignment grade (rubric provided at end of syllabus). Anonymous peer-reviews by your classmates of the group role play will be utilized to help determine the grade. Every group member will receive the same grade for their presentation and role-play demonstration.

**5. Group Experience Reflection Paper – Due by class time Week 10, except as noted below**

*Description*
After your group has completed its task (role play), you will write a reflection paper that looks back on your experiences in the group, pulling together concepts from the course, and evaluating your participation and comfort level, what you did that seemed to work and what you would change if given the opportunity to participate in a similar task group in the future.

Address the following areas in a 6 -7 page paper that **integrates the course materials with your reflections on yourself and the small task group process**. APA style citations, though reference page not necessary. Material from Weeks 2 and 3, including textbook - Group Dynamics (Chapter 3 and Chapter 8) and Leadership/Facilitation (Chapter 4) will support you in this assignment

**Group Process and Dynamics**
Address the following, integrating group dynamics concepts from the course. Think about group dynamics as well as the stages of group development (Chapter 3)
- What went well in the group and what hindered the group and why?
- How might different identities have impacted these factors?
- What could have been done differently to improve the group process?

**Self in Relation to Group**
Address the following, integrating material from the course.
- What did you notice about yourself in terms of being a group participant ?
- What did you notice about yourself in terms of your leadership, power, and empowerment?
- How do different dimensions of self, personal background, and sociocultural identity impact these factors?

**Group Practice Skills**
Address the following, integrating material from the course.
- What are your strengths and challenges related to your skills for group work (participant and leader)?
- What would you do differently in a similar group?

*Due Date Exception:*
        If your group does your role play on the last day of the class, your final reflection is not due until the Wednesday of finals week (March 17th). You must turn in hard copy to the instructor, to D2L by noon March 17th.

*Grading*
        This assignment is worth 25 points and 25% of your total grade. This is an opportunity to pull together the various concepts and experiences from this term. Grading will be based on the inclusion of various course concepts as related to your experience as a task group member.

**Sample Course Calendar**

| Wk | Topics | Readings/Viewings | Activities |
|---|---|---|---|
| 1 | Introductions, Overview of Syllabus, & Introduction to SW Practice with Groups | | --Review generalist, ecosystems, and strengths perspectives and systems theory<br>--Introduction to and overview of social work practice with groups<br>--View D2L Resources<br>--Form Task Groups |
| 2 | Culturally Responsive Group Practice | Toseland & Rivas, CHs 1, 2, & 5<br>**On D2L**<br>Saleebey (2005)<br>VanDaele, et al (2012)<br>Breton (2004)<br>Goicoechea, J., et al (2014)<br><br>**--Watch:** Group Microskills-Encountering Diversity (Counseling and Therapy Videos)Access "clips" on right watch Beginnings - Exploring Diversity<br>(25 min) | --Small Groups |
| 3 | Group Dynamics, Leadership, Facilitation | Toseland & Rivas, CHs 3 & 4<br>**On D2L:**<br>Burke (2002)<br>Duhigg, C. (2016) What google learned from its quest to build a perfect team,<br><br>**Watch:**<br>**-- Understanding Group Dynamics (Films on Demand)**(14 min) | **Watch in class:**<br>12 Angry Men (96 minutes) |
| 4 | Planning, Beginning & Assessment and Self Help Groups | Toseland & Rivas, CHs 6, 7, & 8<br>**On D2L:**<br>--Pender & Pritchard (2011) | **Community Group Observation Reports Due**<br><br>--Small Groups |
| 5 | Treatment Group Methods | Toseland & Rivas, CHs 9 & 10<br>**On D2L:**<br>Elder & Burke (2015)<br>Garrett & Osborne (2011)<br>**--Watch:**<br>Leading Group Discussions(Films on Demand) (17 min) | **Community Group Observation Reports Due**<br><br>--Small Groups |
| 6 | Psychoeducation, Mutual Aid, Self-Disclosure and Boundaries | **On D2L:**<br>Lukens (2004)<br>Shulman Podcast (55 min)<br>**--Watch:** | **Community Group Observation Reports Due** |

| | | Family Psycheducation Introduction (11 min) Psychoeducational Family Group (28 minutes) | --Small Groups |
|---|---|---|---|
| 7 | Task Group Methods & Organizational Groups (interdisciplinary teams, staff development, committees) | Toseland & Rivas, CHs 11 & 12 **On D2L:** --Hardcastle, Powers, & Wenocur (2011) --Abramson & Bronstein (2004) Hosting a Meeting Using Trauma Informed Principles Interprofessional Collaborative Practice Competencies | **Group Proposal Group Paper Due** --Small Groups |
| 8 | --Endings & Evaluation of Groups; Group Facilitation and Focus Groups | Toseland & Rivas, CH 13 & 14 **On D2L:** --Burke, et al (2002) --Morgan (1996) Community Tool Box on Focus Groups | --Small Groups Focus Group Exercise |
| 9 | Group Role-Plays (2-3 groups per week) | | **Role-Plays** |
| 10 | --Group Role-Plays (2-3 groups per week) --Wrap Up | | **Role-Plays** **Group Experience Reflection Due** |

## Evaluations
*(grading criteria, basis of evaluation, weighting of assignments)*

## Required Texts and Readings
Toseland, R. W. & Rivas, R. F. (2017). *An introduction to group work practice.* (8th ed.).
        Pearson.
Additional Electronic articles/resources and readings on D2L as per instructor.

## Weekly Topical Outline and Readings
These identify the mandatory core topics and suggested assigned readings for this course.
Instructors may vary the order and the readings, as long as topics are covered sufficiently

*(identified by Week – Week 1, etc.- see SW 515 or SW 541 as those models are both fine)*

### Social Welfare History and Policy (3 Credits)

**Course Description**
This course addresses social welfare and the policy making process; and it explores the values and ethical choices affecting the process. It examines historical and contemporary issues and their impact on social work profession and social welfare. The course highlights relations among social problems, social policies, and social practices as means for promoting social justice.

**Course Objectives**
This course has the following learning objectives. Students will be able to:
- Develop a critical understanding of the knowledge and values that inform social, economic, and environmental justice, and how this can be used to advocate for human rights at the at the local, state, federal, and tribal level
- Identify social policy at the local, state, federal, and tribal level that impacts the delivery of and access to social services
- Assess how social welfare and economic policies impact the delivery of and access to social services
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

These course objectives will support students to develop the following Council on Social Work Education competencies:
- **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**
- **Competency 5: Engage in Policy Practice**
- **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (Communities)**

**Access and Inclusion for Students with Disabilities**
PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 5037254150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

### Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole.  Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination.  If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

### Names and Gender Pronouns

Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

### Populations at Risk

Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk. Course content (including readings, lectures, class discussions, and assignments) educates students to identify how social group membership influences access to resources, and covers the dynamics of risk factors to include responsive and productive strategies to redress them. Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice, e.g., distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege. Vulnerable, oppressed, and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations that

are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed. Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW social work code of ethics.

## Academic Honesty and Integrity
All work submitted in this course must be your own, and it must be produced specifically for this course.  (If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor.)  All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

Violations of academic honesty will be taken seriously and are outlined in the current student handbook and PSU Academic Misconduct. It is your responsibility to familiarize yourself with these guidelines.
 *(Note: some instructors may include more about this topic in their syllabi).*

## Grading
The following PSU grading scale is employed at the graduate level:

| A | 4.00 | C+ | 2.33 | D- | .67 | The grading system at the graduate level is defined as follows: |
|----|------|-----|------|----|-----|----------------------------------------------------------------|
| A- | 3.67 | C | 2.00 | F | 0 | A—Excellent |
| B+ | 3.33 | C- | 1.67 | | | B—Satisfactory |
| B | 3.00 | D+ | 1.33 | | | C—Below graduate standard |
| B- | 2.67 | D | 1.00 | | | D/F—Failure |

## Incompletes
An incomplete grade is only given when students, due to circumstances beyond their control, have not completed some definite course requirement. **The initiative rests with the student to request an incomplete grade.** Students do not have a right to receive/demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met (see the full policy in the MSW Student Handbook):

- The quality of the work to date is satisfactory, but some essential work remains.  In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of B-.
- Reasonable justification for request. Reasons for assigning the Incomplete must be acceptable by the instructor. The circumstances should be unforeseen or beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
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www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private. However, if the instructor has reason to believe that your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution.

**PSU and SSW Policies that Guide Faculty and Student Behavior**
All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting.

PSU requires work and study free from discrimination and harassment. PSU Office of Equity and Compliance has adopted a formal Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/diversity/office-of-equity-compliance.

**Access to Instructor**
*(PSU requires an hour of availability to students outside of the classroom, usually through office hours, for every classroom hour)*

**Instructional Methods**
To be completed by Instructor.

**Attendance**
*(Varies, consult with MSW program director about differing expectations)*

**Assignments**
*(Description of core assignments, due dates, required format and what practice behaviors will be measured)*
*(The following assignment is the required core course assignment, although instructors will add additional assignments.)*

This assignment is designed to give students opportunities to demonstrate the development of the practice behaviors outlined above in the course objectives.

**Assignment: Individual Policy Analysis Project**
Students are to prepare an analysis of a current social problem/issue and to identify the policies introduced across time to ameliorate the problem or to reduce the harmful nature of its impact. Once the history is tracked, students are to focus on a specific current policy and identify the values and ideologies underlying the policy, the policy's explicit goals and implicit

consequences, equity considerations of the policy and recommendations for improvement of the policy or its implementation. Students will describe a strategy for collaborating with service users, colleagues, and/or other community organizations to promote these policy changes, and will describe efforts undertaken to move forward on this strategy.

**Introduction**
- ❑ The 'social problem,' and the policy which appears to address it, are clearly described in two or three paragraphs. The significance of the social problem, as well as any alternative definitions of the problem, is discussed.

**Historical background**
- ❑ Describe how this issue/problem arose and unfolded over time.
- ❑ Describe any previous policies that addressed this issue/problem and how they evolved over time, especially any legislative history

**Current social problem context**
- ❑ Describe the current social problem context including:
- ❑ How widespread is it?
- ❑ Who is affected and how?
- ❑ What are viewed as possible causes of the problem and by which groups?

**Current policy**
- ❑ How is the policy expected to work?
- ❑ What is the knowledge base or scientific grounding on which the policy is based?
- ❑ What resources or opportunities does the policy provide?
- ❑ Who is the target population for the policy, and how are they socially constructed?
- ❑ How does their social construction and relative political and economic power influence the assignment of benefits and burden by the policy?
- ❑ How is the policy to be implemented, and at what levels of government?
- ❑ What is the funding mechanism for the policy?
- ❑ What are the short- and long-term goals of the policy?
- ❑ What are possible unintended consequences of the policy?
- ❑ What are the criteria used to determine the effectiveness of the policy?
- ❑ Do the goals of the policy contribute to a better quality of life for the target population?

- ❑ Does the policy contribute to positive social relations between the target population and the overall population?
- ❑ For what length of time is the policy expected to be in existence?

**Equity analysis**
- ❑ Are the goals of the policy equitable?
- ❑ Will the policy contribute to greater social equality?
- ❑ Is the policy intended to effect a redistribution of income, provide increased resources, rights, rewards, and opportunities?
- ❑ Are the goals of the policy consistent with values of professional social work?

**Policy advocacy**
- ❑ Based on your analysis above, how could this policy or its implementation be improved?
- ❑ How would you collaborate with service users, colleagues, and/or other community organizations to promote these improvements?

❑ Describe the efforts you have undertaken to promote these improvements.

Grading criteria for your Individual Policy Analysis Project assignment will include an assessment of the level of competence demonstrated in meeting the following course objectives:
- Utilize a critical understanding of the knowledge and values that inform social, economic, and environmental justice, and how this can be used to advocate for human rights at the at the local, state, federal, and tribal level
- Identify social policy at the local, state, federal, and tribal level that impacts the delivery of and access to social services
- Assess how social welfare and economic policies impact the delivery of and access to social services
- Engage in critical analysis in the formulation and promotion of policies that advance human rights and social, economic, and environmental justice

Other grading criteria for this assignment include:
- How well your paper focuses on the six major aspects of this assignment, which are listed in bold headings above
- How well your paper considers alternative ideological perspectives on your social policy context
- How well all assertions made in your paper are supported in-text with citations to acceptable scholarly sources including official government documents, peer-review journal articles, scholarly texts, and scholarly documents found on Internet sites of acceptable social policy research institutes.
- The overall clarity of thought and expression, and how well your paper conforms to APA style requirements including in-text citations and a reference page
- The degree and quality of effort invested in policy advocacy.

**<u>Evaluation</u>**
*(Basis of evaluation, weighting of assignments)*

**<u>Required Text and Readings</u>**
*(These textbooks have been used in previous years, or are suggested as possible main textbooks for this course, but others can be chosen with prior approval by the lead instructor.)*

Chapin, R. (2014). Social policy for effective practice (3rd ed.). New York: Routledge.
Jansson, B. S. (2016). Social welfare policy and advocacy. Los Angeles: Sage.
Karger, H. J. & Stoesz, D. (2017). American social welfare policy: A pluralist approach (7th ed.). Boston, MA: Allyn and Bacon.
Reisch, M. S. (2014). Social policy and social justice. Thousand Oaks, CA: Sage.

**<u>Required Topics and Assigned Readings</u>** (*These are suggested readings, as instructors are free to choose other readings as long as they adequately address these topics*)

**Week 1:  Social Welfare Policy and Social Work Practice**
        **Role of Social Workers in Policymaking**
        **Values, Ideologies, & Social Welfare Policy**

**Political Economic Analysis of U.S. Social Welfare**

Karger, H. J. & Stoesz, D. (2013).
> Chapter 1 – Social policy and the American welfare state

Lane, S. R., & Humphreys, N. A. (2011). Social workers in politics: A national survey of social work candidates and elected officials. *Journal of Policy Practice, 10*(3), 225-244.

Mohai, P., Pellow, D., & Timmons Roberts, J. (2009). Environmental justice. *Annual Review of Environment and Resources, 34,* 405-430.

Ritter, J. A. (2008). A national study predicting licensed social workers' levels of political participation: The role of resources, psychological engagement, and recruitment networks. *Social Work, 53*(4), 347-357.

Rome, S. H. & Hoechstetter, S. (2010). Social work and civic engagement: The political participation of professional social workers. *Journal of Sociology & Social Welfare, 37*(3), 107-129.


**Week 2:  Historical Perspectives on Social Welfare**
**Religious Institutions & Social Welfare**
**Social Problem Construction & Social Welfare Policy**
**Policy Analysis Model**

PSU Library Research Guide for Social Welfare Policy at:
> http://guides.library.pdx.edu/socialwelfarepolicy

Karger, H. J. & Stoesz, D. (2013). Chapter 2 – Social welfare policy research: A framework for policy analysis. Chapter 3 – Religion and social welfare policy

Taylor, D. (1997). American environmentalism: The role of race, class and gender in shaping activism, 1820-1995. *Race, Gender & Class, 5,* 16-62.


**Week 3:  Discrimination, Poverty, & Inequality in U.S. Society**
> **Patterns of Oppression and Impacts on Populations at Risk**
> **Theories Explaining Poverty**
> **Defining & Measuring Poverty**
> **Strategies to Address Poverty & Inequality**

Hacker, J. S., & Pierson, P. (2010). Winner-take-all politics: Public policy, political organization, and the precipitous rise of top incomes in the United Sates. Politics & Society, 38(2), 152-204.

Hacker, J.S. & Loewentheil, N. (2012). Prosperity economics: Building an economy for all. Downloaded from: http://www.prosperityforamerica.org/read-the-report/

Karger, H. J. & Stoesz, D. (2013).
> Chapter 4 – Discrimination in American society
> Chapter 5 – Poverty in America

Lens, V. (2005). Advocacy and argumentation in the public arena: A guide for social workers. *Social Work, 50*(3), 231-238.


**Week 4:  Private Sector Social Welfare**

**Role of Voluntary Sector in U.S. Social Welfare**
**Role of For-Profit Sector in U.S. Social Welfare**
**Public Sector Social Welfare**
   **Government Policy-making Process**
   **Paying for Social Welfare: U.S. Tax Policy**

   Karger, H. J.  & Stoesz, D. (2013).
            Chapter 6 – The voluntary sector today
            Chapter 7 – Privatization and human service corporations
            Chapter 8 – The making of governmental policy
            Chapter 9 – Tax policy & income distributions

**Week 5: Social Insurance Programs**
       **Old-Age & Survivors Insurance & Disability Insurance (OASDI)**
       **Unemployment Insurance**
       **Workers' Compensation**
       **Minimum Wages and Living Wages**

   Dattalo, P. (2007). Borrowing to save: A critique of recent proposals to partially
            privatize Social Security. *Social Work, 52*(3), 233-243.
   Karger, H. J.  & Stoesz, D. (2013).
            Chapter 10 – Social insurance programs
   Rose, S. R. & Cartwright, W. (2009). Social Security and privatization: A viable
            combination? *Journal of Comparative Social Welfare, 25*(1), 17-25.

**Week 6: Public Assistance Programs**
       **AFDC & TANF**
       **SSI**
       **SNAP or (Food Stamp Program)**
   **Child Welfare**

   Karger, H. J.  & Stoesz, D. (2013).
             Chapter 11 – Public assistance programs
            Chapter 15 – Child welfare policy
            Chapter 17 – The politics of food policy and rural life

   Steen, J. A. (2013). The development of foster care privatization policy in Florida: An
            application of Kingdon's policy development model. *Journal of Policy
            Practice, 12*(4), 258-272.

**Week 7: Mental Health & Substance Abuse Policies**
       **Criminal Justice Policies**

   Karger, H. J.  & Stoesz, D. (2013).
            Chapter 13 – Mental Health & Substance Abuse Policy
            Chapter 14 – Criminal Justice

Tai, B. & Volkow, N. D. (2013). Treatment for substance use disorder: Opportunities and challenges under the Affordable Care Act. *Social Work in Public Health, 28*(3-4), 165-174.

**Week 8: Housing Policies**
       **Housing policies at the U.S., Oregon, County, and Municipal Levels**
       **Addressing Homelessness**

Busch-Geertsema, V. (2002). When homeless people are allowed to decide by themselves. Rehousing homeless people in Germany. *European Journal of Social Work, 5*(1), 5- 19.

Karger, H. J. & Stoesz, D. (2013).
      Chapter 16 – Housing policies

Teater, B. A. & Kondrat, D. C. (2005). Connecting policy to practice: Analyzing the variables of the Section 8 housing program policy process. *The Social Policy Journal, 4*(3-4), 69-92.

**Week 9: U.S. Health Care System**
       **Medicare, Medicaid, S-CHIP**
       **The Patient Protection and Affordable Care Act**
       **International Health Care Comparisons**

Brulle, R. J. & Pellow, D. N. (2006). Environmental justice: Human health and environmental inequalities. *Annual Review of Public Health, 27,* 102-124.

Karger, H. J. & Stoesz, D. (2013).
      Chapter 12 – The American Health Care System

Kirby, E. G. (2006). A comparative analysis of stakeholder power in the Mexican and U.S. health care systems. *Journal of Health & Social Policy, 22*(2), 13-29.

Reisch, M. (2012). The challenges of health care reform for hospital social work in the United States. *Social Work in Health Care, 51*, 873-893.

Seipel, M. M. (2013). Quality of health care in seven countries: An implication for health reform in the United States. *Social Work in Public Health, 28*(1), 54-64.

**Week 10: U.S. Immigration Policy**
       **International Perspectives on Social Welfare**

Chishti, M. & Hipsman, F. (2013). As Senate debates immigration reform, CBO and new studies examine effects of immigration on nation's fiscal health. Downloaded from:
http://www.migrationinformation.org/USFocus/print.cfm?ID=956

Chishti, M. & Hipsman, F. (2013). State access to federal immigration data stirs new controversy in debate over voting rights. Downloaded from:
http://www.migrationinformation.org/USfocus/print.cfm?ID=964

Karger, H. J. & Stoesz, D. (2013).
      Chapter 18 – The American welfare state in perspective

Leite, P., Angoa, M. A., Castaneda, X., Felt, E., Schenker, M., & Ramirez, T. (2013). Health outcomes of Mexican immigrant women in the United States. Downloaded from: http://www.migrationinformation.org/Feature/print.cfm?ID=944

Norgaard, K. M. (2012). Climate change and the construction of innocence: Reproducing transnational environmental privilege in the face of climate change. *Race, Gender & Class, 19*(1/2), 80-103.

Stoney, S. & Batalova, J. (2013). Mexican immigrants in the United States. Downloaded from: http://www.migrationinformation.org/USfocus/print.cfm?ID=935

## Skills for the Helping Process — Individuals and Families
### (3 Credit Hours)

### Course Description
This course is the foundation year MSW course on social work practice with individuals and families. This course focuses on helping students to develop engagement, assessment, and intervention skills for work with individuals and families. Students will develop engagement, assessment and intervention skills for working with individuals and families.

### Course Objectives
Students in this course will be assisted in developing and using culturally responsible social work knowledge, skills, values, and cognitive and affective processes as they relate to social work practice with diverse individuals and families:

1. Uses unconditional acceptance, warmth, genuineness, and a nonjudgmental, empathic engagement style with diverse individuals and families.
2. Applies culturally responsible knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engagement with individuals and families.
3. Applies culturally responsible knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to the assessment of individuals and families.
4. Applies culturally responsible knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with individuals and families.
5. Develops mutually agreed-on interventions based on the critical    assessment of strengths, needs, and challenges within client systems and the organizational and community context of practice.
6. Uses critical reflection to assess how personal, professional, organizational and community beliefs and values impact the engagement, assessment, and intervention process with individuals and families.

These course objectives will support students to develop the following Council on Social Work Education competencies:
**Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities (Individuals & Families)
**Competency 7:** Assess Individuals, Families, Groups, Organizations, & Communities (Individuals & Families)
**Competency 8:** Intervene with Individuals, Families, Groups, Organizations, & Communities (Individuals & Families)
**Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities (Individuals & Families)

### Access and Inclusion for Students with Disabilities

PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

**Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking**
As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole.  Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination.  If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

**Names and Gender Pronouns**
Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

**Populations at Risk**
Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk. Course content (including readings, lectures, class discussions, and assignments) educates students to identify how social group membership influences access to resources, and presents content on the dynamics of risk factors and responsive and productive strategies to redress them. Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice (e.g., distributive justice, human and civil rights, and the global interconnectedness of oppression and

privilege). Vulnerable, oppressed, and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed. Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW social work code of ethics.

## Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course. If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor.  All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

Violations of academic honesty will be taken seriously and are outlined in the current student handbook and PSU Academic Misconduct. It is your responsibility to familiarize yourself with these guidelines.

## Grading

The following PSU grading scale is employed at the graduate level:

| A | 4.00 | C+ | 2.33 | D- | .67 | The grading system at the graduate level is defined as follows: |
|---|---|---|---|---|---|---|
| A- | 3.67 | C | 2.00 | F | 0 | A—Excellent |
| B+ | 3.33 | C- | 1.67 | | | B—Satisfactory<br>C—Below graduate standard |
| B | 3.00 | D+ | 1.33 | | | D/F—Failure |
| B- | 2.67 | D | 1.00 | | | |

## Incompletes

An incomplete grade is only given when students, due to circumstances beyond their control, have not completed <u>some</u> definite course requirement. **The initiative rests with the student to request an incomplete grade.** Students do not have a right to receive/demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met: (see the full policy in the MSW Student Handbook)

● The quality of the work to date is satisfactory, but some essential work remains. In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of B-.
● Reasonable justification for request. Reasons for assigning the Incomplete must be acceptable by the instructor. The circumstances should be unforeseen or be beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
● Incomplete grade is not a substitute for a poor grade.
● Written agreement. A written or electronic agreement will be endorsed by both the instructor and student.. A template "Incomplete Contract" is available on Registrar's website http://www.pdx.edu/registration/sites/www.pdx.edu.registration/files/Incomplete_Guidelines_Contract.pdf

## Confidentiality and Privacy

It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to follow the NASW Code of Ethics in regard to confidentiality. www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private. However, if the instructor has reason to believe that your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution.

## PSU and SSW Policies that Guide Faculty and Student Behavior

All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting.

PSU requires work and study free from discrimination and harassment. PSU Office of Equity and Compliance has adopted a formal Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/diversity/office-of-equity-compliance.

## Access to Instructor

TBD by individual instructor

## Required Texts

Hepworth, D. H., Rooney, R. H., Dewberry-Rooney, G., Strom-Gottfried, K., & Larsen, J. (2017).
    *Direct social work practice: Theory and skills* (**10th ed.).** Belmont, CA: Cengage.
The book is in the PSU bookstore or can be purchased directly from Cengage.
    http://www.cengagebrain.com/shop/search/9781285750224

Walsh, J.  (2013). *Theories for direct social work practice* (3rd ed.). Belmont, CA: Cengage
    Chapters 4 (Ego Psychology), 5 (Relational Theories)
Students going into clinical practice often find this book very helpful in the second year of the program. The entire book or just the assigned chapters are available directly from Cengage.
http://www.cengagebrain.com/shop/search/9781285750224

Additional readings as assigned by instructor

## Instructional Methods

*To be completed by instructor*

## Attendance and Professional Behavior

Social work is a profession that requires a high level of professionalism and self-awareness. You will be expected to demonstrate that in the classroom, in the same manner as you would in the work place. This will require you to be present and engaged in classroom activities and to maintain a respectful learning environment (i.e., **arrive to class on time, turn off your cell phone, NO TEXTING, no side conversations, maintain confidentiality, complete the exercises, and stay for the entire class**).

**Attendance counts for 20% of the grade. I expect you to be in class and stay for the entire class. I do not make judgments about what is a permissible reason to miss class.** A significant amount of learning takes place during class and consistency and trust are major factors in facilitating your development, thus attendance and participation are expected and you are to inform me if you will be absent. You cannot pass this class if you miss more than 5 hours of class time without demonstrating mastery of the content that was missed. <u>You are responsible for finding out what happened in the class you missed and getting any handouts.</u>

## Assignments and Grading

### General Overview
The evaluation of your work in this course is a letter grade based upon the following:
**Completing weekly assignments – 10%**
**Attendance in class – 20%**
**Intervention Plan – 35%**
**Beginning Engagement– 35%**

An explanation of the graduate grading system can be found on line in the student handbook. An A represents exceptional work (A+) that exceeds the requirements of the assignment. Below a B- is considered unacceptable graduate level work. <u>If you receive **below a B- on a paper** and it was **turned in on time**, you may request to rewrite the paper. If you rewrite the paper your final grade will be the average of both grades</u>.

### Written Assignments
Typed, double-spaced, **1-inch** margins, 12-point font, and APA style for citations and references and consistent with the above statement on academic honest and integrity. You **do not need** a running head, abstract, or 1 ½-inch margins.
Assignments are graded on both content (thoroughness, clarity, completeness, depth, substantiation) and style and organization (grammar, spelling, editing, cohesion, clarity, creativity, APA style). Content will account for 90% of the grade, style and organization for 10%. Specifically, I look for:

- Relevant, defined, and understandable organizational structure
- Smooth, logical, and clear transitions between/among ideas
- Clarity and cohesion of thinking/ideas
- Interesting, independent and creative ideas
- Well supported arguments
- Salient and appropriate use of the literature, citations and references
- Writing style consistent with the assignment
- Utilization of your own voice/self as you struggle to integrate the concepts/ideas and the practice of social work

Assignments are to be **on time**, unless arrangements have been made <u>ahead of time</u>. **Late papers** will automatically drop a grade. Because of the numerous activities in this class I advise you to complete assignments on time.

# SW 530 Assignments

## Assignment #1 Assessment Summary and Intervention Plan – 30%
## Due by class time Week 8

By the end of this term, it is important for students to be able to competently organize and succinctly communicate an assessment summary and develop an intervention plan. This assignment will assist you toward these goals and is based on handouts, class activities, and readings. (3-4 pages maximum)

**I.      Assessment Summary**

This part of the assignment requires you to write a summary of the client's problems and/or needs.

Choose one of the cases provided and write a brief clear, succinct assessment summary including strengths, resources, and resiliencies, as well as problems/needs. Make sure your summary is supported by the information presented in the case and follows the standards for writing assessments that are outlined in Hepworth, et. al. pg. 241-242. There are different models presented in Hepworth, et. al. pg. 243 (Formulation – Problem Focused) and pg. 248 (Conclusion – Needs Focused).

**II.      Intervention Plan - Goals and Objectives**

This part of the assignment is based on the information in Hepworth, et. al. Chapters 12 and 13 and requires you to develop the intervention plan based on the above assessment summary.

- Begin by identifying whether you would use a task-centered model (pg. 370 -problem solving role) or the case management model (pg. 410 - brokering role) for addressing the client's concerns, explaining your rationale (Hepworth, et. al. Chapter 13).
- Develop an outline that identifies each general goal, the related general tasks, and the specific tasks for both the client and the social worker. These goals should follow the SMART goals model (Specific, measurable, action oriented, realistic, timely). Examples will be provided.

## III. Reflection
Critically review your assessment summary and your intervention plan from the following perspectives.

1.   What do you think your client's perspective would be about this plan? How is their voice present or absent from the assessment and plan? These questions can help you address this.
   - Do the goals and interventions align with the client's view of the problem and the solution?
   - What external factors are impacting the definition of the problem, goals and objectives?
   - How might differing perspectives  impact the outcomes of this case?

2.    What do you think are the external barriers to your client successfully attaining these goals and how might you address them? These questions can help you address this.
   - How might agency factors impact the success of these interventions?
   - How might community factors impact the success of these interventions?
   - What can I do to mitigate those barriers?

## Assignment #2 Beginning Engagement Paper – 30%
## Due be class time Week 10

The goals for this assignment:
1. To practice beginning engagement skills
2. To practice exploration and understanding skills
3. Apply theory to practice
4. To evaluate and reflect on your use of social work practice skills.

You will be conducting a beginning interview with an individual in your field placement. Because some of you may not be working with people who are new to services, you have two options for the interview. Both options will require some planning in order to assure you have the opportunity to complete this on time. **Do not wait until the last minute**.

Ahead of time plan how you will begin the interview, address confidentiality, informed consent, any potential questions and/or areas of exploration, and how you will end the interview.

**Option #1 Service User Seeking Services**
Conduct an interview with an individual who is seeking services from your agency. The goal of your interaction is to elicit information about their perspective on their needs, goals, and resources using the engagement skills the engagement skills and exploration skills in Hepworth, et. al. Chapters 5-7. At this point in your professional development you are just beginning to use these skills and are able to identify missed opportunities to apply these skills.
**Or**
**Option #2 Service User Receiving Services**
Conduct an interview with a service user who is receiving services at your agency. The goal is to elicit information about their experience receiving services and their ideas on how to improve services using the engagement skills and exploration skills in Hepworth, et. al. Chapters 5-7. At this point in your professional development you are just beginning to use these skills and are able to identify missed opportunities to apply these skills.

**Interview**
Conduct an interview with an individual seeking services or currently using services (as outlined above). The interview should last no longer than 60 minutes. **Immediately after the interview, write a verbatim (word for word) transcript of what you remember about the meeting as this will be needed for the assignment.**
You may only audio record the interview if given permission by your field instructor and field agency and you comply with the NASW Code of Ethics 1.03(f) on informed consent.

**Written Paper**
**I. Process Recording: Engagement and Use of Social Work Skills (50%)**
Briefly identify the person/s you interviewed giving information about the situation, your role, and the demographics (age, ethnicity, race, culture, languages, immigration status, health, etc.), but making sure you protect confidentiality. Write (10 point font) a continuous verbatim transcript (noting behavior as well as words) <u>from the middle of the interview</u> using the process recording format in the D2L example.

Include 12 statements made by you and the person/s response. For each of your responses identify the following:

1. What were you thinking or feeling?
2. What was the goal of your response?
3. Using the list below, note what type of response you gave? (Note that in most cases your response will include more than one type of response)
   Facilitating Communication
   - Open-ended or closed-ended question
   - Furthering Response
   - Reflection
   - Empathic response, noting level of empathy
   - Seeking Concreteness
   - Maintaining Focus
   - Summarizing
   Barriers to Communication
   - Reassuring, sympathizing, consoling, excusing
   - Advising, giving solutions or suggestions
   - Judging, criticizing, or blaming
   - Lecturing, arguing, instructing
   - Analyzing, diagnosing
   - Changing the focus
   - Stacking questions, asking more than one at a time
   - Asking leading questions

## III.    Integration of Practice Theory and Self Assessment (50%)

Integrate the experiences and readings from this course and your previous experience to address the following:  This section requires  the integration of course materials and the use of citations in APA formatting, but not a reference page.

1. Using concepts from either ego psychology (ego functions and defenses - Walsh Chapter 4) or the relational theories (attachment and object relations - Walsh Chapter 5) discuss ways in which you see the major concepts reflected in your interview, giving examples to support your conclusions. Class readings, handouts, lectures, and videos from this class will assist you with understanding both theories. Additionally, materials from your SW 540 class (Human Development) will be particularly helpful in terms of attachment theory.
2. What did you learn about yourself and your use of social work practice skills as a result of this process, including strengths and learning needs. Specifically identify what you noted in the annotation above, as well as other factors in from all the interviews. What skills do you need to practice and how do you plan on addressing this learning needs?
3. How do your and the client's multiple sociocultural identities impact this interview and/or how might they impact your work with this individual?

### Weekly Topical Outline

**Week 1:**      **Introductions**
               **Overview of Syllabus and Practice with Individuals and Families**
               **Foundations of SW Practice and Stages of Social Work Practice**
               **Ecosystems Theory**

**Week 2:**　　**Engagement**
　　　　　　**Review Core Knowledge and Practice Theories**
　　　　　　**Application of Theory to Engagement**
Read:
Hepworth Chapters 1-5
Walsh (3rd Ed.) Chapters 4 and 5 **http://www.cengagebrain.com/shop/search/9781285750224**

Watch/Listen:
SW Podcast on Practice Theory (47 min)
http://socialworkpodcast.blogspot.com/2009/08/theories-for-clinical-social-work.html
Radical Experiment in Empathy (TED Talk) (18 min)
http://www.ted.com/talks/sam_richards_a_radical_experiment_in_empathy.html


**Week 3:**　　**Engagement and Exploration; Strengths Processes**
　　　　　　**Sociocultural Factors**
Read:
Hepworth Chapters 5-7
Suarez, Newman & Reed (2008) Critical consciousness and cross-cultural intersectional social work
　　　practice: A case analysis, *Families in Society* 89(3): 407
Jones, L.V., Hopson, L.M. & Gomes, AM (2012) Intervening with African-Americans: Culturally
　　　Specific Practice Considerations, *Journal of Ethnic And Cultural Diversity in Social Work*, 21:1,
　　　37-54.
Gallardo, M.E. ( 2012) Therapists as cultural architects and systemic advocates Latina/o skills
　　　identification stage model, in Gallardo,M.E. et.al (Eds.) *Culturally adaptive counseling skills:*
　　　*Demonstrations of evidence-based practices*, Sage Pub., Los Angeles

**Week 4:**　　**Biopsychosocialspiritual – Individuals**
　　　　　　**Exploring Problems and Strengths**
Read:
Hepworth, Rooney, et. al. - Chapter 8
Anderson, Cowger, & Snively (2009) Assessing Strengths: Identifying acts of resistance to violence and
　　　oppression in Saleebey (Ed.) *The strengths perspective in social work practice*.(pp.181-197)
　　　Boston:MA

Watch/Listen
Danger of the Single Story (TED Talk) (19 min)
http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html

Cultural-Based Strengths – Felix Mora (38 min)
http://echo360.pdx.edu/ess/portal/section/c602bf13-e72f-4bc9-b33a-187a89107874

**Prepare for Class**
Andrea R. Case Study, Real Cases Project: The Case Studies
http://socialwork.adelphi.edu/realcases/pdfs/Case_Studies_Andrea_R.pdf
Read the case and come prepared to discuss the following:
- What is the primary problem?

- What history is significant to the current situation and problem? What strengths, resources, and protective factors exist for this family?
- What deficits, obstacles, challenges exist for this family?
- What elements would you include on the ecomap?
- What elements would be in each quadrant of the Anderson, Cowger, Snively strengths assessment?

**Week 5:** **Biopsychosocialspiritual Assessment – Individuals**
**Interpersonal, Intrapersonal and Environmental Dimensions**
**Substance Abuse and Suicide Screening**
Read:
Hepworth, Rooney, et. al. - Chapter 9

Watch/Listen:
Social Work Podcast: Bio-psychosocial-spiritual Assessment (17 min)
http://socialworkpodcast.blogspot.com/2007/02/bio-psychosocial-spiritual-bpss.html
SBIRT (Screening, Brief Intervention, Referral to Treatment) - This protocol is the standard in Oregon in medical settings and all integrated healthcare settings. This website gives an overview of its integration into primary care settings, though this type of screening and brief intervention is applicable to most social service settings. Feel free to explore the whole site, but review the following in detail.
- Screening Forms
- Training Curriculum Watch the overview on Adult and Adolescent Screening (Slides 47-82) Begins 23:23 minutes on the video (14 minutes)
Basic Suicide Assessment Skills (13min)

**Prepare for class:**
Andrea R. Case Study, Real Cases Project: The Case Studies
http://socialwork.adelphi.edu/realcases/pdfs/Case_Studies_Andrea_R.pdf
If the Andrea R. is your client come prepared to discuss the following:
- What aspects of biophysical functioning are relevant to this assessment?
- What aspects of cognitive functioning are relevant to this assessment?
- What aspects of affective functioning are relevant to this assessment?
- What aspects of behavioral functioning are relevant to this assessment?
- Is the concept of motivation relevant to this case, and if so in what way?
- What is the adequacy of the environment to meet the family's needs?
- How do you see the two theories discussed in the Walsh readings reflected in the case material?

**Week 6:** **Biopsychosocialspiritual Assessment– Families**
**Resilience, Genograms, Ecomap, Culturagram**
**Application of Theory to Family Assessment**
Read:
Hepworth, Rooney, et. al. - Chapter 10
Walsh, F. (2003) Family resilience: A framework for clinical practice, *Family Process*, 42 (1): 1-16
Madsen, W. C. (2007). What we see is what we get: Reexamining our assessment process, in *Collaborative therapy with multi-stressed families*. (pg. 47-84) New York: Guilford Press.

Listen/Watch:

Overview of Ecomaps (19 min) https://www.youtube.com/watch?v=lWU7ofO7EmU
After watching, familiarize yourself with the Sanchez Family - Genograms and Ecomaps for each family
    member.

SW Podcast: Visual Assessment Tools - Culturagram (47 min)
http://socialworkpodcast.blogspot.com/2008/12/visual-assessment-tools-culturagram.html

SW Podcast: Incorporating Religion and Spirituality into Social Work Practice (27 min)
http://socialworkpodcast.blogspot.com/2010/05/incorporating-religion-and-spirituality.html

Mini Assignment – Due by class time
Complete the Simmons School of Social Work Domestic Violence Training Units 1, 2, and 3. Take the
quiz for each unit and copy your quiz results into D2L dropbox.
http://www2.simmons.edu/ssw/domestic-violence-training/

**Week 7:      Setting Goals and Contracting**
**              Crisis Intervention and Suicide Assessment**
**              Application of Theory to Intervention**

Read:
Hepworth Chapter 12 and 13 (pages 363-382 and 410-416)

Andrea R. Case Study, Real Cases Project: The Case Studies
http://socialwork.adelphi.edu/realcases/pdfs/Case_Studies_Andrea_R.pdf
Assume Andrea R's son, Vincent, has been returned to her and you are Andrea R's mental health case
manager. Using the readings, come to class prepared to identify each general goal, the related general
tasks, and the specific tasks for both the client and the social worker. These goals should follow the
SMART goals model (specific, measurable, action oriented, realistic, timely).

Watch/Listen:
SW Podcast: Developing Treatment Plans (16 min)
http://socialworkpodcast.blogspot.com/2007/03/developing-treatment-plans-basics.html

**Week 8:      Micro and Macro Intervention – Individual**
**              Trauma Informed Practice, Crisis Intervention, Motivational Interviewing**
<u>Assignment #1 – Assessment Summary and Intervention Plan Due</u>

<u>Read:</u>
Hepworth Chapter 13 (pp. 382-410 and 416-422) and Chapter 14 (pp. 423-431)
[Trauma Informed Care Principles](#) - Oregon is a leader in integrating trauma informed principles in social services and this Trauma Informed Oregon website has great resources.
Elliott, D.E., Bjelajac, P., et al (2005) Trauma-informed or trauma-denied: Principles and
        implementation of trauma-informed services for women. *J. of Community Psychology*,
        33(4):461-477.
Jennings, A. (2007) Community retraumatization: Trauma survivors speak out, in Jennings, A and
        Ralph, R. *In Their Own Words: Trauma survivors and professionals they trust tell what hurts,
        what helps, and what is needed for trauma services* [www.TheAnnaInstitute.org](#)

<u>Watch/Listen</u>**:**
SW Podcast: Trauma Informed Care (59min)
[http://socialworkpodcast.blogspot.com/2013/04/an-overview-of-trauma-informed-care.html](#)

**Week 9:      Intervention – Families**
**              Culturally responsive, family driven interventions**

<u>Read:</u>
Hepworth Chapter 15
Garcia, M. & McDowell, T. (2010) Mapping social capital: A critical contextual approach for working
        with low-status families, *Journal of Marital and Family Therapy, 36*(1), 96-107.
Harvey, A. R., McCullough-Chavis, A., Littlefield, M. B., Phillips, A. D., & Cooper, J. D. (2010). A
        culturally competent family enhancement and empowerment model for African American
        parents. *Smith College Studies in Social Work*, *80*(1), 70-87.
Ayon, C. & Quiroz Villa, A. (2013) Promoting Mexican immigrant families' well-being: Learning from
        parents what is needed to have a strong family. *Families in Society* 94(3):194-202.

<u>Mini Assignment</u> - Due by class time
Complete the Simmons School of Social Work Domestic Violence Training Units 5 and 6. Take the quiz for each unit and copy your quiz results into D2L dropbox.
[http://www2.simmons.edu/ssw/domestic-violence-training/](#)

**Week 10:  Evaluation and Endings**
<u>**Assignment #2 – Beginning Engagement Paper Due**</u>
<u>Read:</u>
Hepworth Chapter 19
Siebold, C. (2007). [Everytime we say goodbye: Forced termination revisited](#). *Clinical Social Work
        Journal*, 35(2),91-95.


**Week 11: Catch Up**

## Advocacy and Empowerment (3 Credit Hours)

### Course Description
Builds the advocacy skills to form purposive and equitable partnerships with service users, their communities, and organizations. Includes empowerment-based practices in micro, mezzo and macro work. Healthy critique of the role of the professional social worker as "expert" is examined.

### Course Objectives
This course has the following learning objectives. Students will be able to:
- Apply partnership practices to organizations that empower service users and inform organizations about improvements that better reflect the priorities of clients and community members
- Identify and apply advocacy practices in strategic ways that maximize empowerment and inclusion, and improve client opportunities
- Understand the risks of adopting a professional identity that is based on helping others, and adopt a more complex professional identity that includes complicity with injustice

These objectives will support students to develop the following competencies:
**Competency 2:** Engage Diversity and Difference in Practice
**Competency 3:** Advanced Human Rights and Social, Economic, and Environmental Justice
**Competency 5:** Engage in Policy Practice
**Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities (Individuals)
**Competency 7:** Assess Individuals, Families, Groups, Organizations, & Communities (Organizations)
**Competency 8:** Intervene with Individuals, Families, Groups, Organizations, & Communities (Individuals and Organizations)
**Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Organizations)

### Access and Inclusion for Students with Disabilities
PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.
If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.
- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.

- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage(https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

## Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole.  Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination.  If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

## Names and Gender Pronouns

Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

## Populations at Risk

Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk. Course content (including readings, lectures, class discussions, and assignments) educates students to identify how social group membership influences access to resources, and presents content on the dynamics of risk factors and responsive and productive strategies to redress them. Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice (e.g., distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege). Vulnerable, oppressed, and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed. Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the

NASW social work code of ethics.

**Academic Honesty and Integrity**
All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor.) You need to read and then integrate the material using your own words, whether from books, journals, or the internet. All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. It is plagiarism to lift words, sentences, and paragraphs from websites, as well as from books and journals or to summarize another person's ideas without appropriate citations. It is plagiarism to use another student's work as your own. Do not jeopardize your degree by cutting corners and hoping that you can use others' work. Please keep in mind that I could ask to see any or all of your references and I often go to websites that you have utilized in your papers.

Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Grading**
The following PSU grading scale is employed at the graduate level:

| A | 4.00 | C+ | 2.33 | D- | .67 | The grading system at the graduate level is defined as |
|---|------|----|------|----|-----|--------------------------------------------------------|
| A- | 3.67 | C | 2.00 | F | 0 | follows: |
| B+ | 3.33 | C- | 1.67 | | | A—Excellent |
| B | 3.00 | D+ | 1.33 | | | B—Satisfactory |
| B- | 2.67 | D | 1.00 | | | C—Below graduate standard |
| | | | | | | D/F—Failure |

**Incompletes**
An incomplete grade is only given when students, due to circumstances beyond their control, have not completed some definite course requirement. **The initiative rests with the student to request an incomplete grade.** Students do not have a right to receive/demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met: (see the full policy in the MSW Student Handbook)

- The quality of the work to date is satisfactory, but some essential work remains. In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of B-.
- Reasonable justification for request. Reasons for assigning the Incomplete must be acceptable by the instructor. The circumstances should be unforeseen or be beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
- Incomplete grade is not a substitute for a poor grade.
- Written agreement. A written or electronic agreement will be endorsed by both the instructor and student.. A template "Incomplete Contract" is available on Registrar's website http://www.pdx.edu/registration/sites/www.pdx.edu.registration/files/Incomplete_Guidelines_Contract.pdf

## Confidentiality and Privacy

It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to follow the NASW Code of Ethics in regard to confidentiality.
www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private. However, if the instructor has reason to believe that your professional and/or academic development or client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution.

## PSU and SSW Policies that Guide Faculty and Student Behavior

All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting.
PSU requires work and study free from discrimination and harassment. PSU Office of Equity and Compliance has adopted a formal Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/diversity/office-of-equity-compliance.

## Access to Instructor

TBD by individual instructor

## Required Text

- VeneKlasen, L., & Miller, V. (2007). *A new weave of power, people, and politics: The action guide for advocacy and citizen participation*. Warwickshire, UK: Practical Action Publishing. **Available for free as a PSU eText from the online library**

## Instructional Methods

This class blends readings, lecture, role-plays, small group discussion, and case presentations. The class will be divided into smaller "consultation" groups of 3-4 students that will work together throughout the term on in class exercises. Due to the variety of methods utilized to teach this course, your completion of homework, attendance, and participation is crucial to your learning.

## Attendance and Professional Behavior

Social work is a profession that requires a high level of professionalism and self-awareness. You will be expected to demonstrate that in the classroom, in the same manner as you would in the work place. This will require you to be present and engaged in classroom activities and to maintain a respectful learning environment (i.e., **arrive to class on time, turn off your cell phone, NO TEXTING, no side conversations, maintain confidentiality, complete the exercises, and stay for the entire class**).

A significant amount of learning takes place during class and consistency and trust are major

factors in facilitating your development, thus attendance and participation are expected and you are to inform me if you will be absent. You are responsible for finding out what happened in the class you missed and getting any handouts.

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**Assignments and Grading**

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### General Overview
The evaluation of your work in this course is a letter grade based upon the following:

> **Personal Statement – 20%**
> **Individual Advocacy Practice – 35%**
> **Service User Consultation – 45%**

An explanation of the graduate grading system can be found on line in the student handbook. An A represents exceptional work (A+) that exceeds the requirements of the assignment. Below a B- is considered unacceptable graduate level work. If you receive **below a B- on a paper** and it was **turned in on time**, you may request to rewrite the paper. If you rewrite the paper your final grade will be the average of both grades.

Please see the policy on **incompletes** in the Student Handbook before requesting an incomplete.

### Assignment Formats
Typed, double-spaced, **1-inch** margins, 12-point font, and APA style for citations and references and consistent with the above statement on academic honest and integrity. You **do not need** a running head, abstract, or 1 ½-inch margins.

Assignments are graded on both content (thoroughness, clarity, completeness, depth, substantiation) and style and organization (grammar, spelling, editing, cohesion, clarity, creativity, APA style). Content will account for 90% of the grade, style and organization for 10%. Specifically, the instructor is looking for:

- Relevant, defined, and understandable organizational structure
- Smooth, logical, and clear transitions between/among ideas
- Clarity and cohesion of thinking/ideas
- Interesting, independent and creative ideas
- Well supported arguments
- Salient and appropriate use of the literature, citations and references
- Writing style consistent with the assignment
- Utilization of your own voice/self as you struggle to integrate the concepts/ideas and the practice of social work

Assignments are to be **on time**, unless arrangements have been made ahead of time. **Late papers** will automatically drop a grade. Because of the numerous assignments I advise you to complete them on time.

These are the core course assignments, though your instructor may add additional ones. Assignments are designed to give students opportunities to demonstrate the development of the practice behaviors outlined in the course objectives. Work for some of the assignments will be

done in class and details of each assignment are on a separate handout. Your work is respected as private; however, if I have concerns about your academic or professional development, I may share it with others who may need to be involved to address these concerns.

For those of you who are doing live or videoed presentations of your work for the first time (or if you are less confident about it), please do watch these as some good+ preparation for the task:
- Five basic public speaking tips: https://www.youtube.com/watch?v=AykYRO5d_lI
- Aaron Beverly – 2nd place winner in 2016 World Championship of Public Speaking: https://www.youtube.com/watch?v=Jy1GPiLq98s

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### Assignment #1 Personal Commitment to Social Change (optional) - 20%

The goal of this assignment is for you to examine your personal commitment to social change and identify challenges to this commitment. There are two parts to the assignment.

**Part 1 - Due by class time Week 2 on D2L**
**Initial Personal Statement** (1-2 page, single spaced)
Complete the readings for the first week and take the following test/surveys
- Political Compass Test http://www.politicalcompass.org
- Grit survey: https://sasupenn.qualtrics.com/SE/?SID=SV_06f6QSOS2pZW9qR

Use the readings and results of the test/survey to develop a statement on your commitment to empowerment and advocacy practice. Include the following:
● Your personal position in terms of your commitment to empowerment and advocacy practice, one example from your life that displays this commitment?
● Personal challenges to your carrying out this commitment

**Part II – Revised Personal Statement – Due by class time Week 10 on D2L**
Read and re-write your initial statement of your commitment to empowerment and advocacy practice. Add greater complexity, including your intentions, anticipated barriers, and remedies that you intend to bring forward into your current and future social work practice.
We encourage you to share this intention with a colleague outside of the university who you view as an ally in this work.

Grading criteria for the Personal Commitment to Social Change will be your demonstration of critical thinking, self reflection, and integration of the course material, in addition general grading criteria outlined earlier.

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### Assignment #2 Individual Advocacy Practice – 35%

Document one advocacy practice that you have undertaken with intention at your practicum. Each practice example must include the following:
● The intended outcome/s
● The skills used
● How the individual or family was or was not involved in defining the intervention
● Your assessment of the outcome/s and impacts of your practice, explain the basis for your assessment
● A skill-deepening goal for the next times you advocate with an individual or family.

Grading criteria for your Individual Advocacy Practice assignment will rely on a grading rubric for the assignment (included at the end of the syllabus).

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**Assignment #3 Service User Consultation – 45%**

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Each student will design, implement, write up, and assess a service user consultation within their practicum. The service user consultation may take various forms including:

- Create a service user panel: to position service users as experts on a particular dimension of the organization's services or roles. Work with colleagues and administrators to create the panel, ideally rooting it in an ongoing commitment of the organization to this practice.
- Conduct a survey with service users
- Run a focus group with service users
- Consult with service users about your own practice

The final assignment includes documentation of the following parts of the project
a. Tools used for collecting the perspectives of service users
b. Summary of the consultation
c. Assessment of the information gathered
d. 1-2 page professional report of the findings and sharing the results with whichever body in the organization is an appropriate recipient for such information (field supervisor, manager, other professionals, Board of Directors)
e. Assessment of the degree to which empowerment was enacted through the process, the impact of the service user consultation on the organization, and how inter-professional collaboration is relevant to this process.

Grading criteria for your Service User Voice assignment will rely on a grading rubric for the assignment (included at the end of the syllabus).

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**Weekly Class Outlines**

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**Week 1:  Introduction, Theory of Advocacy and Empowerment, and <span style="color:red">Extensive Intro to Assignments</span>**
>    These materials will be taught, instead of having students read them:
>    - VeneKlasen, L., & Miller, V. (2007). Chapters 1-3
>    - Schneider, R., Lester, L. & Ochieng, J. (2008). Advocacy. In T. Mizrahi & L. Davis (Eds.) *Encyclopedia of social work.* Washington DC: NASW Press. (PSU eBook)
>    - Parsons, R. (2008). Empowerment practice. In T. Mizrahi & L. Davis (Eds.) *Encyclopedia of social work.* Washington DC: NASW Press. (PSU eBook)

**Week 2: Critiquing the Profession**
>    - McKnight, J. (1995). Professionalism (exerts). In *The careless society: Community and its counterfeits* (pp.16-25 and 36-52). New York: Basic Books.
>    - Kivel, P. (2000). *Social service or social change? Who benefits from your work?* www.socialworkgatherings.com/Social%20Services%20or%20Social%20Chang.pdf
>    - Margolin, L. (1997). Introduction. In *Under the cover of kindness: The invention of social work.* (pp. 1-12). Charlottesville: The University Press of Virginia.
>    - Rossiter, A. (2001). Innocence lost and suspicion found: Do we educate for or against

social work? *Critical Social Work*, 2(1) 1-5.

## Week 3: Models for Service User Voice
- VeneKlasen, L., & Miller, V. (2007). Chapter 5
- Arnstein, S. (1969). A ladder of citizen participation. *Journal of the American Institute of Planners, 35*(4), 216-224. Download at http://lithgow-schmidt.dk/sherry-arnstein/ladder-of-citizen-participation.html
- Mizrahi, T. (2009). Social construction of client participation. *Journal of Sociology and Social Welfare, 36*(2), 35-61.

**Watch:**
- "Want to Help Somebody" TED Talk http://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen.html

## Week 4: Case Advocacy Practice
- NASW (2013). Standard 7: Advocacy and leadership, *NASW standards for social work case management*, (p.38-40). http://www.socialworkers.org/practice/naswstandards/CaseManagementStandards2013.pdf
- Bemak, F. & Chung, R. C. (2008). New professional roles and advocacy strategies for school counselors: A multicultural/social justice perspective to move beyond the nice counselor syndrome. *Journal of Counseling and Development, 86*(3), 372.
- Barnoff, L., & Coleman, B. (2007). Strategies for integrating anti-oppressive principles, In D. Baines (Ed.), *Doing anti-oppressive practice: Building transformative politicized social work*. (pp. 31-49), Halifax: Fernwood Publishing.
- Carlton-La Ney, I. (2004). The Young Bears. In R. Rivas & G. Hull, *Case studies in generalist practice* (pp. 3-5). Belmont, CA: Brooks/Cole

## Week 5: Use of Self in Advocacy Practice
- VeneKlasen, L., & Miller, V. (2007). Chapter 6
- Hardcastle, D., Wenocur, S. & Powers, P. (1997). Assertiveness: Using self in community practice. In D. Hardcastle, S. Wenocur & P. Powers, *Community practice: Theories and skills for social workers* (pp.182-214). (PSU eBook)
- Johnson, D. (2006). Resolving interpersonal conflicts. In *Reaching out: Interpersonal effectiveness and self-actualization* (pp.251-297). New York: Allyn & Bacon.
- Curry-Stevens, A. (2012). Persuasion. *Journal of Social Work*, *12*(4), 345-363.
- Lorde, A. (1981). *The uses of anger: Women responding to racism*. Downloaded from http://www.blackpast.org/1981-audre-lorde-uses-anger-women-responding-racism.

**Watch:**
- Getting to Yes (4 min) - http://www.youtube.com/watch?v=zTH2zEvDxRc
- William Ury: The walk from no to yes, (2010) (19:15 min) http://www.ted.com/talks/william_ury.html
- http://www.thedigitalnaturalist.com/home/2012/2/6/10-reasons-why-this-is-the-best-advocacy-video-ever.html

**Do:**
Conflict Resolution Style Questionnaire (complete online)

## Week 6: Case Studies of Service-User Voice

Select 2 articles about service user voice that interest you from the list provided by your instructor or from your own search of the library database. Come prepared to discuss in class the pathways that were successful in attaining the gains that the authors documented and the barriers that limited more gains

## Week 7: "Client" Discourses and Counter-Narratives

### Read:

- McLaughlin, H. (2008). What's in a Name: "Client", "Patient", "Customer", "Consumer", "Expert by Experience", "Service User"— What's Next?, *British Journal of Social Work, 39*(6), 1101–1117.
- Lessa, I. (2006). Discursive struggles within social welfare: Restaging teen motherhood. *British Journal of Social Work, 36*(2), 283-298.

### Watch:

- Danger of a Single Story http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html

### Read/watch one of the following:

- Urek, M. (2005). Making a case in social work: Construction of the unsuitable mother. *Qualitative Social Work, 4*(4), 451-467.
- Smith, N. A. (2006). Empowering the "unfit" mother, *Affilia*, *21*(4), 448-457.
- Deegan, P. (1997). Recovery and empowerment for people with psychiatric disabilities. *Social Work in Health Care, 25*(3), 11-24.
- Saks, E. (2013, January 25). Successful and schizophrenic. (Opinion) *The New York Times*, p. SR5.
- Saks, E. (2012) A tale of mental illness—from the inside. http://www.ted.com/talks/elyn_saks_seeing_mental_illness.html

## Week 8: Empowerment Practice across All Levels

- VeneKlasen, L., & Miller, V. (2007). Chapter 4
- Mullaly, B. (2007). Working within (and against) the system: Radical humanism, in The new structural social work (pp. 288-330). Oxford Press.
- Boehm, A., & Staples, L.H. (2004). Empowerment the point of view of consumers, *Families in Society*, *85*(2), 270-280.

### Watch:

- Ismael Nazario's "What I learned as a kid in jail" https://www.ted.com/talks/ismael_nazario_what_i_learned_as_a_kid_in_jail?language=en

### Read

- Select 2 articles or videos that demonstrate empowerment practice from the list provided, or other resources that exemplify empowerment practices, and come prepared to discuss how they fit the concepts of empowerment practice outlined in VeneKlasen & Miller or Mullaly.

**Week 9: Exploring Our Own Sphere of Influence**

- Poole, J. (2010). Progressive until graduation. *Critical Social Work*, *11*(2), 2-11.
- http://www1.uwindsor.ca/criticalsocialwork/progressive-until-graduation-helping-bsw-students-hold-onto-anti-oppressive-and-critical-social-work
- Profitt, N. J. (2011). Self care, social work, and social justice. In D. Baines (Ed.), *Doing anti-oppressive practice: Social justice social work* (pp. 278-288), Fernwood Pub.
- Shields, K. (1994). Inner resources for social change. In *In the tiger's mouth: An empowerment guide for social action* (pp.3-41). New Society Publishers.

**Watch:**

- How will you be social change?
  http://www.youtube.com/watch?v=7sOABMUMUA8

**Week 10: Collective/Cause Advocacy, Popular Education, and Force Field Analysis**

- VeneKlasen, L., & Miller, V. (2007). Chapters 10, 12, & 14
- <span style="color:red">Castelloe, P & Gamble, D. (2005). Participatory methods in community practice. In M. Weil (Ed.) *The handbook of community practice* (pp.261-275). Thousand Oaks, CA: Sage.</span>
- What is advocacy (Wallace Foundation) (3.5 min)
  http://www.youtube.com/watch?v=SvvurHIl8LA
- Georgia Legislator – importance of sharing info with elected (7 min)
- http://www.youtube.com/watch?v=r1-np2iYxOY

  **Watch**

- Human Rights: Friere's Pedagogy of the Oppressed, Parts 1 and 2 (https://www.youtube.com/watch?v=rk6zyEiyaXA and https://www.youtube.com/watch?v=1yQgvEjACuQ) for a total of 15 mins, and can view more
- 3 videos of cause advocacy work from the list provided or from your own searching that give you ideas of different strategies to promote change and come prepared to discuss in class.
  - World Social Forum (9 min)
  - Community Organizing Profiles
  - Occupy Wall Street (5 min)
  - Environmental movement:
    - o Rachel Carson and impact of Silent Spring (9 min)
    - o Reduce, Reuse, Recycle campaign video for kids (3 min)
    - o Rachel Carson, Silent Spring & DDT (11 min)
    - o The Origins of the Environmental Movement (4 min)
  - Social work advocacy in California's child welfare system to resist paperwork (2 min)
  - Or a longer version(19 min)

**Week 11: Final Presentations**

## Social Justice in Social Work (3 credits)

**Course Description**
The course will explore social justice and oppression based on race, ethnicity, gender, sexual orientation, religion, (dis)ability status, and social class; models for intergroup relations; the historical context of group relations; and cultural variables significant to ethnic, racial and culturally oppressed groups. It will also examine social, political, and cultural processes as they affect intergroup and intragroup relations. The course will also explore the role of social worker as border crosser, cultural learner, and agent of change. There will be opportunities for cross-cultural dialogue and critical reflection and some skills development. The nature of the course requires examination of the systems in which each of us is immersed, as well as examination of those systems and institutions that we, as social workers, must strive to understand and transform.

**Course Objectives**
This course has the following learning objectives. Students will be able to:

1. Demonstrate skills for engaging and addressing issues of diversity and social justice.
2. Understand the power dynamics associated with difference and dominance/oppression, and their impact on human functioning and social relations within and across diverse groups.
3. Understand how structural inequities in society are shaped by historical, psychological, social, and political factors.
4. Demonstrate knowledge of social identities and the diversity within identities, as well as an understanding of the many ways that our multiple identities intersect at the individual and institutional levels.
5. Demonstrate awareness of oppressive assumptions, biases, and prejudices that facilitate a stance of dominance, as well as identify where these biases, prejudices and assumptions rest in institutions.
6. Develop methods for continuing this life long process of recognizing our biases, learning how to change oppressive systems, and building a more socially just, equitable multicultural society.

These learning objectives will support students to develop the following Council on Social Work Education competencies:

**Competency 2:** Engage Diversity and Difference in Practice
**Competency 3:** Advance Human Rights and Social and Economic Justice
**Competency 5:** Policy Practice CSWE Core
**Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities (Individuals, Groups, and Communities)
**Competency 8:** Intervene with Individuals, Families, Groups, Organizations, & Communities (Individuals and Communities)

## Access and Inclusion for Students with Disabilities

PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

## Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole.  Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination.  If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

## Names and Gender Pronouns

Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

## Populations at Risk

Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk. Course content (including readings, lectures, class discussions, and assignments) educates students to identify how social group membership influences access to resources, and presents content on the dynamics of risk factors and responsive and productive strategies to redress them. Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice (e.g., distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege). Vulnerable, oppressed, and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed. Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW social work code of ethics.

## Academic Honesty and Integrity
 All work submitted in this course must be your own, and it must be produced specifically for this course.  (If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor.)  All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. It is plagiarism to lift words, sentences, and paragraphs from websites, as well as from books and journals or to summarize another person's ideas without appropriate citations. Violations of academic honesty will be taken seriously and are outlined in the current student handbook and PSU Academic Misconduct. It is your responsibility to familiarize yourself with these guidelines.

## Grading

The following PSU grading scale is employed at the graduate level:

| A | 4.00 | C+ | 2.33 | D- | .67 | The grading system at the graduate level is defined as follows: |
|----|------|----|------|----|-----|---|
| A- | 3.67 | C | 2.00 | F | 0 | A—Excellent |
| B+ | 3.33 | C- | 1.67 | | | |
| B | 3.00 | D+ | 1.33 | | | B—Satisfactory |
| B- | 2.67 | D | 1.00 | | | C—Below graduate standard |
| | | | | | | D/F—Failure |

## Incompletes
An incomplete grade is only given when students, due to circumstances beyond their control, have not completed some definite course requirement.  **The initiative rests with the student to request an incomplete grade.** Students do not have a right to receive/demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met: (see the full policy in the MSW Student Handbook)

- The quality of the work to date is satisfactory, but some essential work remains. In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of B-.
- Reasonable justification for request. Reasons for assigning the Incomplete must be acceptable by the instructor. The circumstances should be unforeseen or be beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
- Incomplete grade is not a substitute for a poor grade.
- Written agreement. A written or electronic agreement will be endorsed by both the instructor and student.. A template "Incomplete Contract" is available on Registrar's website http://www.pdx.edu/registration/sites/www.pdx.edu.registration/files/Incomplete_Guidelines _Contract.pdf

## Confidentiality and Privacy
It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to follow the NASW Code of Ethics in regard to confidentiality. www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private. However, if the instructor has reason to believe that your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution.

## PSU and SSW Policies that Guide Faculty and Student Behavior
 All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting. The Office of General Counsel can be reached at 503-725-8050.

PSU requires work and study free from discrimination and harassment. PSU Office of Equity and Compliance has adopted a formal Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/diversity/office-of-equity-compliance.

## Access to Instructor
To be completed by individual instructor.

## Instructional Methods
This class blends readings, lecture, small group discussion, films, guest speakers, and case presentations. Due to the variety of methods utilized to teach this course, your completion of homework, attendance, and participation is crucial to your learning.

## Attendance and Professional Behavior
To be completed by individual instructor. Suggested statement.

Social work is a profession that requires a high level of presence and self-awareness. You will be expected to demonstrate these values in the classroom, in the same manner as you would in the work place. In order to facilitate a conducive learning environment for all, I ask that you **arrive to class on time, turn off your cell phone, NO TEXTING or web browsing or checking your social media, no side conversations, maintain confidentiality, complete the exercises, and stay for the entire class**.

A significant amount of learning takes place during class and consistency and trust are major factors in facilitating your development and that of your peers, thus attendance and participation are expected. <u>You are responsible for finding out what happened in the class you missed as well as any information shared about content, assignments or expectations.</u>

## **Assignments**

There are four graded assignments for this course. Assignments are designed to provide opportunities to demonstrate the development of the practice behaviors outlined in the course objectives. Work for some of the assignments will be done in class and details of each assignment are on a separate packet.

| Requirement | | Points | Due Date |
|---|---|---|---|
| Assignment 1**: Identity and Identification Chest** | | 20 | Due Week 3 |
| Assignment 2: **Effecting Change: Taking Action to Interrupt Oppression** | | 30 | Due Week 10 |
| Assignment 3: **Taping Project** | **Part I** | 15 | Due Week 4 |
| | **Part II** | 50 | Due Week 10 |
| Assignment 4: **Weekly reading synthesis** | | 35 (up to 5 per week) | Due Weeks 3-9 |
| **Total points possible** | | **150** | |

****<u>**Written Assignments format.**</u> Assignments should be typed on a word processor (or a typewriter) using a 12-point font size and one-inch margins.  Following these requirements will allow me to read your paper more easily and will allow space for comments.  Follow the formatting style as described in the *Publication Manual of the American Psychological Association* 6th edition (hereafter referred to as the APA manual).  APA manual formatting specifications that you *do* need to follow include:
   - use of 8-by-11-inch white paper;

- selection of clear, readable font;
- double-spacing between lines;
- left-margin justification;
- page numbers;
- headings and subheadings;
- indentation of the first line of every paragraph (with no extra spacing between paragraphs);
- APA referencing:  for quick guide see:
  http://www.lib.pdx.edu/guides/resources.php?category=49&item_id=1821

MAKE SURE YOU EDIT AND PROOF READ YOUR PAPERS BEFORE YOU TURN THEM IN!

Policy Regarding Late Submission of Assignments.  All assignments including the weekly reading synthesis are due in class on the date specified in this syllabus.  Except under extenuating circumstances, **late assignments will be dropped 10% per day.** Should you need an extension due to extenuating circumstances, please do not wait until the morning of the class to request one.


## **Required Texts**

The following text is required for this course.  A copy is available at the University Bookstore and is available on 2-hour reserve at the Branford P. Millar Library.

Adams, M., Blumenfeld, W., Casteneda, R., Hackman, H., Peters, M., & Zuniga, X. (2013). *Readings for diversity and social justice*, (3rd ed.). New York: Routledge.

# Weekly Topical Outline

**Week 1  September 28<sup>th</sup>**

**DO OWN YOUR OWN FOR NEXT WEEK: NO CLASS HELD IN THE SCHOOL OF SOCIAL WORK SEPT. 28<sup>TH</sup>**

1.  Read through the syllabus and assignments packet- I will not go over them in detail during week 2, however I will provide clarifications. Please come prepared with questions about the syllabus and assignments.

2.  Read:  http://www.theatlantic.com/business/archive/2016/07/racist-history-portland/492035/

3.  View the video : http://projects.seattletimes.com/2016/under-our-skin/#

4.  Scroll down the page from the above video and choose 7 terms from the list and watch each video for each term.  Make and bring notes of your thoughts/questions/reactions to class next week.

5.  See the readings due for next week.

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**Week 2        October 5th**

- Overview of Course
- Matrix of Domination
- Cycles of socialization and liberation
- Social constructions of difference
- Five faces of oppression
- Difference between diversity, multi-culturalism and AOP

**Required Reading**
Text:  Introduction to Section 1, Chapters 3-7
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**Week 3        October 12th                                        Assignment 1 Culture Chest due**

**Reading synthesis (last week's readings due)**

**Required Reading**
None- just complete reading synthesis for readings due last week (Chapters 3-7)

- Social identities, diversity in the classroom

**Week 4          October 19th                                    Part I of Assignment 3 due**
                                                              **Reading synthesis due**

- Race & Racism
- Whiteness & white privilege
- Intersectionality
- Historical perspectives on the concept of race and its multiple meanings
- Power and inequality, domination and subordination, privilege and oppression

**Required Reading**
Text: Introduction to Section 2, Chapters 8, 10, 11, 12, 13, 14, 15, 18, 20 & 21

**Recommended Readings**

Park, Y. (2005). Culture as deficit: A critical discourse analysis of the concept of culture in contemporary social work discourse. *Journal of Sociology and Social Welfare, 33*(3), 11-33.

Curry-Stevens, A., Cross-Hemmer, A., & Coalition of Communities of Color. (2010).

Communities of Color in Multnomah County: An unsettling profile. Portland, OR: Portland State University. Available for free online at: http://www.coalitioncommunitiescolor.org/docs/AN%20UNSETTLING%20PROFILE.pdf

Race and recession: How inequity rigged the economy and how to change the rules. (2009). Applied Research Center. Available for free at: http://www.arc.org/content/view/726/136/

Don't call them post-racial. Millenials' attitudes on race, racism, and key systems in our society. (2011). Applied Research Center. Available for free at: http://www.arc.org/content/view/2266/132/

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**Week 5          October 26th                                          Reading synthesis due**

- Classism – Class
- Income and Mechanics of Class
- Intersections of class, race and gender
- Dialogue & dialogue across groups

**Required Readings**
Text: Introduction to Section 3, Chapters 26, 27, 29, 30, 35, 37, & 41

**Bring to class the completed social class questionnaire.**

**Recommended Readings**
> Nichols, L.C. & Cooper, L.C. (2011). Indivdualism and its discontents in social work: Proposing a counternarrative for a new vision of social work theory and practice. *Journal of Progressive Human Services, 22*(1)*,* 84-100.

> Prilleltensky, I. (2011). Wellness as fairness. *American Journal of Community Psychology.* Download from http://www.education.miami.edu/isaac/public_web/Wellness_as_Fairness.pdf

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**Week 6      November 2ⁿᵈ                                Reading synthesis due**

- Sexism
- Transgender oppression
- Gender and gender identity
- Microaggressions and Social Constructivism

**Required Reading**
Text: Intro. Section 5, 60, 61, 62, 63, 67, 71, 75, Introduction to Section 7, 87, 93, 94

**Recommended Readings**
> Mehrotra, G. (2010). Toward a continuum of intersectionality theorizing for feminist social work scholarship. *Affilia, 25*(4), 417-430.

> Nagoshi, J. L. & Brzuzy, S. (2010). Transgender theory: Embodying research and practice. *Affilia, 25*(4), 431-443.

> Swigonski, M. E. & Raheim, S. (2011). Feminist contributions to understanding women's lives and the social environment. *Affilia, 26*(1), 10-21.

> Weinberg, M. (2006). Pregnant with possibility:  The paradoxes of "help" as anti-oppression and discipline with a young single mother. *Families in Society*, 87(2) 161-169.

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**Week 7      November 9ᵗʰ                                Reading synthesis due**

- Heterosexism
- Heterosexual privilege
- Intersections of gender and sexual orientation

**Required Readings**
Text: Intro. to Section 6, Chapters 77, 78, 79, 83, 84,

DeFilippes, J. (2012). Common ground: The queerness of welfare policy.
    *S & F Online*, 10.1-10.2.http://sfonline.barnard.edu/a-new-queer-agenda/common-
    ground-the-queerness-of-welfare-policy/0/

**Recommended Readings**
   LeFrancois, B. A. (2013). Queering child & adolescent mental health services:  The
       subversion of heteronormativity in practice. *Children & Society, 27*(1)*,* 1-12.

   Wilson, B. D., Harper, G. W., Hidalgo, M. A., Jamill, O. B., Torres, R. S., &
       Fernandez, M. I. (2010). Negotiating masculinity ideology: Strategies used by
       gay, bisexual and questioning male adolescents. *American Journal of Community
       Psychology, 45,* 169-185.

   Thyer, B. A. (2010). Social justice: A conservative perspective. *Journal of
       Comparative Social Welfare, 26*(2-3), 261-274

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**Week 8        November 16ᵗʰ                                      Reading synthesis due**

- Abelism
- Disability
- Ability privilege
- Disability rights movement

**Required Readings**
Text: Intro to Section 8, Chapters 95, 96, 98, 100, 103, 110, 113

Garland-Thompson, R. (2016). Becoming disabled. *New York Times*, August, 19ᵗʰ:
http://www.nytimes.com/2016/08/21/opinion/sunday/becoming-disabled.html?smprod=nytcore-
     iphone&smid=nytcore-iphone-share&_r=0

**Recommended Readings**
   Maddux, J. E. (2002). Stop the madness: Positive psychology and the deconstruction of
       the illness ideology and the DSM. In C. R. Snyder & S. J. Lopez (Eds.), *The
       handbook of positive psychology*. Oxford University Press: New York, pp. 13-25.
       Downloaded from
       http://books.google.com/books?id=2Cr5rP8jOnsC&printsec=frontcover#v=onepa
       ge&q&f=false

Mitchell, R. (2003). Ideological reflections on the DSM-IV-R (or pay no attention to that man behind the curtain, Dorothy!). *Child & Youth Care Forum, 32*(5), 281-298.

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**Week 9     November 23<sup>rd</sup>                                    Reading synthesis due**

- Social Change
- Social Justice
- Working across cultures/differences

**Required readings**
Text: Intro. to Section 10, Chapters 127, 128, 129, 131, 132, 133

Kivel, P.  – Social Service or Social Change. Downloaded from
Ally handouts. Downloaded from
        http://www.keithedwards.us/AAID%20Generic%20Handouts.pdf

**Recommended Readings**
Marsala, A. J. (2005). Culture and conflict: Understanding, negotiating, and reconciling conflicting constructions of reality. *International Journal of Intercultural Relations, 29*(6)*,* 651-673.

Mullaly, B. (2001). Confronting the politics of despair:  Toward the reconstruction of progressive social work in a global economy and postmodern age. *Social Work Education, 20*(3), 303-320.

De Montigny, G. (2011). Beyond anti-oppressive practice: Investigating reflexive social relations. *Journal of Progressive Human Services, 22*(8), 8-30.

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**Week 10     November 30th                            Assignment 2 due in class**
**                                                Part II of Assignment 3 due in class**

- Social Change
- Working across cultures/differences
- Group presentations

**Required readings**
 None

**Additional and Recommended Readings**

Carter, R. T. (2007). Racism and psychological and emotional injury: Recognizing and assessing race-based traumatic stress. *The Counseling Psychologist, 35*(1), 13-105.

Gone, J. P. (2011). Is psychological science a-cultural? *Cultural and ethnic minority psychology, 17*(3), 234-242. Available at author website: http://www.lsa.umich.edu/psych/people/directory/downloads/Gone_Acultural%20Psych8_4_11.pdf

Gray, M., Coates, J., & Hetherington, T. (2007). Hearing Indigenous voices in mainstream social work. *Families in Society, 88*(1), 55-66.

Jefferey, D. (2005). 'What good is anti-racist social work if you can't master it?': Exploring a paradox in anti-racist social work education. *Race, Ethnicity and Education, 8*(4), 409-425.

Ortiz, L. & Jani, J. (2010). Critical race theory in social work education. *Journal of Social Work Education, 46*(2), 175-193.

Pon, G. (2009). Cultural competence as the new racism: An ontology of forgetting. *Journal of Progressive Human Services, 20*(1), 59-70.

Wing Sue, D., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist, 62*(4), 271-286.

Yellow Horse Brave Heart, M. (1999). Oyate Ptayela: Rebuilding the Lakota nation through addressing historical trauma among Lakota parents. *Journal of Human Behavior in the Social Environment, 2*(1), 109-126.

**ASSIGNMENT #3  FINAL PART 1  TAPING PROJECT 20 points Due Session 3**

The purpose of this project is for you to do an initial assessment of your own ideas and attitudes about oppression. In order to do this project, you will need the attached interview guide, a recording devise (tape, computer, etc) and a blank tape or CD.

**Interview Instructions:**

1. Answer each of the questions on the attached interview guide as though you were being interviewed by someone else. Be candid and truthful. Make your answers as complete as possible so that if someone else were listening, s/he would understand what you meant by your response. Tape all your answers even if you need 2 tapes.
2. Turn in the tape labeled with your name or other identifying information by **Session 3.**
3. **I will not listen to it**; **you will be the only person who will listen to the tape.** Your confidentiality is assured. The tapes will be returned to you near the end of the term. At that time you will be asked to listen to your own tape and do a reflection of it according to guidelines that will be provided at that time.

**Initial Assumptions**

1. What are you most afraid will happen to you as a result of taking this class?
2. What do you hope never happens in this class?
3. What do you wish from this class?
4. What do you think is the purpose of a class like 539, and what do you think is   possible to achieve in a class like this?

**Personal Identity**

1. There are multiple ways that people constitute their identities. If someone asked you what were the most important aspects of your identity, what would you say?
2. Which groups and subcultures do you see as the most important sources of support and identification for you?
3. Which identities/groups arouse in you the greatest feelings of: fear, curiosity, shame, envy?
4. Some of the categories of identity we will be exploring in this class include: race, ethnicity, class, gender identification, sexual orientation, age, ability, religion and national identity. Please describe your understanding of your membership in and affiliation with the above categories of identity.
5. How often do you think about these identities and what do you think?

6. Which identities are a source of pride for you and why?
7. Which identities are a source of discomfort for you and why?
8. What aspect of identity do you struggle with the most and why?

**Race/Ethnic Identity**

1. When were you first aware of yourself as a member of a particular racial or ethnic group?
2. When were you first aware of people from races/ethnicities other than the races/ethnicities with which you identify?
3. When was the first time you experienced the effects of racism?
4. Who and what were the most important influences on your understanding of your racial/ethnic identity?

5. Which racial or ethnic group do you feel you understand the least?
6. How has racism influenced your ability to trust and be trusted by others, and to form friendships and other relationships?
7. What topics do you avoid discussing because you fear you will appear racist?
8. Have you ever felt that you needed to master the spoken and unspoken cultural norms or a particular racial or ethnic group to which you did not belong, in order to survive?
9. How has racism impacted your ability to move, culturally and geographically, around the place you live?
10.     In what ways has racism affected your life and the lives of those with whom you are close?

**Gender**
1. What is your understanding of the difference between biological sex and gender identity?
2. When was the first time you were aware boys and girls were treated differently because of their sex? What happened? How do you define masculinity and femininity? What aspects of these categories are most attractive to you and what are the most threatening to you?
3. How did you learn to become the gender identity you have chosen to inhabit? Has there been a shift in your gender identity over the course of your life, and if so, what has shifted?
4. Have you ever been asked to identify whether you were a boy or a girl? As a child? As an adult?
5. Have you ever been perceived as of the gender with which you do not identify?
6. Were you ever told that if you went out alone after dark you would be raped? If yes, what was the implied identity of the rapist?
7. How do you express your gender identity, and are there aspects of your gender identity that you would like to change?

**Sexual Orientation and Expression**
Wahab, 2014 SW 539
1. What did you learn about "straight" heterosexuality and other forms of sexual expression when you were a child? When you were in college? Now?
2. What do you remember learning about people who were not heterosexual when you were a child and from what source did you learn this information? If you are straight, how did this information influence your ability to question your sexual orientation? If you identify as gay, trans, or queer, how did this information influence your coming out?
3. If you have ever acknowledged a sexual attraction to a person of the gender with which you identify, what did that acknowledgement "do" to your understanding of your sexual orientation?
4. What do we gain, and lose, as a dominant culture, by partitioning sexual orientation into categories of being and identity?
5. Have you ever modified your dress to signify your sexual orientation? Have you ever experimented with dressing in a way that challenges your sexual orientation?

**Ability**
1. What do you remember about your first encounter with you own and others' disabilities? What feelings or thoughts did you have?

2. How do you define disability? What physical and mental conditions do you exclude from the category of disability and why?
3. What has shifted in your understanding and conception of disabilities as you have aged?
4. What assumptions about independence, cognition, sexuality and pain do you hold about individuals with disabilities?
5. If you do not identify a someone with a physical disability, are you aware of whether your dwelling, workplace and school are accessible to people with physical disabilities? If you identify as having a physical disability, how much of your time is devoted to advocating for yourself and teaching others to be aware of your disability?
6. What would change if you altered your conception of disability from that of a medical condition to instead a social construct?

**Socioeconomic Class**
1. How and when did you become aware of your class status? How did you feel about your class status?
2. What advantages, if any, have you gained from your class status?
3. How would you define the term middle class? What salary range would you   attribute to middle-class standing?
4. What is the difference between class status and money?
5. What images arise in your mind when you think of the term "poverty"? How can   you tell if someone is poor? How can you tell if someone is rich? What images   arise in your mind when you think of the term "rich"?
6. If I had enough money I would . . . .
Wahab, 2014 SW 539
7. People with money are . . .
8. What do we gain and lose in the U.S. by arguing that everyone, regardless of class   origins, has the opportunity to become successful and move up the economic   ladder?
9. Do you identify with those in your class bracket, or with those above or below   you?

**Age**
1. What are you first memories of someone you considered elderly? What kind of relationship did you have with them?
2. Have you ever felt that aspects of your personality or interests didn't "fit" the numerical age you were at the time? How did this dissonance affect you?
3. Would you feel comfortable having a boss who was younger than you?
4. What is the appropriate age range between members of an adult romantic couple?   How far is too far apart?
5. What are the differences between who older men and older women are perceived   in the dominant (white) U.S. culture? In the culture with which you identify?
6. What will you lose as you age? What will you gain?

**Present Life**
1. When was the last time you talked about race, class, ability, sexual orientation or gender? When and where did that occur? What did you say? What did you wish you had said? How frequently do you discuss these issues?
2. Have you experienced internalized oppression? In what ways does it show up for you?

3. Have you ever been a member of a political coalition of diverse groups? What happened? How did it feel?
4. Have you ever organized against a social injustice?
5. How do you define power?
6. Have you ever worked in an organization that was entirely led by people of color?
7. Have you ever been the only representative of an identity group in a social group   or organization? What did that feel like?

**This interview**
1. What feelings arose in you during this interview?
2. What topics or questions made you uneasy?
3. What topics increased your curiosity?
4. What is the relevance of this interview to your practice as a social worker?
5. Have you talked about this interview with anyone who isn't in social work? What   was their response to this assignment?

This assignment has been adapted from an activity in Van Soest& Garcia (2003) that was originally designed by Beverly Daniel Tatem (1992). Other sources used are Adams, Bell&Griffin (1997), Derman-Sparks & Brunson Phillips (1997)

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## Human Development through the Lifespan (3 Credits)

### Course Description

Basic knowledge of human development from infancy to late adulthood is presented from the perspective of individuals and families, and relationships between theoretical frameworks and bio-psycho-social-spiritual factors will be identified.  Variations over the human life course are emphasized, and attention is paid to addressing the development of populations considered to be at risk.  A major task of this course is to provide students with knowledge of how developmental frameworks organize information about human dynamics, while still stressing the multi-causal and bi-directional nature of individual client outcomes.  A framework of critique will be presented against which the various theories of development will be compared, applied and evaluated.  Included in this framework is an examination of the values and ideologies that are associated with the social construction of such knowledge.  Knowledge will also be evaluated according to the degree of existing empirical support.  Both traditional and contemporary perspectives on human development are presented.

### Course Objectives

This course has the following learning objectives. Students will be able to:

- Apply knowledge of human behavior, person-in-environment, and other multidisciplinary theoretical frameworks to assessment and intervention with individuals and families.
- Include the interaction of biology, psychology and social processes in explaining growth and development from infancy through end of life.
- Identify and describe the major transitions and challenges experienced in childhood, adolescence, adulthood, and late adulthood.
- Discuss the major sources of risk and resiliency that affect bio-psycho-social development across the life course, including cultural strengths and social support.
- Identify the multi-causal factors that contribute to successful outcomes in interventions.

These learning objectives will support students to develop the following competencies:
**Competency 7:** Assess Individuals, Families, Groups, Organizations, & Communities (Individuals & Families)
**Competency 8:** Intervene with Individuals, Families, Groups, Organizations, & Communities (Individuals & Families)

### Access and Inclusion for Students with Disabilities

PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage(https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

## Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

## Names and Gender Pronouns

Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

## Populations at Risk

 Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk.  Course content (including readings, lectures, class discussions and assignments) educate students to identify how social group membership influences access to resources, and covers the dynamics of risk factors to include responsive and productive strategies to redress them.  Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice, e.g. distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege. Vulnerable, oppressed and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed. Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW code of ethics.

## Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course. If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor. All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

Violations of academic honesty will be taken seriously and are outlined in the current student handbook and PSU Academic Misconduct. It is your responsibility to familiarize yourself with these guidelines.

## Grading

The following PSU grading scale is employed at the graduate level:

| A | 4.00 | C+ | 2.33 | D- | .67 | The grading system at the graduate level is defined as follows: |
|---|---|---|---|---|---|---|
| A- | 3.67 | C | 2.00 | F | 0 | A—Excellent |
| B+ | 3.33 | C- | 1.67 | | | B—Satisfactory |
| B | 3.00 | D+ | 1.33 | | | C—Below graduate standard |
| B- | 2.67 | D | 1.00 | | | D/F—Failure |

## Incompletes

An incomplete grade is only given when students, due to circumstances beyond their control, have not completed some definite course requirement. **The initiative rests with the student to request an incomplete grade.** Students do not have a right to receive/demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met: (see the full policy in the MSW Student Handbook)

- The quality of the work to date is satisfactory, but some essential work remains. In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of B-.
- Reasonable justification for request. Reasons for assigning the Incomplete must be acceptable by the instructor. The circumstances should be unforeseen or be beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
- Incomplete grade is not a substitute for a poor grade.
- Written agreement. A written or electronic agreement will be endorsed by both the instructor and student. A template "Incomplete Contract" is available on Registrar's website

## Confidentiality and Privacy

It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to follow the NASW Code of Ethics in regard to confidentiality.
www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private. However, if the instructor has reason to believe that your professional and/or academic development or client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution.

## PSU and SSW Policies that Guide Faculty and Student Behavior

All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting.
PSU requires work and study free from discrimination and harassment. PSU Office of Equity and Compliance has adopted a formal Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/diversity/office-of-equity-compliance.

## Access to instructor

*To be completed by the instructor*

## Instructional Methods

*To be completed by the instructor*

## Attendance

*To be completed by the instructor*

## Assignments

All assignments in this course are designed to give students the opportunity to apply selected theories and supportive knowledge of human behavior to problems or challenges frequently encountered in social work practice with individuals. There will be three graded assignments:

**Assignment 1: Operating Principles (Due Week 3) 2-3 double- spaced pages**

This assignment invites you to explore your beliefs about what antecedent factors contribute to your clients' stress, challenges and strengths. First, specify your population of interest (it can be broad, for example: "older adults" or "adolescents" or more specific, for example: "teen mothers in the juvenile justice system" or "adult men with substance abuse concerns"). Where do you think behaviors, emotions and needs come from? What lens have you used to understand why people access support services? And what lens/theory/concepts have you relied on in guiding your work with individuals from marginalized groups? This is an opportunity to be honest about your theoretical orientation (or lack of one) and begin to explore your biases. Consider this paper a starting point for exploring theory in practice. This paper is due on week 3; you should complete this assignment before doing the readings for that week. Assignment 1 will be graded only for thoughtful effort – it is not expected you will be knowledgeable about theoretical approaches nor have a well-developed model of your own. You will not need to cite sources. This assignment will be revisited in class discussion at the end of the term.

**Assignment 2: Application of Theory in Assessment: Risk and Protective Factors, Family Context, and Child Development (Due Week 6) 4-5 double-spaced pages**
In this assignment, the student will incorporate relevant theory and research literature to support a bio-psycho-social (holistic) assessment of a child in his social and cultural context. This assessment should include ways in which family context and risk and protective factors impact child development and how child development impacts the family. This assignment will be completed using the profile of Joey Sanchez, who is featured in the Sanchez family case that accompanies your textbook. This assignment will contribute a maximum of 30 points to your grade. Specific instructions for completing this assignment are included at the end of the syllabus.

**Assignment 3:  Application of Theory in Assessment: Bio-psycho-social issues in adulthood**
This assignment will measure each student's level of practice skill in the use of multi-disciplinary theoretical frameworks in assessing micro client systems. In this assignment the student will discuss and compare the bio-psycho-social-spiritual factors that are identified as most influential in the lives of two specified individuals and the theoretical explanation(s) that seem most applicable to their situation. The discussion must be supported with course readings and class activities.

This assignment will measure development of the student's practice skills and depth of supporting knowledge as outlined above in the course objectives.  This assignment will be due near the end of the term.  The following rubric describes the levels of ability to apply knowledge of human behavior & the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the assessment of micro client systems will consist of the following levels:

- **Inadequate**: Does not use a holistic approach (bio-psycho-social-spiritual) in assessing the micro client system. Does not express awareness of how client's developmental stage contributes to the situation. Theoretical applications are either inaccurately represented or not applied to client

- **Novice**:  Demonstrates limited use of a holistic approach in assessing micro client systems. Expresses superficial awareness of how age related developmental factors contribute to client

situation. Theoretical applications are somewhat accurate, but often unclear in their representation and/or application.

- **Basic**:   Uses and articulates a holistic approach systematically in assessment with micro client systems. Uses scientific and theoretical knowledge of age related development to understand the differential influence of internal and external factors on client outcomes. Theoretical applications are consistently accurate and appropriately applied to micro client systems.

- **Proficient**:  Systematically uses a holistic approach in assessment AND articulates an awareness of how holistic factors may interact to produce complex multi-directional effects. Uses scientific and theoretical knowledge of development to understand client outcomes AND articulates age related interactions within client systems that are composed of varying ages. Demonstrates depth of knowledge about theoretical constructs and ability to use theory to enhance understanding of multi-causal outcomes.

- **Highly Proficient**   Assessment contains clear and exceptional identification and understanding of interacting bio-psycho-social-spiritual factors as they intersect with developmental age stages within the micro client system. Demonstrates exceptional knowledge of theories and ability to individualize the use of theoretical frameworks in assessing the various causal factors in the micro client system.

## Evaluation

| Assignment | % of Grade | Due Date |
|---|---|---|
| Assign 1 Operating principles | 10 | Week 2 |
| Assignment 2  Application of theory in assessment: Risk and protective factors, family context and child development | 30 | Week 7 |
| #3 Application of theory in assessment and intervention: Adult development | 60 | Week 11 |

In all assignments your work will be assessed for the quality of content, i.e., accurate understanding of material, depth of understanding, and well developed ideas that are substantiated with logic and/or facts.  You will also be assessed for your ability to use theoretical and conceptual frameworks when assessing and planning interventions for individual and family level social work case examples.

## Required Texts and Readings

Rogers, A. T. (2016). Human behavior in the social environment (4th ed.). New York, NY: Routledge.

There will be additional readings and videos. Most of the articles are available in either electronic journals or the library's electronic reserve. Some readings are public documents that you can downloaded using a URL.

## Weekly Topical Outline and Readings

| | Date | Topic | Assignments to be read prior to class |
|---|---|---|---|
| 1 | | Introduction to course and assignments<br>Overview of paradigms, theories, assumptions and beliefs | |
| 2 | | Social work use of theory in assessment and practice<br>• Strengths perspective<br>• Ecological theory & person-in-environment<br>• Biopsychosocial dimensions of evaluation<br>• Family development | Write Assignment 1 before doing readings for this week.<br><br>• Read: Rogers, Chapters 1, 2 & 3<br>• Read: Stewart, G. (2012). *What is the strengths perspective?* http://sustainingcommunity.wordpress.com/2012/05/30/what-is-the-strengths-perspective/<br>• Read: Waller, Margaret (2001). Resilience in ecosystemic context: Evolution of the concept., *American journal of Orthopsychiatry*, 71, 3, 290-297.<br>• Walsh, F. (2016). A family developmental framework: Challenges and resilience across the life cycle. In T. Sexton & J. Lebow (Eds.). *Handbook of Family Therapy*, 4th ed., pp. 30-47. New York: Routledge |
| 3 | | Sociocultural Dimensions of Development<br>• Feminist theory<br>• Poverty, race & gender<br><br>Film: *Unnatural Causes: Becoming American (Part 3)* (PSU Films on Demand - 30 m.) http://stats.lib.pdx.edu/proxy.php?url=https://media.pdx.edu/media/Becoming American/0_bs5q2mb7 | • Swigonski, M.E. & Raheim, S. (2011). Feminist contributions to understanding women's lives and the social environment. *Affilia: Journal of Women in Social Work, 26*(1), 10-21.<br>• McPhail, B. (2004). Questioning gender & sexuality binaries. *Journal of Gay & Lesbian Social Services*, 17, 1, 3-21.<br>• Elm, Lewis, Walters & Self (2016). "I'm in this world for a reason": Resilience & recovery among American Indian & Alaska native two-spirit women. *Journal of Lesbian Studies*, 20, 3-4, 352-371.<br>• Sherr, M. E. (2006). The Afrocentric paradigm: A pragmatic discourse about social work practice with African Americans. *Journal of* |

| | | | Human Behavior in the Social Environment, 13(3), 1-17. |
|---|---|---|---|
| | | | • View: *Out of our Right Minds: Trauma, Depression, and Black Women* (21min) http://www.youtube.com/watch?v=9xlmCYScjwckj<br>• *Snapping the Chain* (8min) http://www.youtube.com/watch?v=ZcqtFlLNSa4 OR http://www.peersnet.org/videos/snapping-chain-ending-mental-health-stigma-african-american-community<br>• Read: Evans, "*Stressing out the poor*" p 17-21, Retrieve from: http://www.stanford.edu/group/scspi/media_magazines_pathways_winter_2011.html<br>• |
| 4 | | Pre-natal, infancy & early childhood<br>• The biological footprint of stress<br>• The interaction of epigenetics and environmental impact on development<br>• Biological risk factors to fetal and child development.<br>• ACEs (Adverse childhood events)<br>• Windows of development<br><br>Video:  Primer on ACEs: https://acestoohigh.com/2016/04/05/five-minute-video-primer-about-adverse-childhood-experiences-study/ | • Read: Rogers, Chapters 6 and 7<br>• Read: Shonkoff, J. (2011, Winter). Building a foundation for prosperity on the science of early childhood development.  *Pathways*, Stanford Center on Poverty and Inequality. http://www.stanford.edu/group/scspi/media_magazines_pathways_winter_2011.html<br>• View: Epigenetics (13 min): http://www.pbslearningmedia.org/resource/biot09.sci.life.gen.epigenetics/epigenetics/<br>• View: Explanation of epigenetics (ACEs Connection) (9.28 min): http://www.acesconnection.com/clip/epigenetics-10-minutes<br>• View:   *Hearing* 7.55 min; *Vision* 8.07 min; *Language* 9.13 min; & *Reading* 10:12 min from Changing Brain, University of Oregon Brain Development Lab.  Access at: http://www.changingbrains.org/ |
| 5 | | Pre-natal, infancy & early childhood<br>• Attachment theory<br>• Social risk and protective factors | • Read: Sable, P.  (2008) *What is adult attachment*? *Clinical Social Work Journal*, 36, pp 21-30<br>• View: *Child Development Core Story, Part 2: Serve and Return*, 4:52 http://developingchild.harvard.edu/resources/project-for-babies/ |

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| | | | • Read: *Supportive Relationships & Active Skill Building Strengthen the Foundations of Resilience, Paper #13* pp 3-9: http://46y5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2015/05/The-Science-of-Resilience2.pdf<br>• Read: *Developing Child* (2012) #12 "*The Science of Neglect*" pp 1-10. Download from: http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp12/<br>• Read: Nat'l Scientific Council on the Developing Child (2012) Paper #8 "*Maternal depression can undermine the development of young children*" 2009. Pp 1-8. Download from: http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp8/<br>• View: *Exposure to Violence and Brain Development* (13 min) http://www.youtube.com/watch?v=brVOYtNMmKk<br>• Read: *Children's emotional development*" paper #2, pp 1-5. Download from: http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp2/ |
| 6 | | Middle childhood development<br>• Cognitive development theory<br>• Social Learning theory<br>• Social cognition<br>• Behavior theories | • Read: Rogers, Chapter 8 (Development in middle childhood)<br>• View: U of O Brain Development Lab, Attention and emotional development Access at: http://www.changingbrains.org/<br>• View: Schemas, assimilation & accommodation 5.23 min https://www.youtube.com/watch?v=xoAUMmZ0pzc<br>• View: *Albert Bandura Social Cognitive Theory and Vicarious Learning* 10 min https://www.youtube.com/watch?v=UbruJh0MODI<br>• View: *Self Efficacy: Its Role and Sources* 5.42 min https://www.youtube.com/watch?v=wrzzbaomLmc |

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| | | | • View: mini-video *Executive Function* 5.36*:* http://developingchild.harvard.edu/resources/inbrief-executive-function-skills-for-life-and-learning/ <br> • *View: The Black Fatherhood Project* <br> Carlos 9.54 min; Chris 9.20 min; Jamil 7.59 min <br> http://blackfatherhoodpiroject.com/?page_id=155 |
| 7 | | Adolescent development <br> • Biological development <br> • Racial, sexual and cultural identity development <br> • Emerging adulthood <br> • Mental health in transition years | • Read: Rogers, Chapter 9 <br> • View: Jill Bolte Taylor: *The neuroanatomical transformation of the teenage brain* 16.30 min https://www.youtube.com/watch?v=PzT_SBl31-s <br> or <br> • View: *Mysterious workings of the adolescent brain* 14.26 min: http://ed.ted.com/lessons/the-mysterious-workings-of-the-adolescent-brain-sarah-jayne-blakemore <br> • Read: Nicolas, "A conceptual framework for understanding the strengths of black youth" (2008) pp 261-280 <br> • Ungar, M. (2010). What is resilience across cultures and contexts? Advances to the theory of positive development among individuals and families under stress. *Journal of Family Psychotherapy, 21*, 1-16 <br> • Read: Arnett, J. J. (2000). "Emerging adulthood: A theory of development from the late teens through the twentie*s*" *American Psychologist,* 55(5), 469-480 <br> • Read: Arnett (2005). "The developmental context of substance abuse in emerging adulthood" *Journal of Drug Issues* p 235-53 |
| 8 | | Adulthood <br> Overview of Social Cognitive Theory <br> https://www.youtube.com/watch?v=x1hY4Mzt3ag <br><br> Film: *Stress: Portrait of a Killer* with Sapolsky (PSU Films on Demand (56 min): | • Read: *Building Core Capabilities for Life: The science behind the skills adults need to succeed in parenting & in the workplace,* (2016) Center on the Developing Child, pp 3-17: http://46y5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2016/03/Building-Core-Capabilities-for-Life.pdf <br> • Read: Carbone (2010).Using cognitive therapies to treat unstable attachment patterns in |

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| | | http://stats.lib.pdx.edu/proxy.php?url=http://fod.infobase.com/p_ViewVideo.aspx?xtid=42052 | adults with childhood histories of social rejection" *Journal of Aggression, Maltreatment & Trauma*, 19, 105-134<br>• Flaherty, M. P. (2010). Constructing a World Beyond Intimate Partner Abuse. *Affilia, 25,* (3), 224-235. |
| 9 | | Mid-life development<br>• Theories of aging<br>• Family caregiving<br>• Retirement and cumulative disadvantage in health and finances | • Read: Lachman "*Development in midlife*" pp 305-326<br>• View: Waldinger: *What makes a good life? Lessons from the longest study on happiness* (12 min) *https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness*<br>• Read: Qualls & Anderson (2009). Family therapy in late life. *Psychiatric Annals*, 39, 9, 844-849.<br>• Read: Gladstone (2009). Grandparents raising their grandchildren. *International Journal of Aging & Human Development*, 69,1 pp 55-78<br>▪ Calasanti (2015). Combating ageism: How successful is successful aging? *The Gerontologist*, doi:10.1093/geront/gnv076 |
| 10 | | Late-life development<br>• The effects of ageism on development<br>• Developmental strengths and challenges in late adulthood<br>• Diverse perspectives on death and dying | • Read: Rogers, Chapter 12<br>• View: *The Roots & Consequences of Ageism in America* 3.40 min (cut of a larger video, it ends abruptly but is a great piece & the next videos fit well) https://www.youtube.com/watch?v=cdqVoxT-caI<br>• View: *Ageism is all around us - hear how it affects older people around the world* 4 min https://www.youtube.com/watch?v=sv41CdxImiU<br>• View: *Millenials show us what "old" looks like* 4.08 https://www.youtube.com/watch?v=lYdNjrUs4NM<br>• Read: Ouchida & Lachs (2015). Not for doctors only: Ageism in healthcare" *Generations*, 39, 3, 46-55.<br>• Read: North "Ageism stakes its claim in the social sciences"(2015) Generations, 39, Fall pp 29-33 |

| | | | • Read: Carstensen, et al., (1999). Taking time seriously: A theory of socioemotional selectivity. *American Psychologist*, 54, 3, 165-181. <br> • Read: Gawande "*The way we age*" 12 pages, download: http://www.newyorker.com/magazine/2007/04/30/the-way-we-age-now |
|---|---|---|---|
| 11 | | • Course review and discussion <br> • Historical experiences with cumulative disadvantages <br><br> Film: *Ten More Good Years* (PSU Films on Demand) | • Video: *Oral Histories* from LA Gay & Lesbian Community Center: https://www.youtube.com/watch?v=FThWdV390oI <br> • Video (Sage): *Nothing about us without us* 3.42 min http://www.sageusa.org/resources/videos.cfm?ID=282 <br> • Video *TONIC: A fresh approach to LGBT older living* (effects of LGBT housing & history archives on elders) https://www.youtube.com/watch?v=kLc9cSV_10o <br> • Video: *Griot Circle, 20 years & still growing* (LGBT elders of color) https://www.youtube.com/watch?v=UC3cRVBR4vU <br> • Video: Then and Now: Older Lesbians Share their Stories, 13.15 m https://www.youtube.com/watch?v=1IRUzuU6ZgE |

PORTLAND STATE UNIVERSITY       **SW 541**
School of Social Work         **Instructor Information**
MSW Program

## Societal, Community, and Organizational Structures and Processes (3 Credits)

### Course Description

Service users and social work practitioners are constrained by societal, community, and organizational structures and processes. Social construction of conceptual frames with social work values and ethics are critiqued. Theories addressing the behavior and change in process of communities and organizations are applied and evaluated.

### Course Objectives

This course has the following learning objectives. Students will be able to:

- Develop a critical understanding of the knowledge and values that inform social, economic, and environmental justice, and how this can be used to advocate for human rights at the individual and system levels
- Collect, organize, and critically analyze and interpret information about the organizational and community contexts of diverse clients
- Apply knowledge of human behavior and the social environment and other multidisciplinary theoretical frameworks in the assessment of organizations and communities

These learning objectives will support students to develop the following Council on Social Work Education competencies:

- **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**
- **Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities (Organizations and Communities)**
- **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities (Organizations and Communities)**
- **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities (Organizations and Communities)**

### Access and Inclusion for Students with Disabilities

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## Populations at Risk

Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk. Course content (including readings, lectures, class discussions, and assignments) educates students to identify how social group membership influences access to resources, and covers the dynamics of risk factors to include responsive and productive strategies to redress them. Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

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**Access to Instructor**
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**Instructional Methods**

**Attendance**
*(Varies, consult with MSW program director about differing expectations)*

**Assignment and Grading**
*(Description of core assignments, due dates, and required format)*
*(These are the two required course assignments, although instructors may add additional ones.)*

These assignments are designed to give students opportunities to demonstrate the development of the competencies outlined above under the course objectives.

**Assignment #1: Community Assessment**
The goal of this assignment is to build insights into community practice through selecting a community and assessing its characteristics, leading you to the identification of community

issues and strengths. Throughout this process, you are to integrate insights from course readings and related discussions in support of your analysis.

1. There are four data gathering tasks:
   a. **Explore the history** of the community, with one core entry point being to explore the role and function of a specific community service organization, by asking questions of staff or looking on the website for the history of the organization. When any community center exists, we can assume that there is a well-documented community development process that preceded it getting funded.
   b. **Talk to** a staff or a community member who might have information about the history, looking for (1) what was happening historically that generated needs for services; (2) who were the main movers and shakers that worked with the community; (3) are they still around and do they still assert influence; and (4) who helped secure money for the center.
   c. **Visit the sites** of formal and informal community services to get information on (1) what programs and services are offered; (2) what needs are being met by the center; and (3) what needs seem unmet.
   d. **Walk around the community** and try to understand the needs that might exist, by looking for what you see by way of local needs – such as populations you can see and needs that you can see, with some specific ideas including income indicators, population indicators, community networks, and transportation networks.
   e. **Think geographically** about what is to the north, south, east and west of the center? What transportation do people use to get to the center?
2. Analytic questions:
   a. From your demographic research, who do you see in the community and who is not in view? Why do you think this occurs? Are these due to preferences, economic need, customs, or barriers to participation?
   b. What needs seem to be well tended and what needs seem to be unmet?
   c. What can you intuit about the power dynamics of the community and its systems strength to meet needs?

On a separate handout there are more details regarding this assignment.
Grading criteria for this assignment include the degree to which you:
1. Address the assignment criteria listed above by collecting, organizing, and critically analyzing and interpreting information from a diverse range of community sources
2. Utilize a critical understanding of the knowledge and values that inform social, economic, and environmental justice in accurately and relevantly applying theories from a range of our course materials in your assessment of this community and the larger society in which it is embedded
3. Conform to APA format and write a clear and easily understood professional report that could be shared with community stakeholders

**Assignment #2: Structural Analysis of an Agency or Field Placement**
Utilizing the appendix in the Mullaly text (pages 364-366) as a guide, you will conduct a structural analysis of a social service organization that you are in contact with either as a field

practicum student, employee (prior or current), or as a volunteer. Your analysis will focus on this organization's (1) origin/mandate; (2) definition of and focus on problems; (3) interventions; (4) relationship with service users; and (5) relationship with employees. In the concluding section (6) of your analysis, you will consider what structural social work intervention strategies you think could be carried out in this agency with service users, with employees, and/or with others in the community served by this social service organization. Your work then needs to "land" with someone of your choice who can take further action on the issue so as to maximize the usefulness of your work, and you will describe this and any other efforts you may have undertaken in this regard.

You will use these six main topics as headings in your paper, but you do not have to answer all of the questions that are listed under each of the headings in Mullaly. You will apply a range of the theories we have discussed or that were covered in course required or recommended readings in your analysis by citing a minimum of 8 different authors from these readings that are relevant to your analysis using APA in-text citation format. This paper should: (a) be at least 7 full pages and no more than 10 pages in length (excluding references); (b) be double-spaced and have have 1-inch margins all around; (c) include a reference page; and (e) follow APA style for all in-text citations and references.

Grading criteria for this assignment include the degree to which you:
1. Collect, organize, and critically analyze and interpret information on all five of the required organizational dimensions
2. Utilize a critical understanding of the knowledge and values that inform social, economic, and environmental justice in accurately and relevantly applying theories from a range of our course materials to: (a) conduct your analysis of this organization, and (b) to inform the intervention strategies to be carried out in this agency with service users, employees, and/or with others in the community served by this social service organization
3. Conform to APA format and write a clear and easily understood professional report that could be shared with organizational stakeholders

**Evaluation**
*(grading criteria, basis of evaluation, weighting of assignments)*

**Required Texts**
*(These textbooks have been used in previous years, or are suggested as possible main textbooks for this course, but others can be chosen with prior approval by the lead instructor.)*

Mullaly, B. (2007). The new structural social work (3rd ed.). Ontario, Canada: Oxford
        University Press.
Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, L. (2012). *Social work macro practice.* (5th ed.) Upper Saddle River, N.J.: Pearson.

 **Weekly Topical Outline** *(the following topics are mandatory, but instructors may utilize similar*

*readings that adequately address these topics)*

**Week 1:  Overview of the Course**
**Context of Social Work Practice**
**Social Work Values and Ethics**

NASW (2008). Code of Ethics of the National Association of Social Workers

Steen, J. A. (2012). The human rights philosophy as a values framework for the human behavior course: Integration of human rights concepts in the person-in-environment perspective. *Journal of Human Behavior in the Social Environment, 22*(7)*,* 853-862.

**Week 2**:  **Overview of Macro Level Theories**
**Progressive Social Work Critique of Capitalism**
**A Macro Social Constructionist Perspective**

Mullaly, B. (2007). Chapters 1: Capitalism, crises, and paradigms

Mullaly, B. (2007). Chapter 2: The social work vision: A progressive view

Reasons, C. E., & Perdue, W. D. (1981). Chapter one: The paradigms of social problems. In *Ideology of social problems* (pp. 1-27). Sherman Oaks, CA: Alfred Publishing.

Schneider, A., & Ingram, H. (1993). Social construction of target populations: Implications for politics and policy. *American Political Science Review, 87*(2), 334-347.

**Week 3:  Political Economic Paradigms**

Mullaly, B. (2007). Chapter 3: The neo-conservative paradigm

Mullaly, B. (2007). Chapter 4: The liberal and neo-liberal paradigms

Mullaly, B. (2007). Chapter 5: The social democratic paradigm

**Week 4:  Theories of Cultural and Social Capital**
**Social Sustainability and Social Work**
**Environmental Justice**

Bourdieu, P. (1986). The forms of capital. In J. G. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241-258). NY: Greenwood Press.

Buckhoy, N. (2015). Environmental justice for whom? A social construction framework analysis of Executive Order 12898. *Environmental Justice, 8*(5), 157-164.

Ferlander, S. (2007). The importance of different forms of social capital for health. *Acta Sociologica, 50*(2), 115-128.

Mary, N. L. (2008). *Social work in a sustainable world*. Chapter 5: Redefining

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economy
Mary, N. L. (2008). *Social work in a sustainable world*. Chapter 6: Sustainable
   Politics
Miller, S. E., Hayward, A. R., & Shaw, T. V. (2012). Environmental shifts for social
   work: A principles approach. International Journal of Social Welfare, 21, 270-
   277.

**Week 5: Feminist, Anti-racist, and Postmodern Social Theories**

Altheide, D. L. (2003). Notes towards a politics of fear. *Journal for Crime, Conflict,
   and the Media, 1*(1), 37-54.
Collins, P. H. (2000). Towards a politics of empowerment. In *Black feminist thought:
   Knowledge, consciousness, and the politics of empowerment* (2nd ed.) (273-290)
   NY:  Routledge.
Ford, C. L. & Airhihenbuwa, C. O. (2010). Critical race theory, race equity, and public
   health: Toward antiracism praxis, *American Journal of Public Health, 100,* S30-
   35.
Gray, M., Yellow Bird, M., & Coates, J. (2008). Towards an understanding of
   indigenous social work. In M. Gray, J. Coates, & M. Yellow Bird (Eds.),
   *Indigenous social work around the world: Towards a culturally relevant
   education and practice* (49-58).
hooks, b. (1994). Seeing and making culture: Representing the poor. In *Outlaw
   culture: Resisting representations* (pp. 165-172). NY: Routledge.
Mullaly, B. (2007). Chapter 7: Feminist, anti-racist, and postmodern critiques
Powell, J. L. (2013). Michel Foucault. In M. Gray and S. A. Webb (Eds.), *Social work
   theories and methods* (pp. 46-62)*.* London: Sage.
Scheyett, A. (2006). Silence and surveillance: Mental illness, evidence-based practice,
   and a Foucaultian lens. *Journal of Progressive Human Sciences, 17*(1), 71-92.
Watkins, G. [hooks, b.] (2000). Feminism is for everybody: Passionate politics.
   Cambridge, MA: South End Press. Chapter 4: Feminist education for critical
   consciousness.

**Week 6: A Theory of Structural Social Work
   Structural Social Work Practice**

Mullaly, B. (2007). Chapter 9: A reconstructed theory of structural social work
Mullaly, B. (2007). Chapter 10: Oppression: The focus of structural social work
Mullaly, B. (2007). Chapter 11: Working within (and against) the system: Radical
   humanism
Mullaly, B. (2007). Chapter 12: Working outside (and against) the system: Radical
   structuralism

**Week 7: Community Theory and Constructs
   What is a Community?**

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**What Theories are Important for Community Practice?**
**What is Community Social Work Practice?**

Breton, M. (2001). Neighborhood resiliency. *Journal of Community Practice, 9*, 21-36.
Chavez, S. (2005). Community, ethnicity, and class in a changing rural California town. *Rural Sociology, 70*(3), 314-335.
Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, L. (2012). Chapter 5: Understanding communities

**Week 8: Doing Community Social Work**
       **Principles of Community Social Work**
       **How to do a Community Assessment**

Davis, C. & Goodman, H. (2014). Virtual communities of practice in social group work education. *Social Work with Groups, 37*(1), 85-95.
Kozlowski, D., Campbell, S., Tucker, J., & Van Der Zwan, R. (2014). Dusted community: Piloting a virtual peer-to-peer support community for people with asbestos-related diagnosis and their families. *Journal of Psychosocial Oncology, 32,* 463-475.
Kretzman, J. P. & McKnight, J. L. (1993). Building communities from the inside out: A path toward finding and mobilizing a community's assets. Evanston, IL: Northwestern University, Center for Urban Affairs and Policy Research. Introduction & Chapter 5 – Asset-based community development: Mobilizing an entire community.
Morgaine, K. & Capous-Desyllas M. (2015). *Anti-oppressive social work practice: Putting theory into action.* Chapter 8: Anti-oppressive practice with communities
Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, L. (2012). Chapter 6: Assessing communities
Page-Adams, D. & Sherraden, M. (1997). Asset building as a community revitalization strategy. *Social Work, 42*(5), 423-434.
Watkins, D. C. & Jefferson, S. O. (2012). Recommendations for the use of online social support for African American men. *Psychological Services, 10*(3), 323-332.

**Week 9: Introduction to Organizational Theory**

Bolman, L., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership* (3rd ed.). San Francisco: Jossey-Bass.
      Chapter 1: Introduction: The power of reframing.
      Chapter 2: Simple ideas, complex organizations.
Garrow, E. & Hasenfeld, Y. (2010). Theoretical approaches to human service organizations. In Y. Hasenfeld (Ed.), *Human Services as complex organizations* (2nd ed., pp. 33-57). Thousand Oaks, CA: Sage.
Mulroy, E. A. (2004). Theoretical perspectives on the social environment to guide management and community practice: An organization in environment

approach. *Administration in Social Work, 28*(1), 77-96.

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, L. (2012). Chapter 7: Understanding organizations

Reitan, T. C. (1998). Theories of interorganizational relations in human services. *Social Services Review, 72*(3), 285-310.

## Week 10: Social Work Practice in Organizations

Bolman, L., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership* (3rd ed.). San Francisco: Jossey-Bass. Chapter 15: Integrating frames for effective practice

Gill, S. J. (2010). *Developing a learning culture in nonprofit organizations*. Los Angeles: Sage. Chapter 1: Need for a learning culture and Chapter 3: Creating a learning culture.

Meyer, M. (2010). Social movement service organizations: The challenges and Consequences of combining service provision and political advocacy. In Y. Hasenfeld (Ed.), *Human Services as complex organizations* (2nd ed., pp. 533-550). Thousand Oaks, CA: Sage.

Morgaine, K. & Capous-Desyllas M. (2015). *Anti-oppressive social work practice: Putting theory into action.* Chapter 7: Anti-oppressive practice within organizations.

Netting, F. E., Kettner, P. M., McMurtry, S. L., & Thomas, L. (2012). Chapter 8: Assessing human service organizations

**Social Work Research and Evaluation I (3 credits)**

## Course Description

Introduction to research and evaluation in social work.  Stresses the importance of research and evaluation to social work practice and policy.   Introduces critical consumption of research and ethics of social work research and evaluation. Addresses qualitative and quantitative social work research, group designs, single system designs, and evaluation of programs and of practice. Considers scientific method, systematic inquiry, relation of theory to research, problem formulation, measurement, sampling, design, and data collection. Addresses connections between (a) social work research and evaluation and (b) social and economic justice, cultural sensitivity and inclusion, and diversity.

## Course Objectives

This course has the following learning objectives. Students will be able to:

- Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

- Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluation and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

These learning objectives will support students to develop the following competencies
Competency 4: Engage In Practice-informed Research and Research-informed Practice
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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## Access to instructor

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## Instructional Methods
*To be completed by the instructor.* A variety of instructional methods may be used in this course, including lecture, discussion, small group exercises, projects, computer labs, in-class critiques of research articles, and online discussions and clarifications.  Most of the course materials and on-line discussions will be on D2L (Desire to Learn).

## Attendance

*To be completed by the instructor.*

## Assignments

Assignments are designed to give students opportunities to demonstrate the development of the practice behaviors outlined in the course objectives. The assignments will be based on information covered in class readings and class meetings. Papers are to be in a word processing format and double-spaced. Methods for citing and listing references should be consistent, thorough, and clear. (Some may require APA format.)  Individual instructors will provide information about how to submit assignments.

## A. Research Proposal

Students will design an evaluation study. The study may be quantitative, qualitative, mixed methods, or a single system design. The proposal will include:

> (1) study hypothesis, with the significance of and rationale for the hypothesis (and the rationale will include their relevant practice experience, as well as a review of relevant literature),
> (2) explicit consideration and selection of an evidence-supported intervention using relevant social work literature,
> (3) measures,
> (4) method of data collection,
> (5) design,
> (6) potential implications,
> (7) ethical issues,
> (8) issues of diversity and justice, and
> (9) assessment of strengths and weaknesses of all aspects of the planned study.

Individual instructors may decide whether this assignment takes the form of *a proposal* for a study, or a description of a study that *is conducted* by the student.

This assignment will be used to assess the student's competence to perform these practice behaviors:

> 4a. Use practice experience and theory to inform scientific inquiry and research;
> 9a. Select and use appropriate methods for evaluation of outcomes; 9b. Apply knowledge of human behavior and the social environment, person-in-environment, and other   multidisciplinary theoretical frameworks in the evaluation of outcomes;
> 9c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

## B. Article Critique

Students will critique a published article of an empirical social work research study that is an *evaluation* of an intervention, a program, or a policy. The study will not be a single subject design. The study will employ mixed methods.

Students will identify the major hypotheses and variables of the study. Students will assess the strengths and weaknesses of the study regarding its: (1) conceptualization, (2) design, (3) sampling, (4) measures, (5) method of data collection, (6) issues of diversity and justice, (7) ethical issues, (8) clarity and organization, and (9) relevance and usefulness to social work practice and policy. These topics will be assessed, if relevant, for both quantitative and qualitative aspects of the study.

Individual instructors may decide to choose the article or articles for their classes, or to allow students to find appropriate articles

This assignment will be used to assess the student's competence to perform this practice behavior:

4b. Engage in critical analysis of quantitative and qualitative research methods and research findings.

## Evaluation

For the two core assignments, part of the grading will be on the basis of the student's demonstration of mastery of the relevant practice behaviors. Individual instructors may include additional assignments and tests, and will present their own grading standards.
Grading criteria include demonstration of mastery of the course material, clarity, thoroughness, organization, logic, depth, and creativity. Criteria include selection of appropriate content, inclusion of relevant material from class, and demonstration of knowledge about research and evaluation, including appropriate use of research terminology. Assignments that are redundant or include unnecessary or irrelevant material will be marked down.

## Required Texts and Readings

*(list of required texts and required readings)*

Additional readings are also required (See below). The readings will be made accessible to the class through electronic reserve on the PSU Library website.

## Topics and Assigned Readings

**Week 1:** Introduction; Research and Evaluation for Social Work Practice; EBP; Social

Workers as Critical Consumers and Producers of Research & Evaluation

**Week 2:** Ethics in research and evaluation
Readings:

Stid, D. (2012). The social services industrial complex. *Research on Social Work Practice, 22*, 453-454.

PSU Human Subjects Protection Policy:
http://www.rsp.pdx.edu/forms/HSRRC_policy_042709.pdf

**Week 3:** Key Approaches to Inquiry; Research & Evaluation Problem Formulation & Conceptualization (includes logic models) Readings:

**Week 4:** Issues of Diversity and Justice

Readings: Rubin & Babbie, Ch.

Strier, R. (2007). Anti-oppressive research in social work: A preliminary definition. *British Journal of Social Work*, 37, 857-871.

**Week 5:** Methods of Data Collection Readings:
Rubin & Babbie, Ch.

**Week 6:** Operationalization and Measurement, Reliability and Validity
Readings: Rubin & Babbie, Ch.

**Week 7:** Research Procedures: Sampling
Readings: Rubin & Babbie, Ch.

**Week 8:** Quantitative Designs: Quasi-experimental and Experimental Groups, and Single-subject Designs
Readings: Rubin & Babbie, Ch.

**Week 9:** Quantitative Designs, continued
Readings: Rubin & Babbie, Ch.

Brophy, G. (2000). Social work treatment of sleep disturbance in a 5-year-old boy: A single case evaluation. *Research on Social Work Practice, 10*(6), 748-758.

**Week 10:** Qualitative Designs: Phenomenology, Grounded Theory, Field Research, Focus Groups, Ethnography, Case study, Historical Study
Readings: Rubin & Babbie, Ch.

## Social Work Research and Evaluation II (3 credits)

### Course Description
Focuses on techniques of quantitative data analysis and introduces methods of qualitative data analysis. Interpreting, using, and critically analyzing results to improve social work practice and policy. Descriptive statistics, probability theory and hypothesis testing, inferential methods, and thematic analysis. Addresses connections between (a) social work research and evaluation and (b) social and economic justice, cultural sensitivity and inclusion, and diversity. Prerequisite: SW 550

### Course Objectives
This course has the following learning objectives. Students will be able to:

- Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

- Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluation and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

These learning objectives will support students to develop the following competencies:

**Competency 4:** Engage In Practice-informed Research and Research-informed Practice
**Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

### Access and Inclusion for Students with Disabilities
PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your

work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 5037254150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

## Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole.  Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination.  If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

## Names and Gender Pronouns

Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

## Populations at Risk

Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk.  Course content (including readings, lectures, class discussions and assignments) educate students to identify how social group membership influences access to resources, and covers the dynamics of risk factors to include responsive and productive strategies to redress them.  Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice, e.g. distributive justice, human and civil rights, and the global interconnectedness of oppression and

privilege.  Vulnerable, oppressed and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power.  Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed.  Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW code of ethics.

## Academic Honesty and Integrity
All work submitted in this course must be your own, and it must be produced specifically for this course.  (If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor.)  All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

Violations of academic honesty will be taken seriously and are outlined in the current student handbook and PSU Academic Misconduct. It is your responsibility to familiarize yourself with these guidelines.

*(Note: some instructors may include more about this topic in their syllabi).*

## Grading
The following PSU grading scale is employed at the graduate level:

| A | 4.00 | C+ | 2.33 | D- | .67 | The grading system at the graduate level is defined as follows: |
|---|------|----|------|----|-----|---------------------------------------------------------------|
| A- | 3.67 | C | 2.00 | F | 0 | A—Excellent |
| B+ | 3.33 | C- | 1.67 | | | B—Satisfactory |
| B | 3.00 | D+ | 1.33 | | | C—Below graduate standard |
| B- | 2.67 | D | 1.00 | | | D/F—Failure |

## Incompletes
An incomplete grade is only given when students, due to circumstances beyond their control, have not completed some definite course requirement. **The initiative rests with the student to request an incomplete grade.** Students do not have a right to receive/demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met: (see the full policy in the MSW Student Handbook)

● The quality of the work to date is satisfactory, but some essential work remains. In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of B-.
● Reasonable justification for request. Reasons for assigning the Incomplete must be acceptable by the instructor. The circumstances should be unforeseen or be beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
● Incomplete grade is not a substitute for a poor grade.
● Written agreement. A written or electronic agreement will be endorsed by both the instructor and student.. A template "Incomplete Contract" is available on Registrar's website http://www.pdx.edu/registration/sites/www.pdx.edu.registration/files/Incomplete_Guidelines_Contract.pdf

**Confidentiality and Privacy**
It is strongly recommended that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to follow the NASW Code of Ethics in regard to confidentiality.
www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private. However, if the instructor has reason to believe that your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution.

**PSU and SSW Policies that Guide Faculty and Student Behavior**

All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting. The Office of General Counsel can be reached at 503-725-8050.

**Access to instructor**

*(PSU requires an hour of availability to students outside of the classroom, usually through office hours, for every classroom hour)*

**Instructional Methods**
A variety of instructional methods may be used in this course, including lecture, discussion, small group exercises, projects, computer labs, in-class critiques of research articles, and online discussions and clarifications.  Most of the course materials and on-line discussions will be on D2L (Desire to Learn).

**Attendance**

*(varies, consult with MSW program director about differing expectations)*

**Assignments**
Assignments are designed to give students opportunities to demonstrate the development of the practice behaviors outlined in the course objectives. The assignments will be based on information covered in class readings and class meetings.  Papers are to be in a word processing format and double-spaced. Methods for citing and listing references should be consistent, thorough, and clear. (Some may require APA format.)  Individual instructors will provide information about how to submit assignments.

**A.  Data Analysis**

Students will conduct an analysis of data. (These will not be data from a single subject design.) Quantitative and qualitative data will be analyzed. The quantitative analysis will include descriptive

and inferential statistics. Students will describe their data analysis, present it, and assess its strengths and weaknesses. The report will include a problem formulation that employs practice experience, findings, and interpretation and discussion of the findings, including areas for future inquiry.


## B. Article Critique

Students will critique a published article of an empirical social work research study that is an *evaluation* of an intervention, a program, or a policy. The study will not be a single subject design. The study will employ mixed methods.

     (1) Students will identify the major hypotheses and variables of the study.

Students will assess the strengths and weaknesses of the study regarding its:

     (2) conceptualization,

     (3) design,

     (4) sampling,

     (5) measures,

     (6) method of data collection, and

     (7) clarity and organization.

The critique will *emphasize* assessing the rigor and the strengths and weaknesses of:

     (8) data analysis and presentation,

     (9) distinguishing clinical significance and statistical significance,

     (10) implications for and relevance to their own social work practice and their agency's practices, and to social work practice and policy more generally,

     (11) issues of diversity and justice, and

     (12) ethical issues.

These topics will be assessed, if relevant, for both quantitative and qualitative aspects of the study.

Individual instructors may decide to choose the article or articles for their classes, or to allow students to find appropriate articles. The article(s) should be on topics either relevant to all social workers (e.g., consumer engagement, developing rapport, etc.), or there should be a selection of articles so that each student can find one that is relevant to her/his practice.

## Evaluation

For the two core assignments, part of the grading will be on the basis of the student's demonstration of mastery of the relevant practice behaviors. Individual instructors may include additional assignments and tests, and will present their own grading standards.

Grading criteria include demonstration of mastery of the course material, clarity, thoroughness, organization, logic, depth, and creativity. Criteria include selection of appropriate content, inclusion of relevant material from class, and demonstration of knowledge about research and evaluation, including appropriate use of research terminology. Assignments that are redundant or include unnecessary or irrelevant material will be marked down.

## Required Texts and Readings

*(list of required texts and required readings)*

Additional readings are also required (See below). The readings will be made accessible to the class through  electronic reserve on the PSU Library website.

## Topics and Assigned Readings

**Week 1:** Review of Early Phases of Research & Evaluation process; Social Workers as Producers and Critical Consumers of Data Analysis; Ethical and Political Issues

> Readings:
> Weinbach & Grinnell Chap. 1

**Week 2:** Data analysis software for quantitative analyses

> Readings:
> Field, Andy (2016). Chap. 1 Discovering statistics using IBM SPSS

**Week 3:** Descriptive statistics, charts, and graphs; and level of measurement

> Readings:
> Weinbach & Grinnell Chap. 2

Week 4: Hypothesis testing and inferential statistics;

> Readings:
> Primer on statistical significance and P values. *Effective Clinical Practice, 4,4, 183-184.*
> *http://www.vaoutcomes.org/downloads/stat_sig_and_p_val.pdf*

**Week 5:** Cross-tabulated tables and chi-square

> Readings:
> Weinbach & Grinnell Chap. 8

**Week 6:**  T-tests and analysis of variance

> Readings:
> Weinbach & Grinnell Chap. 7

**Week 7:** Correlation & Regression

> Readings:

Weinbach & Grinnell Chap. 9

**Week 8:** Analysis of Qualitative Data

Readings:
Bradley, E.H., Curry, L.A., & Devers, K. J. (2007). Qualitative data analysis for health services research: Developing taxonomy, themes, and theory. *HSR: Health Services Research 42*:4 (August 2007), 1758-1772.

LeCompte, M. D. (2000). Analyzing qualitative data. *Theory into Practice, 39*(3): Summer, 146-154.

Finlay, L. (2002). "Outing" the researcher. *Qualitative Health Research, 12*(4): 531-545.

**Week 9:** Culturally responsive data analysis and dissemination for empowerment, social and economic justice, and respect for difference; Critical evaluation of quantitative and qualitative data analysis and dissemination; Oral presentations

Readings:
Ferraro, K.J. (2008). Invisible or pathologized? Racial statistics and violence against women of color. *Critical Sociology 34*(2), 193-211.

**Week 10:** Presentation and dissemination of research and evaluation findings

# *Advanced Standing Courses*

# RESEARCH METHODS FOR SOCIAL WORK ADVANCED STANDING STUDENTS
## (3 Credits)

## Course Description

As a component of the bridge program in the Advanced Standing MSW program at Portland State University, this course provides students an intensive review of foundation content in research methods. This material can be especially challenging for many social work students, however, its mastery is essential in preparing graduates for professional practice. This course covers material from the two three-credit courses that comprise the foundation research sequence in PSU's MSW curriculum including SW550 Research & Evaluation I, and SW551 Research & Evaluation II. Co-requisite of this course is SW 589.

## Course Objectives

1. Understand the purpose of social work research and its importance for effective social work practice.

2. Understand and apply principles of evidence-based practice as a foundation for accountable and ethical social work practice.

3. Understand key ethical issues in social work research and identify methods for protecting human subjects; apply ethical standards in writing research reports.

4. Identify key approaches to scientific inquiry; understand how these approaches are applied in social work research; identify strengths and limitations of quantitative and qualitative approaches.

5. Understand key issues involved in conducting research about and with diverse populations and vulnerable populations; understand and apply methods for conducting culturally sensitive research; understand connection between research and social justice.

6. Understand links among theory, research, and practice.

7. Understand research problem formulation, literature review, conceptualization, operationalization, research design, sampling, and data collection as elements of the social work research process.

8. Understand and apply descriptive and inferential methods for analyzing quantitative data.

9. Understand and apply methods for analyzing qualitative data.

10. Present and disseminate research findings, with emphases on clear and concise write-up of results and on relating findings to theory, practice, policy, and social justice.

11. Understand and apply computer-based technology to all aspects of the social work research process.

12. Critically analyze the merit and utility of published and unpublished social work research.

## Topics

1. Ethics, cultural sensitivity, and social justice in social work research
2. Epistemology, scientific method, and purpose of social work research; evidence-based practice
3. Theory, problem formulation, literature review, and conceptualization
4. Operationalization, research design, sampling, and data collection
5. Univariate statistics, descriptive statistics, charts, and graphs
6. The normal curve, probability theory, hypothesis testing, and inferential statistics
7. Bivariate statistics: chi-square, t-test, correlation
8. Qualitative methodologies and data analysis: content analysis, focus groups, field methods, ethnography
9. Interpretation and presentation of data and results, including dissemination to sponsors, lay audiences, and subjects of research.

## Access and Inclusion for Students with Disabilities

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If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu,  https://www.pdx.edu/drc.

- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage(https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

## Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

## Names and Gender Pronouns
Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

## Populations at Risk
Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk. Course content (including readings, lectures, class discussions, and assignments) educates students to identify how social group membership influences access to resources, and presents content on the dynamics of risk factors and responsive and productive strategies to redress them. Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice (e.g., distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege). Vulnerable, oppressed, and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed. Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW social work code of ethics.

## Academic Honesty and Integrity
All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

It is plagiarism to lift words, sentences, and paragraphs from websites, as well as from books and journals or to summarize another person's ideas without appropriate citations. It is plagiarism to use another student's work as your own. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

## Grading
The following PSU grading scale is employed at the graduate level:

| A | 4.00 | C+ | 2.33 | D- | .67 | The grading system at the graduate level is defined as follows: |
|---|---|---|---|---|---|---|
| A- | 3.67 | C | 2.00 | F | 0 | A—Excellent |
| B+ | 3.33 | C- | 1.67 | | | B—Satisfactory<br>C—Below graduate standard |
| B | 3.00 | D+ | 1.33 | | | D/F—Failure |
| B- | 2.67 | D | 1.00 | | | |

 A grade of B- or higher is required in this course in order to pass and receive graduate credit.

## Incompletes
A student may request an incomplete from an instructor when all of the following criteria apply:
- Quality of work in the course up to that point is C level or above.
- Essential work remains to be done.  "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
- Reasons for assigning an "I" must be acceptable to the instructor and to the Office of Graduate Studies.  The student does not have the right to demand an "I."  An instructor is entitled to insist on appropriate medical or other documentation.  The circumstances must be unforeseen or be beyond the control of the student.  *In no case is an "Incomplete" grade given to enable a student to do additional work to raise a deficient grade.*
- A Request for Incomplete form (on student web center) is completed by the student and discussed with the instructor prior to the end of the course. The instructor will determine if the request meets University policy, as indicated above, and if approved a due date for the remaining work will be determined and the form signed by both instructor and student. (more detail is in the MSW Student Handbook)

## Confidentiality and Privacy
It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor.  If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to follow the NASW Code of Ethics in regard to confidentiality.
www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private. However, if the instructor has reason to believe that your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution. The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to them in class. Any remaining papers, projects or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

## PSU and SSW Policies that Guide Faculty and Student Behavior
All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting.

 PSU requires work and study free from discrimination and harassment. PSU Office of Equity and Compliance has adopted a formal Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/divrsity/office-of-equity-compliance.

## Access to Instructor
To be completed by instructor.

## Instructional Methods
This class is based on the formats of lecture, discussions, video, and guest speaker's presentation.

## Textbooks

Weinbach, R. W., & Grinnell, R.M. (2014). *Statistics for social workers* (9th ed.). New York: Longman. (Required)
Rubin, A., & Babbie, E. (2014). Research methods for Social Work (8th ed.). Belmont, CA: Cengage Learning. (Suggested)

## D2L
Course materials including supplementary readings, selected handouts, and other materials are posted on D2L. You must have an ODIN/OAM account to enter D2L. Please make sure you can do so before the second week of class. If you have problems, please call the OIT HELP desk at 503.725.HELP.

## Assignments
Your final grade will be based on the following:

1. **Attendance/Class Participation (5% of your total grade):**

   This is a graduate level course that requires not only structured in-class learning but also self-

directed learning. Students are responsible to read relevant chapters of textbook as well as assigned articles before coming to corresponding sessions. You are expected to bring a summary note of assigned articles to be ready for active class participation—There is no required format and no grading involved.

Due to intensity of course materials and nature of class structure, class attendance is necessary. More than one absence will lower one letter grade in your final grade; and more than two absences will result in your failing grade.

Usage of cell phones or of computers for purposes other than those directly connected to course learning is not allowed during this class. Please be respectful of your colleagues and do not engage in conversations that are unrelated to class discussions.

Participation in class is more than attendance. Students are expected to take part in all class discussion, and play an active role in class exercises. Class participation will be evaluated by: (a) evidence of having read the required materials, (b) the extent to which critical questions and comments are raised in class, (c) evidence of reflecting on one's own and other's ideas, and (d) evidence of ability to relate course materials to multiple social work practice situations.

2. **Homework assignments (95% of your total grade):**

Due to intensity of course materials and nature of class structure, late homework is not acceptable; and late homework will be penalized 2 points from your final total score for each 72 hours late.

**Assignment 1 (5%):**

Through this self-instructed exercise, it is expected you to complete an online tutorial on protection of human subjects in research provided by the National Institutes of Health (NIH). To complete the tutorial go to the website of the NIH Office of Extramural Research at: http://phrp.nihtraining.com/users/login.php/. When you complete the Human Subjects Protections Training, you will receive a certificate. Please print and submit it with your name to fulfill the first assignment.

**Assignment 2 (20%):** Article critique - Single study design research paper
- Assignment format: Short essay. The summary and critique will be presented in double-spaced 3 page summary and 3 page critique; total of 6 without a cover page.
- Article critique: The goal of this assignment is to evidence your ability to be a critical consumer of empirical research as it applies to social work practice. Using this assignment you will practice how to critically read a single study research design article. For this assignment, you can choose one of four articles including:
  - Gaines, T. & Barry. L. (2008). The effect of a self-monitoring relaxation breathing exercise on male adolescent aggressive behavior. *Adolescence, 43*(170), 291-302.

o Pietro, M. & Boczko, F. (2001). Therapeutic interventions: The breakfast club. *Alzheimer's Care Quarterly*, *2*(4), 56-60.

o Cartensen, L. & Erickson, R. (1986). Enhancing the social environments of elderly nursing home residents: Are high rates of interaction enough? *Journal of Applied Behavioral Analysis, 19*(4), 349-355.

o Wolfe, D., Lawrence, J., Graves, K., Brehony, K., Bradlyn, D., & Kelly, J. (1982). Intensive behavioral parent training for a child abusive mother. *Behavioral Therapy, 13*, 438-451.

Please read it carefully and evaluate the study as follows:

Part I
◦ The research purpose, research question(s) and hypotheses (if relevant),
◦ Variables used in the study (i.e., independent, control, and/or dependent variable(s),
◦ Sample and sampling method,
◦ Validity and reliability issues,
◦ Statistical or conceptual conclusions,
◦ Study implications, and
◦ Study limitations.
  - *Up to now, your tasks are reading the article carefully in order to respond to those questions above. This part of your paper will be graded on the correctness of your answers.*

Part II
◦ Your critical analysis of cultural, ethical, and social justice consideration,
◦ Consider whether the design of this study might be applied in your practice, and
◦ Consider whether the findings of this study might be applied in your practice.
  - *This part of your paper will be graded on the ability to apply course information to your critique.*

**Assignment 3 (30%):** Understanding and application of research concepts
▪ Assignment format: Some multiple choices, calculations, and short essay
▪ Assignment topics:
  ◦ Measures of central tendency and variability
  ◦ Hypothesis testing using Z test

**Assignment 4 (20%):** Understanding and application of research concepts
▪ Assignment format:
  ◦ Interpreting SPSS output findings
▪ Assignment topics:
  ◦ Descriptive statistics
  ◦ T-test

**Assignment 5 (20%):** Understanding and application of research concepts
▪ Assignment format:

- ° Some multiple choices, calculations
- ° Interpreting SPSS output findings
    - ▪ Assignment topics:
        - ° Correlation test
        - ° Chi-square test

## FINAL GRADE

Final grade will be assessed according to Portland State University's +/- system

| | | |
|---|---|---|
| 100 – 94 | = A | Excellent: outstanding, exemplary |
| 93 – 90 | = A- | Excellent |
| 89 – 87 | = B+ | Very Good |
| 86 – 84 | = B | Good: satisfactory graduate level work |
| 83 – 80 | = B- | Fair: marginal graduate level work |
| 79 – 71 | = C | Inadequate: below graduate standards: failing grade |
| Incomplete: | | It is your responsibility to familiarize yourself with the "I" grade policy found in the current student handbook and online. |

## COURSE STRUCTURE

**Week 1**
a. Course review
b. Social work research in practice
c. Review of epistemology and scientific method
d. Ethics and politics of social work research; cultural competency and social justice in social work research
e. Problem formulation, conceptualization and operationalization
f. Method: Lecture, discussion, and DVD

**Week 2**                                                    **Assignment 1 is due**
a. Measurement and constructing measurement instruments
b. Research Design
c. Method: Lecture, discussion
d. Reading articles:
- Knutson, J., Lawrence, E., Taber, S., Bank, L., & DeGarmo, D. (2009). Assessing children's exposure to intimate partner violence. *Clinical Child and Family Psychology, 12*, 157-173.

**Week 3**
a. Sampling
b. Data collection
c. Method: Lecture, discussion
d. Reading articles:
- Quinn, K. (2010). Methodological considerations in surveys of older adults: Technology matters. *International Journal of Emerging Technologies and Society, 8*(2), 114-133.

- Rugkåsa, J. & Canvin, K. Researching mental health in minority ethnic communities: Reflections on recruitment. *Qualitative Health Research, 21*(1), 132-143.
- Crowe, S., Cresswell, K., Robertson, A., Huby. G., Avery. A., & Sheikh, A. (2011). The case study approach. *BMC Medical Research Methodology, 11*, 100.

**Week 4**                                              **Assignment 2 is due**
a. Coding, data entering, introduction of how to use SPSS
b. Measures of central tendency and variability
c. Univariate statistics, descriptive statistics, charts, and graphs
d. Method: Lecture, discussion, computer lab exercise

**Week 5**
a. The normal curve, probability theory, hypothesis testing
b. Practical use of Z test
c. Method: Lecture, discussion, computer lab exercise

**Week 6**                                              **Assignment 3 is due**
a. T-tests
b. Method: Lecture, discussion
c. Reading articles:
   - Albucher, R. C., J. L. Abelson, et al. (1998). Defense mechanism changes in successfully treated patients with obsessive-compulsive disorder. *American Journal of Psychiatry, 155*(4), 558-559.

**Week 7**                                              **Assignment 4 is due**
a. Correlation tests
b. Chi-square tests
c. Method: Lecture, discussion, computer lab exercise
d. Reading articles:
   - Roscoe, L. A., Malphurs, J., E., Dragovic, L. J., & Cohen, D. (2001). A comparison of characteristics of Kevorkian euthanasia cases and physician-assisted suicides in Oregon, *The Gerontological Society of America, 41*(4), 439-446.

**Week 8**                                              **Assignment 5 is due**
a. Qualitative methodologies and data analysis
b. Method: Lecture, discussion, guest speaker

**Advanced Standing Seminar (4 Credits)**

## Course Description

Students who successfully complete this seminar will demonstrate the competencies required to enter the advanced year of the MSW program. This seminar will provide a connection between the BSW curriculum and the advanced MSW curriculum, and evaluate students' readiness for advanced practice. The course requires students to demonstrate foundational social work skills, critical self-reflection, and academic readiness for graduate coursework.

## Course Objectives

At the completion of this course, students will be able to:

1. Understand, reflect and integrate professional and ethical behavior within the context of various practice settings
2. Critically analyze power dynamics associated with intersectional identities, structural inequalities, and dominance as related to all levels of social work practice
3. Apply theory to practice across all levels
4. Demonstrate required engagement and assessment skills for advanced practice
5. Demonstrate graduate level writing skills
6. Articulate and self-assess the competencies necessary for advanced MSW practice

## Access and Inclusion for Students with Disabilities

PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage(https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

 **Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking**
As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole.  Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination.  If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

**Names and Gender Pronouns**
Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

**Populations at Risk**
Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk. Course content (including readings, lectures, class discussions, and assignments) educates students to identify how social group membership influences access to resources, and presents content on the dynamics of risk factors and responsive and productive strategies to redress them. Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice (e.g., distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege). Vulnerable, oppressed, and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed. Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW social work code of ethics.

**Academic Honesty and Integrity**
All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

It is plagiarism to lift words, sentences, and paragraphs from websites, as well as from books and journals or to summarize another person's ideas without appropriate citations. It is plagiarism to use another student's work as your own. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

## Grading
The following PSU grading scale is employed at the graduate level:

| A | 4.00 | C+ | 2.33 | D- | .67 | The grading system at the graduate level is defined as follows: |
|---|------|-----|------|-----|-----|---|
| A- | 3.67 | C | 2.00 | F | 0 | A—Excellent |
| B+ | 3.33 | C- | 1.67 | | | B—Satisfactory |
| B | 3.00 | D+ | 1.33 | | | C—Below graduate standard |
| B- | 2.67 | D | 1.00 | | | D/F—Failure |

 A grade of B- or higher is required in this course in order to pass and receive graduate credit.

## Incompletes
A student may request an incomplete from an instructor when all of the following criteria apply:
- Quality of work in the course up to that point is C level or above.
- Essential work remains to be done.  "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
- Reasons for assigning an "I" must be acceptable to the instructor and to the Office of Graduate Studies.  The student does not have the right to demand an "I."  An instructor is entitled to insist on appropriate medical or other documentation.  The circumstances must be unforeseen or be beyond the control of the student. *In no case is an "Incomplete" grade given to enable a student to do additional work to raise a deficient grade.*
- A Request for Incomplete form (on student web center) is completed by the student and discussed with the instructor prior to the end of the course. The instructor will determine if the request meets University policy, as indicated above, and if approved a due date for the remaining work will be determined and the form signed by both instructor and student. (more detail is in the MSW Student Handbook)

## Confidentiality and Privacy
It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor.  If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply

with agency policies about confidentiality, to always disguise case material, and to follow the NASW Code of Ethics in regard to confidentiality. www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private.  However, if the instructor has reason to believe that your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution. The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to them in class. Any remaining papers, projects or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

## PSU and SSW Policies that Guide Faculty and Student Behavior
All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting.

 PSU requires work and study free from discrimination and harassment. PSU Office of Equity and Compliance has adopted a formal Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/divrsity/office-of-equity-compliance.

## Access to instructor

Instructor available via email and during above office hours.

## Required Texts and Readings

There are no required texts, though each student is required to choose one book that provides a narrative of  the  lived experiences of people with whom you will work this year in your field placement. A list of possible books will be linked to the syllabus. Weekly readings will be assigned by the instructor.

## Instructional Methods

This class blends readings, lecture, video, role-plays, online activities, and small group discussions. Due to the variety of methods utilized to teach this course, your completion of the weekly activities and participation is expected and crucial to your learning.

## Attendance and Professional Behavior

Social work is a profession that requires a high level of professionalism and self-awareness. You will be expected to demonstrate that in the online classroom environment as well as the classroom, in the

same manner as you would in the workplace. This will require you to be present and engaged in activities and discussions and to maintain a respectful learning environment.

The demonstration of professionalism in classroom and online is expected in this class. Your participation in a respectful learning environment in the classroom includes: **arriving to class on time, completing online activities on time, attending to the impact on others of online communication, coming back from breaks on time, turning off your cell phones, not talking to others during lecture(s) or when a classmate is speaking, and staying for the entire class.** In other words, please be mindful of what might detract from the learning experiences of students and the teacher alike.

Course content, class discussions, and assignments for this class rest on an assumption that human diversity is normative. This course and our profession require and expect critical thinking about, and sensitivity to, the impact of diversity (race, class, gender, sexual orientation, religion/faith, culture, ethnicity, physical and cognitive ability, and other considerations), both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences.

You are expected to be in class and stay for the entire class. Instructors do not make judgments about what is a permissible reason to miss class. <u>Please ask your colleagues for missed notes and/or handouts as you are responsible for course content when you are absent</u>. If you miss a video, that material cannot be borrowed unless it is a video available through PSU's library.

## <u>Assignments and Grading</u>

Outlined below are the assignments and grading for this course. More detailed information on the assignments and grading rubrics are in the *Course Assignments* module. This course is Pass/No Pass. 80% or above **on all assignments** is considered passing

<u>General Overview</u>
The evaluation of your work in this course is a letter grade based upon the following:

- Participation - 30%
  All weekly online activities and attendance in face to face classes will have participation points that will contribute to this grade.  Weekly online activities are expected to be done by the due date or no participation points will be awarded. Attendance in the entire face to face classes is required or  no participation points will be awarded for that day, unless arrangements have been made ahead of time.

- Narrative Reading Assignment and Reflection Paper - 30%

- *Zine* Assignment - 30%
  5 weekly *Zine* pages will each be worth 4 points, final *Zine* presentation worth 10 points

- Ethical Dilemma Abstract - 10%

An explanation of the graduate grading system can be found online in the student handbook.  An A represents exceptional work (A+) that exceeds the requirements of the assignment. Below a B- is considered unacceptable graduate level work.  If you receive below a B- on a written paper and it was turned in on time, you may request to rewrite the paper. If you rewrite the paper your final grade will be the average of both grades.

Please see the policy on incompletes in the Student Handbook before requesting an incomplete.

Written Assignments

Typed, double-spaced, 1-inch margins, 12-point font, and APA style for citations and references and consistent with the above statement on academic honesty and integrity.  You do not need a running head, abstract, or 1 ½-inch margins.

Assignments are graded on both content (thoroughness, clarity, completeness, depth, substantiation) and style and organization (grammar, spelling, editing, cohesion, clarity, creativity, APA style). Content will account for 90% of the grade, style and organization for 10%.  Specifically, I look for:

- Relevant, defined, and understandable organizational structure
- Smooth, logical, and clear transitions between/among ideas
- Clarity and cohesion of thinking/ideas
- Interesting, independent and creative ideas
- Well supported arguments
- Salient and appropriate use of the literature, citations and references
- Writing style consistent with the assignment
- Utilization of your own voice/self as you struggle to integrate the concepts/ideas and the practice of social work

All written assignments are to be on time, unless arrangements have been made ahead of time.  Late papers will automatically drop a grade.  Because of the numerous assignments we advise you to complete them on time.

The following resources may be helpful to assist you with your writing
- Introduction to the Library and Social Work Guide https://youtu.be/GgQGT3RpV-4
- Article Search Strategies and Social Services Abstracts https://youtu.be/v_Cvl-XfuGo
- Article Searching in Google Scholar https://youtu.be/JadlcNjVsLU
- Online Writing Lab (OWL) at Purdue http://owl.english.purdue.edu/owl

**Assignment #1 Narrative Reading Assignment and Reflection Paper**
**Due to D2L Narrative Reading and Reflection Paper Assignment Folder Tuesday Week 8 (30%)**

Narrative Reading Assignment
Select one of the books off the SW 589 Book List or any other book that provides a narrative on the lived experiences of people with whom you will work this year. This can include personal narratives, memoirs, and novels focused on people's lived experiences.   As you read the book, think about the following:
- How have privilege and oppression impacted their stories?
- How did you feel as you read the story? What emotions surfaced? What was comfortable and what was uncomfortable?
- How has reading the book enriched your understanding of the stresses people face and the resiliencies they possess to overcome some of the obstacles before them?
- What societal structures and processes impact individuals in the book?
- How can you use what you have read to work effectively in your upcoming field placement?

Written Reflection Paper
In a 4-5 page paper address the following, integrating the course readings, activities, and the chosen narrative reading using APA style. Integrate at least 4 articles from this course as you address the #2 and #3. A reference page is expected. Your paper will be evaluated using the Reflection Paper Rubric that is in the D2L Assignment module.

1. Identify where and with whom you will be working in your field placement this year.  Identify your chosen narrative reading, a one-paragraph summary of the focus of the story, and how it links to your field placement. (one paragraph)
2. Based on your chosen reading address the following questions:
   a. How have privilege and oppression impacted their stories?
   b. What societal structures and processes impact individuals in the book?
   c. What stresses do people face and resiliencies do they possess to overcome some of the obstacles before them?
3. How has the content of this course and your chosen reading informed your upcoming advanced year? What are your hopes and fears? What will you do differently in your advanced field placement from what you did in your BSW field placement? What are you tuning in to as you think about beginning your work?

**Assignment #2 *Zine***
**One *zine* page is due to D2L *Zine* Assignment folder the end of weeks 2, 3, 4, 5, and 6**
**Final Presentation Week 8 In class (30%)**
5 weekly *Zine* pages will each be worth 4 points, final *Zine* presentation worth 10 points

*Zines* are self-published "magazines" that you will develop over the term and will provide a creative way for you to integrate the course material. This will occur through the creation of a five page *zine*. Reflection, reflective practice, critical thinking, integration and creativity are core elements of social work practice.  Students will express active reflection and engagement with course content and identify struggles or areas of growth through the creation of the *zin*e.

Thematic areas of a *zine* can include: identifying social justice issues; integration of theory; practice dilemmas, self-reflection; critical conscious raising; building group solidarity; inspiring action.  Other thematic areas identified by students are most welcome. Make the *zine* your own: Journaling, cartoons, drawings, poetry, songs, watercolors, collage, etc. are all welcome! Examples of zine pages are available in D2L.  Your zines will be evaluated using the Zine Rubric that is in the D2L Assignment folder.

Weekly *zine* pages – Due Weeks 2, 3, 4, 5 and 6 Sunday night 11:59pm (worth 4 points each week)
You are expected to complete one page  (8 ½ x 5 1/2) each week that reflects the weekly themes, discussions, and readings, including your chosen narrative reading. Identify the week on the *zine* page and upload a copy or picture of the page to D2L Assignment folder

Final *Zine* Presentation – Due Week 8 In Class (worth 10 points)
Bring your completed zine, including a cover page and all 5 Zine pages to class Week 8 to share with your classmates. Each student will be asked to pick one page of their zine that reflects the depth of their reflective capacities and that you are most proud of to share with the class.

Address the following in a presentation less than 5 minutes:
- What week is reflected in this page
- What was the theme or content of the week
- Describe the content of the page and how the work reflects your thinking about the theme or content of the week

**Assignment #3 Ethical Dilemma Annotated Bibliography**
**Due to D2L Ethical Dilemma Assignment Folder by the end of Week 5 (10%)**

Find at least two articles that address common ethical challenges or dilemmas that are encountered in the area of practice where you will be doing your field placement. Read the articles and write an annotated bibliography for each article that summarizes the content.  Your annotation need only summarize the article.  You are expected to use APA format, listing the bibliographic information first and then your summary in paragraph form. You will not be able to pass this assignment if you do not use APA style.  Detailed information on annotated bibliographies is available on the Purdue OWL website. Your annotated bibliography will be evaluated using the Ethical Dilemma rubric that is in the D2L Assignment folder.

For this assignment you will have to complete a topical search to find articles. Some resources to support you doing that are listed below:
     *Introduction to the Library and Social Work Guide* https://youtu.be/GgQGT3RpV-4
     *Article Search Strategies and Social Services Abstracts* https://youtu.be/v_Cvl-XfuGo
     *Article Searching in Google Scholar* https://youtu.be/JadlcNjVsLU

**Weekly Topical Outline and Assigned Readings**


**Week  1: Introduction - Face to Face class**

Readings:
McIntosh, P. (1988). White Privilege: Unpacking the Invisible Knapsack.

DiAngelo, R. (2011). White Fragility. *International Journal of Critical Pedagogy, 3*(3), 54-70.

Kivel, P. (2000). *Social service or social change? Who benefits from your work?*
www.socialworkgatherings.com/Social%20Services%20or%20Social%20Chang.pdf

Margolin, L. (1997). Introduction. In *Under the cover of kindness: The invention of social work*. (pp. 1-12). Charlottesville: The University Press of Virginia.

Moya Salas, L., Soma, S., & Segal, E. (2010). Critical theory: Pathway from dichotomous to integrated social work practice. *Families in Society: The Journal of Contemporary Social Services, 91*(1), 91-96.

Dismantling Racism. (2017). White Supremacy Culture handout retrieved from
www.dismantlingracism.org


**Week 2: Theory and Practice - Online Class**

Readings:

Suarez, Newman & Reed (2008) Critical consciousness and cross-cultural intersectional social work practice: A case analysis. *Families in Society, 89*(3): 407

Jani, J. & Reisch, M. (2011). Common human needs, uncommon solutions: Applying a critical framework to perspectives on human behavior. *Families in Society*, *92*(1), 13-20.

Madsen, W. C. (2007). What we see is what we get: Reexamining our assessment process, in *Collaborative therapy with multi-stressed families*. (pg. 46-86) New York: Guilford Press.

Lewis-Fernandez, R. & Diaz, N. (2002). The cultural formulation: A method for assessing cultural factors affecting the clinical encounter. *Psychiatric Quarterly, 73*(4), 271- 295.

Optional
    Sucharov, M. (2013). Politics, race, and class in the analytic space: The healing power of therapeutic
    advocacy. *International Journal of Psychoanalytic Self Psychology*, *8*(1): 29–45.

**Week  3:  Assessment - Face to Face Class**

No additional readings

**Week 4: Social Work Ethics and Ethical Dilemmas**

Readings:
Allen, K. (2012) What is an ethical dilemma? *The New Social Worker, 19*(2).

Reamer, F. (2003). Boundary issues in social work: Managing dual relationships. *Social Work*, *48*(1), 121-153.

Mattison, M. (2000).  Ethical decision making: The person in the process. *Social Work, 45*(3), 201.

Hardina, Donna. (2004). Guidelines for ethical practice in community organization. *Social Work, 49*(4), 595-604.

Jennings, A and Ralph, R. (2007) In Their Own Words: Trauma survivors and professionals they trust tell what hurts, what helps, and what is needed for trauma services.

Collaborative Learning Projects. (2004). The Do No Harm Handbook (The Framework for Analyzing the Impact of Assistance on Conflict). Cambridge, MA: Do No Harm Project.

**Week 5: Intervention, Crisis Intervention, and Collaboration**

No additional readings

**Week 6: Professionalism and Field Education**

Readings:
A Developmental Approach to Field

Sabala, G. (2016). 5 keys to success in your social work field placement. *The New Social Worker, Summer 2016*, 6-7.

Baird, B. (2014). *The Internship, Practicum, and Field Placement Handbook: A guide for the helping professions.* New York, NY: Pearson Education (Chapter 14).

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**Week 7: Supervision, Identity, and Conflict**

Readings:
Hair, H. (2014) Power relations in supervision: Preferred practices according to social worker.
*Families in Society*, 95(2): 107-114.

Beddoe, L.; Davys, A.M.; Adamson, C. (2014) Never trust anybody who says "I don't need supervision": Practitioners beliefs about social work resilience. *Practice: Social Work in Action 26*(2):113-130.

Miehls, D. (2010) Contemporary trends in supervision theory: A Shift from parallel process to relational and trauma theory. *Clinical Social Work Journal, 38*: 370–378

>    Shields, K. (1994). Inner resources for social change. In *In the tiger's mouth: An empowerment guide for social action* (pp.3-41). New Society Publishers.

Optional:
Ali, A & Lees, K.E. (2013). The Therapist as Advocate: Anti-Oppressive Advocacy in Psychological Practice. *Clinical Psychology:In Session, 69:*162-171.

**Week 8: Reflection, Integration, and Social Work Practice**

No additional readings

# Advanced Clinical Practice Specialization Courses

## ADVANCED CLINICAL SOCIAL WORK PRACTICE I
### (3 Credit Hours)

The clinical concentration builds on the foundation year and provides advanced training in clinical practice that is grounded in social work perspectives, values, and ethics. Students are prepared for clinical work with adults in various agency settings addressing a range of emotional, behavioral, mental health, and addiction concerns.  The theoretical models put forth will be grounded in strength-based, trauma-informed, anti-oppressive and collaborative perspectives.  Engagement and multi-dimensional assessment with individuals, groups, and families will be explored with special attention to relational self-awareness, cultural responsiveness and the "common factors" associated with positive therapeutic outcomes.  The sequence will familiarize students with intervention modalities that make use of evidence-based principles and that include brief and long-term psychotherapy/counseling, crisis intervention, client-centered advocacy and case management. This social work approach to clinical practice is informed by principles of social justice and recognition of the systemic contexts of practice and thus includes advocacy, activism, and policy-practice with, and on behalf of, clients.

## Course Description

This is the first term of a three-course sequence.  The course addresses how to enter into clinical work in ways that are respectful and honoring of the strengths, vulnerabilities, goals, and needs of client systems and are responsive to the socio-political and systemic contexts of clients' lives. Special attention is given to positive engagement, creation of a therapeutic alliance, and case-conceptualization grounded in critical theory and developmental perspectives.  Best practices are put forward that are grounded in the research on common factors associated with positive outcomes.  Students are supported to connect with their own competence, compassion, and hope; and to develop self-awareness and intentionality.  They are encouraged to recognize oppressive condition and pathologizing narratives that impact both client systems and providers and to take a critical social work approach to clinical practice that supports possibility, and client driven healing.

## Course Objectives
At the completion of this term students will demonstrate the ability to:
- Create therapeutic alliances that are collaborative, strength-based, contextually informed, and anti-oppressive.
- Engage effectively with client systems, utilizing the "common factors" and "best practices" associated with positive outcomes.
- Understand, compare, critique, and apply client-centered theory and clinical practice models
- Demonstrate a capacity to manifest empathy, warmth, and genuineness in clinical interventions.

- Provide multi-dimensional assessments that are strength-based and recognize contextual issues (family, community, socio-cultural, and agency).
- Collaboratively develop relevant and realistic treatment plans or goals in a manner that elicits client motivation and engagement.

These course objectives will support students to develop the following advanced competencies:

**Competency 6 - Engage with Individuals, Families, Groups, Organizations, and Communities**
Advanced clinical practitioners value engagement as an ongoing component and dynamic process of practice. Advanced clinical practitioners consistently attend to and sensitively invite discussion of interpersonal and contextual factors that influence the therapeutic relationship. They actively use reflective listening, validation, empathy, warmth and collaboration in practice, supervision, and with colleagues Advanced clinical practitioners understand the different strategies, skills, practice models and theoretical frameworks use to engage individuals, families, groups, organizations and communities. Advanced clinical practitioners demonstrate awareness of their personal experiences and affective responses and how these influence their engagement with diverse clients.

**Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities**
Advanced clinical practitioners understand that assessment is a continuous component of effective clinical practice with individuals, families, groups, organizations and communities. Clinical assessments are multi-dimensional (bio-psychosocial and spiritual), and are grounded in evidence-based theoretical practice models. Advanced clinical practitioners acknowledge the complexities of the practice context and conduct assessments with attention to strengths, diversity, experiences of historical oppression and trauma, resources, and vulnerabilities. Advanced clinical practitioners recognize how their personal experiences and use of self in the clinical interaction constrain or expand assessment practices with individuals, families, groups, organizations and communities. The ethical values of service, respect, social justice, relationship, and client self-determination are present in all initial and on-going assessment activities carried out by the advanced clinical practitioner.

**Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities**
Advanced clinical practitioners critically evaluate, select, and implement evidence-based interventions that are culturally relevant for the diverse groups of individuals, families, groups, organizations and communities with whom they work. Advanced clinical practitioners work collaboratively with individual, family, group, organization and community client systems to identify and implement clinical intervention techniques for a range of presenting concerns and on-going problems. Grounded in a strengths-based, ecological model of intervention, advanced clinical practitioners collaborate with other professionals to ensure delivery of relevant treatment interventions and integrate feedback from clients, colleagues and supervisors to enhance treatment intervention outcomes. Advanced clinical practitioners engage in constant self-reflection in order to provide culturally relevant, context specific interventions to individuals, families, and groups.

**Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Advanced clinical practitioners understand that evaluation of practice is an ongoing and an integral part of practice with individuals, families, groups, organizations and communities. Advanced clinical practitioners consistently use standardized assessments, outcome measures, and other tools to evaluate and monitor outcomes.. Advanced clinical practitioners understand and client progress as a measure of clinical effectiveness. Advanced clinical practitioners are aware of evaluation bias and validity issues and carefully select and use evaluation tools appropriate for diverse client groups.

**Access and Inclusion for Students with Disabilities**

PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

**Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking**

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

**Names and Gender Pronouns**
Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

**Populations at Risk**
Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk. Course content (including readings, lectures, class discussions, and assignments) educates students to identify how social group membership influences access to resources, and presents content on the dynamics of risk factors and responsive and productive strategies to redress them. Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice (e.g., distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege). Vulnerable, oppressed, and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed. Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW social work code of ethics.

**Academic Honesty and Integrity**
All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

It is plagiarism to lift words, sentences, and paragraphs from websites, as well as from books and journals or to summarize another person's ideas without appropriate citations. It is plagiarism to use another student's work as your own. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Grading**
The following PSU grading scale is employed at the graduate level:

| A | 4.00 | C | 2.3 | D | .67 | The grading system at the graduate level is defined as |
|---|------|---|-----|---|-----|----|

| | | + | 3 | - | | follows: |
|---|---|---|---|---|---|---|
| A - | 3.67 | C | 2.00 | F | 0 | A—Excellent |
| B + | 3.33 | C - | 1.67 | | | B—Satisfactory<br>C—Below graduate standard<br>D/F—Failure |
| B | 3.00 | D + | 1.33 | | | |
| B - | 2.67 | D | 1.00 | | | |

A grade of B- or higher is required in this course in order to pass and receive graduate credit.

## **Incompletes**
A student may request an incomplete from an instructor when all of the following criteria apply:
- Quality of work in the course up to that point is C level or above.
- Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
- Reasons for assigning an "I" must be acceptable to the instructor and to the Office of Graduate Studies. The student does not have the right to demand an "I." An instructor is entitled to insist on appropriate medical or other documentation. The circumstances must be unforeseen or be beyond the control of the student. *In no case is an "Incomplete" grade given to enable a student to do additional work to raise a deficient grade.*
- A Request for Incomplete form (on student web center) is completed by the student and discussed with the instructor prior to the end of the course. The instructor will determine if the request meets University policy, as indicated above, and if approved a due date for the remaining work will be determined and the form signed by both instructor and student. (more detail is in the MSW Student Handbook)

## **Confidentiality and Privacy**
It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to follow the NASW Code of Ethics in regard to confidentiality.
www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private. However, if the instructor has reason to believe that your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution. The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to

them in class. Any remaining papers, projects or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

**PSU and SSW Policies that Guide Faculty and Student Behavior**
All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting.

 PSU requires work and study free from discrimination and harassment. PSU Office of Equity and Compliance has adopted a formal Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/divrsity/office-of-equity-compliance.

**Attendance and Professional Behavior**
Social work is a profession that requires a high level of professionalism and self-awareness. You will be expected to demonstrate that in the classroom, in the same manner as you would in the work place. This will require you to be present and engaged in classroom activities and to maintain a respectful learning environment (i.e., **arrive to class on time, turn off your cell phone, NO TEXTING, no side conversations, maintain confidentiality, complete the exercises, and stay for the entire class**).

**Instructional Methods**
Lecture, discussion, experiential exercises, role playing, sharing professional experiences, video tapes.

**Student Role**
Attendance, participation, professionalism

Students are expected to attend all class sessions. Absences should be used for rare and unusual circumstances.  Furthermore, students are expected to inform the instructor in advance of any absence.

Student participation is expected via discussion, demonstration of skills, role-playing, and other experiential learning.

Professionalism should be evident in classroom conduct and assignments.   Students should prepare work with proper grammar, spelling, formatting and in a manner that reflects preparation for a terminal professional degree at the master's level.  It is the student's responsibility to secure assistance on assignments ahead of their due date. Course work will be evaluated on content, critical thinking, structure/formatting and clarity of presentation.  Creativity, the incorporation of social work values and the advancement of multiple perspectives are also expected.

Social work is a profession that requires a high level of professionalism and self-awareness. You will be expected to demonstrate that in the classroom, with the professor and your classmates.

Please arrive on time, plan to stay the entire class session, refrain from using your cell phone (including texting) and do not pack up prior to the end of the class session.

A special word about e*lectronic devices in the classroom***:**
Laptop computers and tablets may be used to support learning activities in the classroom. These learning activities include: taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. This includes e-mailing, texting, social networking, and use of the Internet. If a student if found to be using their electronic device inappropriately, they forfeit the opportunity to use the device for the remainder of the term. The use of cell phones during class time is prohibited. Please turn off cell phones and refrain from taking calls unless you are "on call" and have cleared this with the instructor prior to class.

## Required Texts

- Boyd-Franklin, N., Cleek, E.N., Wofsy, M., & Mundy, B. (2013). *Therapy in the real world: Effective treatments for challenging problems.* New York: Guilford Press. *Note: We will use this text all year.*

- Additional readings are posted on our course D2L site.

## Student Evaluation

This course emphasizes the process of learning, collectively and individually. While the professor and students recognize the importance of grades as a formal measure of achievement in a course, students are encouraged to work to their fullest potential and measure their success individually and not in comparison to other learners.

It is anticipated that as learners in a graduate level course, you are interested in attending and participating actively and that you will be prepared to do so upon arrival at each class session. The professor will not make judgments about the reason for absences but does appreciate receiving communication ahead of your absence. A significant amount of learning takes place during class; you are responsible for understanding the material covered during your absence and obtaining any in-class handouts.

Incomplete Grades are strongly discouraged and are granted in only extraordinary circumstances. If you recognize the need to request an incomplete grade, a formal letter must be written and submitted to the instructor prior to the final class session. An evaluation of the graduate grading system is located on-line in the student handbook.

Evaluation of student performances will be based on assignment completion during the semester and weighted in the following way:

Assignment 1: 15%
Assignment 2: 35%
Assignment 3: 50%

_____
Total     100%

**Types of student projects that will be the basis for evaluating student performance**
**\*See Syllabus Assignment Addendum\***

Assignment 1:  Eliciting and Responding to Client Feedback
Assignment 2:  Practicing Client Centered Listening
Assignment 3: Application of Theory to Practice


## *Class Session Topical Outline*

| | Date | Topic | Reading | Special Notes |
|---|---|---|---|---|
| 1 | | <ul><li>Introductions</li><li>Syllabus and assignment review</li><li>Culturally responsive practice</li><li>Honoring ourselves, honoring our clients</li></ul> | "Just therapy" (Waldegrave & Tapping, 1990)<br><br>"Knowing in action" (Stickel & Trimmer, 1994) | |
| 2 | | <ul><li>Thinking about theories</li><li>Core principles of collaborative, strengths-based relational engagement</li><li>Core skills of engagement (reflective listening and empathy)</li><li>Assessment and care of self</li></ul> | Boyd-Franklin Ch. 1 and 3<br><br>"In search of subjugated knowledge" (Hartman, 1992)<br><br>"Strengths-based SW assessment" (Graybeal, 2001)<br><br>"Stepping off the throne" (Duncan, Hubble & Miller, 1997) | |
| 3 | | <ul><li>Humanistic and client-centered theory</li><li>Utilizing supervision</li></ul> | Boyd-Franklin, Ch. 4<br><br>"Psychotherapy of Carl Rogers" (Farber, Brink, & Raskin, 1996)<br><br>"On becoming human" (Rogers, 1961)<br><br>"Supervision" (Baird, 1996)<br><br>"Role of empathy in supervision" (Dean, 1984) | *Complete Assignment 1 in class*<br><br>**Assignment 1 Due** |
| 4 | | <ul><li>Working with resistance (reluctant and mandated clients)</li><li>Motivational Interviewing</li><li>SBFT</li></ul> | "Principles of MI" (Miller & Rollnick, 1991)<br><br>"Theory of MI" (Miller & Rose, 2009)<br><br>Boyd-Franklin Ch. 6<br><br>"SFBT" (Berg & Gallagher, 1991) | *Video will be shown in class that is the basis for Assignment 2* |

| | Date | Topic | Reading | Special Notes |
|---|---|---|---|---|
| 5 | | ● Cognitive behavioral therapy model | Boyd-Franklin Ch. 7<br><br>"[Beck] CBT Ch. 1 & 2" (Beck, 2011)<br><br>"[Wright] Learning CBT Ch. 1" (Wright, Basco, & Thase, 2005)<br><br>"CBT Review Meta-Analysis" (Butler, Chapman, Forman, & Beck, 2005)<br><br>"CBT and Multicultural Therapy" (Hays, 2009)<br><br>"Barlow CT for depression" (Barlow, 2014)<br><br>"Unhelpful thinking styles" | |
| 6 | | ● Dialectical behavior therapy | 2 Articles on DBT | **Assignment 2 Due** |
| 7 | | ● Trauma-informed care<br>● Grief and Loss | "In terror's grip" (van der Kolk, 2002)<br><br>"Trauma-informed care APA newsletter" (Butler & Wolf, 2009)<br><br>"Trauma informed care and mental health" (Butler, Critelli, & Rinfrette, 2011) | |
| 8 | | ● Evidence based practice<br>● Empirically supported treatments<br>● Choosing and personalizing our therapeutic approach | Boyd-Franklin Ch. 2<br><br>"Beyond EST's" (Wachtel, 2010) | |
| 9 | | ● Considering context for practice<br>● Social justice, oppression, cross-cultural perspectives | Boyd-Franklin, Ch. 9, 13-14<br><br>"Therapist as Advocate" (Ali & Lees, 2012)<br><br>"Cultural Context Model" (Almeida, Woods, Messineo, & Font) | |
| 10 | | ● Looking ahead to next term<br>● Course closure | | **Assignment 3 Due** |

### *Assignment Addendum*

In this term, there are three primary assignments on which the course grade is calculated:

Assignment 1: Eliciting and Responding to Client Feedback, 15%
Assignment 2: Practicing Client Centered Listening, 35%

Assignment 3: Application of Theory to Practice, 50%

Papers should adhere to the APA Writing Guide, 6<sup>th</sup> Edition.  This includes but is not limited to APA formatting, font, text size, spacing, page numbering and reference citation.  It is expected that students have a title page with running head, per APA.  An abstract however is not required for any assignment.

Assignments in this course are graded on both content (thoroughness, clarity, completeness, depth, substantiation) and style and organization (grammar, spelling, editing, cohesion, clarity, creativity, APA style).  Specifically, assignments should be:

- Relevant and understandable with logical flow and organizational structure
- Smooth and clear with transitions between/among ideas
- Clear and cohesive
- Interesting, independent and creative
- Salient and appropriately use the literature in support of your arguments
- Expressions of your thoughts and beliefs, using your voice

*Please note:*
- *When referring to yourself in writing, use 3<sup>rd</sup> person (e.g. this writer, this student)*
- *When writing about a client/patient, please always write in past tense*

Students are welcome to visit with the professor or submit work for review in advance of submission deadline (details provided in class).  For assistance with writing, please consider the following resources:
- *Introduction to the Library and Social Work Guide*
  https://youtu.be/GgQGT3RpV-4
- *Article Search Strategies and Social Services Abstracts*
  https://youtu.be/v_Cvl-XfuGo
- *Article Searching in Google Scholar*
  https://youtu.be/JadlcNjVsLU
- *Online Writing Lab (OWL) at Purdue*
  http://owl.english.purdue.edu/owl

**Assignment #1: Eliciting and Responding to Client Feedback
(Due Week 3)**

This assignment will be completed in class during the second class session. Students will have time to complete the provided documentation required for this assignment.  It should be submitted to the professor before leaving class.

The purpose of this assignment is to provide students with the opportunity to practice skills related to authentically eliciting and responding to clients with empathic feedback.

**Procedure for Assignment**

**Part 1**: You will be assigned a partner for this activity. With your partner, find a quiet space in the room, building or outside. Make sure both people are comfortable and can hear each other. Determine which person will serve as client and which as clinician (you will change roles later). You do not need any materials with you to complete this portion of the assignment.

Use the Scott D. Miller (2001) protocol handout and engage in an authentic conversation with your partner. It is important to show up as you are in that moment—THIS IS NOT A ROLE PLAY. This is a structured interaction wherein you and a classmate have the opportunity to practice clinical skills.

This portion of the activity should take about 10 minutes.

**Part 2**: Immediately following the interaction, take time to individually complete the rating forms as honestly as possible. Do this individually and do not discuss the rating with you partner. Be thorough in your comments and apply course material to your answers. Your rating sheet will only be seen by the professor and not your partner or any other student.

This portion of the activity should take about 20 minutes.

When the first round is complete and each person is finished with the rating form from Round 1, change roles and repeat.

### Assignment #1: Eliciting and Responding to Client Feedback
### Due Week 2

### Script for Interaction

*The content of this script is taken from the work of Dr. Scott D. Miller (2001) of the International Center for Clinical Excellence*

"I'm going to ask you some questions about four different areas of your life, including your individual, personal and social functioning. Each of these questions is based on a 0-10 scale with 10 being very high (or very good) and 0 being low (or very bad). Do you have any questions about the scale?"

*Note to Interviewer: The client's responses to the specific outcome questions should be used to transition into a brief conversation about each domain of the client's life. Be mindful of the total time you have (10 minutes). Remember that the goal is to elicit authentic responses and respond empathically.*

Thinking back over the last week…

1. How have you been doing personally? (on a scale from 0-10)

   - If the client asks for clarification, you should say "yourself" or "you as an individual", "your personal functioning"
   - If the client gives you two numbers, ask "which number most closely represents how you've been doing"

2. How have things been going in your relationships? (on a scale from 0-10)

   - If the client asks for clarification, you should say "in your family" or "in your close personal relationships"
   - If the client gives you two numbers, ask "which number most closely represents how things have been going"

3. How have things been going for your socially? (on a scale from 0-10)

   - If the client asks for clarification, you should say "your life outside the home in your community" "work" "school" "faith community"
   - If the client gives you two numbers, ask "which number most closely represents how things have been going"

4. So, given your answers to questions about the specific areas of your life, how would you rate how things are in your life overall? (on a scale from 0-10)

### Assignment #1: Eliciting and Responding to Client Feedback

*The content of this rating sheet is taken from the work of Dr. Scott D. Miller (2001) of the International Center for Clinical Excellence*

### Session Rating Sheet-- Client

Your name: _____

Please rate today's session by placing a park on the line nearest to the description that best represents your experience and provide concrete, specific information about how you arrived at that decision.

### Relationship

I did not feel heard,          _____          I felt heard,
understood or                                                                    understood
respected                                                                        and respected

*Evidenced by*:
_____

_

_____

_____

## Topics

We did not talk
about what I
wanted                    _____    We did talk
                                                                                about what I
                                                                                wanted

*Evidenced by*:
_____

_

_____

_____

## Approach

The therapist's
approach is not a
good fit for me          _____    The therapist's
                                                                                approach is a
                                                                                good fit

*Evidenced by*:
_____

___

_____

_____

## Overall

There was
something missing
in the session
today                    _____    This session
                                                                                was right for
                                                                                me

*Evidenced by*:
_____

—

_____

_____

## Assignment #1: Eliciting and Responding to Client Feedback

*The content of this rating sheet is taken from the work of Dr. Scott D. Miller (2001) of the International Center for Clinical Excellence*

## Session Rating Sheet—Clinician

Discuss your awareness of the environment, client affect, assignment situation and your emotions. What impact did these and other factors have on your ability to be fully present?

What did you do well in the interaction?

What clinical skills related to eliciting and responding to client feedback would you like to improve?

What assumptions did you make in the interaction?

Using a 0-10 scale where 0 is not very good, 10 is outstanding, and 5 is adequate, how would you assess your overall ability to achieve the desired goals in this clinical interaction? _____

**Assignment #2: Practicing Client Centered Listening**
**Due Week 6**

This assignment is based on an in-class viewing of a videotaped interview of a real client. The purpose of the assignment is to simulate a client session where you have the opportunity to practice listening and attend to both content and process as related to the client and to you.

This assignment has three parts. It is strongly recommended that you use subheadings to designate each section. This assignment should not exceed 6 pages.

**Part I**: This is a 1-2 paragraph summary formulation of the client's demographic information, presenting problem as defined by the client, factors that maintain the problem, past efforts to ameliorate the problem, level of distress, etc. This paragraph should conclude with your hypothesis, stated in 1-2 sentences.

**Part II**: As you watch the client interview, transcribe verbatim 10-12 statements spoken by the client. The sentences that you select should be those that stand out to you in some way, those that are remarkable. These statements often come from the middle of the session, though not always. Select 6 of the 10-12 statements. For each of the 6, note the following: 1) process communication by the client; 2) therapist thoughts; 3) therapist assumptions; 4) paraphrase statement; 5) reflect feelings; 6) validate (underlying or implicit longings, goals, positive intentions or healthy needs).

<u>**Example**</u>
**Client Statement (CS):** My step-dad is such a jerk.
**Client Process Communication (CPP):** Looking off into distance, fists clenched
**Therapist Thought (TT):** He's just like every other teenager. He is ungrateful. I wonder if my son talks about me that way. He's really hurting and doesn't understand how much his step-dad wants a relationship with him.
**Therapist Assumption (TA)**: Likeness to other teens, ungrateful, that he's hurt, that his step-dad is altruistic in wanting a relationship, culturally it's okay to have a close relationship with his step-dad
**Paraphrase Statement (PS):** So you're really upset with your step-dad
**Reflected Feeling (RF):** You're unhappy and frustrated and maybe a little angry
**Validate (V):** It's really normal to have strong feelings toward family members, even negative feelings.

*Note: Part II does not need to be written in complete sentences or be written in narrative text.*

**Part III**: This portion of the assignment provides an opportunity for your overall professional self-reflection in the clinical interaction. It is recommended that you take approximately 2 pages to consider the following:

1) What were your initial impressions of the client?  How did you form those impressions and what influence did they have on your ability to listen (to both content and process)?
2) Were you emotionally present throughout the session? Were you distracted by anything? What was your emotional response?
3) Were you able to remain client-centered and non-directive?  If so, how did you accomplish this, if not, what interfered?
4) What did you do well? How can you continue to improve?

### Assignment 3: Application of Theory to Social Work Clinical Practice
### Due Week 10

This assignment provides an opportunity for you to demonstrate your capacity to apply practice theories as a guide to assessment and intervention planning. Using the Case of Maria, select 2 practice theories for which there is an evidence base for use in the case.

You will likely find that this term best prepares you to discuss and apply a cognitive behavioral theoretical approach; however, you are welcome to select a different theory as the focus of your paper. Below is a short list of theoretical/therapeutic models you may wish to consider:

| | |
|---|---|
| Narrative Therapy | Solution focused Therapy |
| Client Centered (Rogerian) Therapy | Gestalt Therapy |
| Acceptance and Commitment Therapy | Emotionally Focused Therapy |
| Cognitive Behavioral Therapy | Self-psychology / Ego Psychology |
| Adlerian Therapy | Behavioral Analysis |
| Dialectical Behavioral Therapy | |

This assignment has three parts.  It is strongly encouraged that you use subheadings to designate each section.  This assignment should not exceed 8 pages.

### Part I: Overview and Comparison of Theories
- Provide a comparative overview of two practice theories. Discuss the theoretical foundation of the theory, assumptions (about people and the change process and role/stance of social worker) and the main intervention techniques and strategies.
- Select one theory for application. Be sure to provide an evidence based explanation (with appropriate citation) for your selection of this theoretical model for this case. Specify the strengths of the theory you selected.

*Note: This section will be approximately 3 pages in length and should contain no less than 4 unique source citations (course readings are permissible).*

### Part II: Application of the Selected Theory
Apply the theory you selected to the Case of Maria in the following ways:
- Write a 1-2 paragraph theory driven case-formulation:  Summarize your formulation of the presenting problem using the language and concepts of the theory you've selected.

- Determine 3 realistic treatment goals using the language and concepts of the selected theory. For each goal, list three theory specific activities or techniques that will be used to achieve each goal.
- Based on your formulation and the stated goals/actions, provide a summary of your intervention plan in 1-2 paragraphs (Think: what will be done, who will do it, by when and how will it be evaluated).
- Provide the (~1 page) transcript of a sample intervention that demonstrates use of a theory specific intervention aimed at one of the treatment goals.

**Part III: Discussion and Professional Self-Reflection**
In approximately 2 pages, discuss the merits and deficits in selection and application of the theoretical model applied to the Case of Maria. You may wish to consider the following:
- How well suited is the theoretical approach to this particular client and/or to the setting described in the case overview?
- How does this approach guide you in regard to self-awareness, use of self, and the nature of the therapeutic relationship?
- To what extent does this theoretical approach support the common therapeutic factors?
- How might you hold yourself accountable or evaluate treatment effectiveness and responsiveness?
- What other approaches might you integrate to more effectively address this client's struggles?
- How well are you able to address issues of oppression and diversity working within this theoretical model?

**Assignment #3: Case of Maria**

*You work in a community mental health as a therapist. In the initial intake sessions (2), you are able to garner the following history:*

Maria was a 25-year-old Latina encouraged by her daughter's Head Start teacher (Meg) to seek mental health services for herself. Maria was a single parent. She had three children (Joseph-5, Annalise-4, Anthony-6 months). The children's father (Joe) lived with Maria 5 years ago for a little over one year. Joe left without warning just before Annalise was born. When Maria asked Joe where he was going, his response was "I don't need to tell you. You don't need to know where I am. If you're good, I'll be back."

Soon after Joe left, Maria moved in with her maternal aunt where she lived until approximately one year ago. At that time, Joe moved back to town and encouraged Maria to move into an apartment with him. Against her aunt's expressed wishes, Maria and her three kids moved in with Joe. Maria's aunt was concerned about Joe's drug and alcohol use and his "unpredictable life style".

After moving back in with Joe, Maria described feeling isolated and overwhelmed. She missed her aunt but described herself as "too proud to beg to go home" (which is what she called her aunt's house).

Maria had significant trauma in her early childhood. An only child, she was sexually abused by her step father between the ages of 8 and 11 years old. She reported the abuse to her classroom teacher when she was 11. Maria's mother continued to expose Maria to inappropriate contact with her step-father and other familial perpetrators. Child Protective Services became involved. Maria was removed from her mother's care. Eventually, parental rights were terminated and Maria was sent to live with her aunt. Maria's mother and step-father are now deceased. Her mother died suddenly of a pulmonary aneurysm when Maria was 18 years old and her step-father died in a car accident about 6 months later. For the six or seven years before their deaths Maria had only very limited contact with her mother (by cards and letters about once or twice a year). Maria reported that her mother was a valium addict for many years and went through life "sleep walking". Maria reported feeling remorse at the lack of relationship with her mother and indicated that she was "never really loved by a parent".

Maria was very bonded to her aunt. She described her time with her aunt and her two female cousins (who were 3 and 5 years older than Maria) as "very happy". Maria and her closest aged cousin cleaned houses together. This is work Maria did periodically since the birth of her first child. After high school she started attending the local community college but dropped out due to her first pregnancy. "I wasn't that good at school anyway," Maria commented.

Maria reported no suicidal ideation or attempts but a deep sense of hopelessness, despair and self-hated. She described crying many times every day. She reported not having much of an appetite and sleeping for only 4-5 hours even now that her youngest is sleeping through the night. Maria said she was ashamed of the way her life turned out, especially moving in with Joe again. She said, "I was so stupid. Everybody warned me that Joe was bad news…."

The apartment where Maria and Joe lived with their kids was a good distance from the neighborhood where she lived with her aunt. That neighborhood was in the center of the Chicano community. "I always felt good being in that neighborhood, like proud you know." Maria reported having no real friends, "especially since I moved away [from the neighborhood]".

Maria was very thankful for the Head Start program. She reported that the teachers and staff treated her with great kindness. She stated that she would not have known that Head Start existed if it wasn't for her son's kindergarten teacher who sent her there five weeks ago. The Head Start and kindergarten teacher both expressed their concern to Maria about her health. They noted that she was often unable to make eye-contact, tearful, and disheveled in appearance.

In addition to their concern, they praised Maria for being able to get the kids to school on time, always freshly scrubbed and ready to learn.

The Head Start teacher (Meg) reported that Maria was initially reluctant to follow through with the referral for mental health services. Maria was worried she would "lose the children", be forced to go to hospital or be put on "strong drugs". Maria also worried that "there won't be anyone like me" at the community mental health agency.

Maria has no history of medical problems. She reported having the occasional drink with Joe (never while she was pregnant) and has not used illicit drugs.

When asked what she hoped for, Maria responded, "I'd like to feel better, more hopeful and happy. I'm not sure that can happen for someone like me, but that's what I hope for."

## ADVANCED CLINICAL SOCIAL WORK PRACTICE II
**(3 Credit Hours)**

The clinical concentration builds on the foundation year and provides advanced training in clinical practice that is grounded in social work perspectives, values, and ethics. Students are prepared for clinical work with adults in various agency settings addressing a range of emotional, behavioral, mental health, and addiction concerns. The theoretical models put forth will be grounded in strength-based, trauma-informed, anti-oppressive and collaborative perspectives. Engagement and multi-dimensional assessment with individuals, groups, and families will be explored with special attention to relational self-awareness, cultural responsiveness and the "common factors" associated with positive therapeutic outcomes. The sequence will familiarize students with intervention modalities that make use of evidence-based principles and that include brief and long-term psychotherapy/counseling, crisis intervention, client-centered advocacy and case management. This social work approach to clinical practice is informed by principles of social justice and recognition of the systemic contexts of practice and thus includes advocacy, activism, and policy-practice with, and on behalf of, clients.

## Course Description
This is the second course in a three-course sequence. It focuses on increasing the student's self-awareness of the perspectives, strengths, biases and limitations they bring to this work. Students are supported to learn about family theory and cultural context models as they apply to both their clients and themselves. Goals include an increased understanding of the vulnerabilities and strengths that impact our clients and ourselves. Students are supported to clarify their professional responsibilities and ethics. Students will learn skills in managing reactivity (their own and that of client systems). Continued attention will be given to supporting work in internships and exploring conceptual and practice theories and specific intervention skills related to clinical work with individuals and families.

## Course Objectives
At the completion of this term students will demonstrate the ability to:
- Describe and apply basic elements of family theory and cultural context theory to both clients and to practitioner.
- Demonstrate use of these theories to enhance student's self-awareness of the historic and contextual legacies, personal strengths, vulnerabilities, and biases that impact their professional role.
- Recognize, manage and respond effectively to transference and counter-transference.
- Respond effectively to emotional aspects of client systems, to manage reactivity and to support emotional regulation and processing.
- Recognize and explore the impact of oppression and diversity on themselves and their clients, engage effectively with diverse client systems, and initiate direct conversations about difference and oppression as appropriate.
- Bring macro issues into their clinical practice by naming and addressing social injustices, responding to diversity and oppression, and engaging in empowering interventions.
- Facilitate interventions with diverse families and couples (including LGBTQ, non-traditional families) that include effective engagement, interruption of destructive interactions, and

provision of leadership/structure to assure constructive communication, goal identification, problem solving, and increased empathy between family members.

These course objectives will support students to develop the following advanced competencies:

**Competency 1–Demonstrate Ethical and Professional Behavior**
Advanced clinical practitioners understand and apply social work values and ethics as they bring their professional social work identity to their clinical work. They incorporate strength-based and person-in-environment perspectives and develop and maintain effective therapeutic relationships throughout engagement, assessment, intervention, and evaluation. Advanced clinical practitioners apply ethical decision making skills to specific issues in clinical work including issues related to confidentiality, protection from harm, dual relationships, competence, and commitment to honor and respect client needs. They demonstrate self-awareness and self-reflection in their clinical work including the recognition of strengths, limits, and barriers related to dynamics of power and diversity.

**Competency 2 - Engage diversity and differences in practice**
Advanced clinical practitioners are knowledgeable about many forms of diversity and difference and how these influence clinical engagement, assessment, intervention, and evaluation. Advanced clinical practitioners demonstrate self-awareness regarding their cultural identity, background, and biases and how these interface with those of clients. They recognize ways that cultural factors and the forces of oppression related to these can create or contribute to client struggles, presenting problems, and engagement. Advanced clinical practitioners employ open mindedness and respect as they skillfully explore how cultural identities are a source of strength as well as a source of stress that impacts client needs, challenges, and goals and influences the therapeutic relationship and clinical outcome.

**Access and Inclusion for Students with Disabilities**
PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.
- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage(https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

**Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking**
As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to

report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

## Names and Gender Pronouns
Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

## Populations at Risk
Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk. Course content (including readings, lectures, class discussions, and assignments) educates students to identify how social group membership influences access to resources, and presents content on the dynamics of risk factors and responsive and productive strategies to redress them. Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice (e.g., distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege). Vulnerable, oppressed, and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed. Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW social work code of ethics.

## Academic Honesty and Integrity
All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

It is plagiarism to lift words, sentences, and paragraphs from websites, as well as from books and journals or to summarize another person's ideas without appropriate citations. It is plagiarism to use another student's work as your own. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

## Grading
The following PSU grading scale is employed at the graduate level:

| A | 4.00 | C+ | 2.33 | D- | .67 | The grading system at the graduate level is defined as follows: |
|---|------|----|------|----|-----|---|
| A- | 3.67 | C | 2.00 | F | 0 | A—Excellent |
| B+ | 3.33 | C- | 1.67 | | | B—Satisfactory<br>C—Below graduate standard |
| B | 3.00 | D+ | 1.33 | | | D/F—Failure |
| B- | 2.67 | D | 1.00 | | | |

A grade of B- or higher is required in this course in order to pass and receive graduate credit.

## Incompletes
A student may request an incomplete from an instructor when all of the following criteria apply:
- Quality of work in the course up to that point is C level or above.
- Essential work remains to be done.  "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
- Reasons for assigning an "I" must be acceptable to the instructor and to the Office of Graduate Studies.  The student does not have the right to demand an "I."  An instructor is entitled to insist on appropriate medical or other documentation.  The circumstances must be unforeseen or be beyond the control of the student.  *In no case is an "Incomplete" grade given to enable a student to do additional work to raise a deficient grade.*
- A Request for Incomplete form (on student web center) is completed by the student and discussed with the instructor prior to the end of the course. The instructor will determine if the request meets University policy, as indicated above, and if approved a due date for the remaining work will be determined and the form signed by both instructor and student. (more detail is in the MSW Student Handbook)

## Confidentiality and Privacy
It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor.  If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to follow the NASW Code of Ethics in regard to confidentiality. www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private.  However, if the instructor has reason to believe that your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution. The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to them in class. Any remaining papers, projects or

exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

## Instructional Methods
Lecture, discussion, experiential exercises, role playing, sharing professional experiences, video tapes.

## Student Role
Attendance, participation, professionalism

Students are expected to attend all class sessions. Absences should be used for rare and unusual circumstances. Furthermore, students are expected to inform the instructor in advance of any absence.

Student participation is expected via discussion, demonstration of skills, role-playing, and other experiential learning.

Professionalism should be evident in classroom conduct and assignments. Students should prepare work with proper grammar, spelling, formatting and in a manner that reflects preparation for a terminal professional degree at the master's level. It is the student's responsibility to secure assistance on assignments ahead of their due date. Course work will be evaluated on content, critical thinking, structure/formatting and clarity of presentation. Creativity, the incorporation of social work values and the advancement of multiple perspectives are also expected.

Social work is a profession that requires a high level of professionalism and self-awareness. You will be expected to demonstrate that in the classroom, with the professor and your classmates. Please arrive on time, plan to stay the entire class session, refrain from using your cell phone (including texting) and do not pack up prior to the end of the class session.

A special word about e*lectronic devices in the classroom*:
　　Laptop computers and tablets may be used to support learning activities in the classroom. These learning activities include: taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. This includes e-mailing, texting, social networking, and use of the Internet. If a student if found to be using their electronic device inappropriately, they forfeit the opportunity to use the device for the remainder of the term. The use of cell phones during class time is prohibited. Please turn off cell phones and refrain from taking calls unless you are "on call" and have cleared this with the instructor prior to class.

## Required Texts
- Boyd-Franklin, N., Cleek, E.N., Wofsy, M., & Mundy, B. (2013). *Therapy in the real world: Effective treatments for challenging problems.* New York: Guilford Press.
  *Note: We will use this text all year.

- Additional readings are posted on our course D2L site.

## Student Evaluation
　　This course emphasizes the process of learning, collectively and individually. While the professor and students recognize the importance of grades as a formal measure of achievement in a course, students are

encouraged to work to their fullest potential and measure their success individually and not in comparison to other learners.

It is anticipated that as learners in a graduate level course, you are interested in attending and participating actively and that you will be prepared to do so upon arrival at each class session. The professor will not make judgments about the reason for absences but does appreciate receiving communication ahead of your absence.  A significant amount of learning takes place during class; you are responsible for understanding the material covered during your absence and obtaining any in-class handouts.

Incomplete Grades are strongly discouraged and are granted in only extraordinary circumstances.  If you recognize the need to request an incomplete grade, a formal letter must be written and submitted to the instructor prior to the final class session. An evaluation of the graduate grading system is located on-line in the student handbook.  Evaluation of student performances will be based on assignment completion during the semester and weighted in the following way:

<div align="center">

Assignment 1:  25%
Assignment 2:  35%
Assignment 3:  40%

_____

Total          100%

</div>

**Types of student projects that will be the basis for evaluating student performance**
**\*See Syllabus Assignment Addendum\***

Assignment 1:  You Bring Your Family with You
Assignment 2:  A House Divided
Assignment 3:  A Family Therapy Assessment

**Case Presentation and Consultation and Critical Discussion Group Facilitation**

In addition to the above assignments, there are two pass/fail assignments. Beginning in Week 2 and continuing for the remainder of the year students will be doing case presentations and participating in critical discussion groups facilitated by students. One student will do a clinical presentation each week. The class will be divided into small critical discussion groups that will be facilitated by a different student each week. The specifics of these activities are included in the Syllabus Assignment Addendum

## *Weekly Topical Outline*

| | Topic | Reading Options | Special Notes |
|---|---|---|---|
| 1 | • Introduction to course<br>• Syllabus and assignment review<br>• Revisiting systems theory<br>• Introduction to family and couple social work theories and practice | | Show Satir Video – Family at the Point of Growth |
| 2 | • Foundations of Family and Couple Therapy – Genograms, Family of Origin<br>• Ethical Dilemmas in Family/Couple Therapy | Boyd-Franklin Chapter 10 – Family Therapy<br><br>Genogram Readings<br>McGoldrick & Gerson (1999) - Overview<br>McGoldrick – Why go Home Again<br>Multicultural Institute Genogram Symbols (PDF)<br><br>Self and SW Readings<br>Lackie (1983) Families of SW<br>Thomas (2016) ACEs and SW<br><br>Codes of Ethics – Review and compare the standards<br>NASW Code of Ethics<br>Clinical SW Assn Code of Ethics<br>Scher (2012) – Ethics in Family Therapy<br>Shaw (2015) – Ethics in Couple and Family Therapy | Show McGoldrick Video – Assessment and Engagement in Family Therapy (1 hour)<br><br>Small group discussions<br><br>Ethical Dilemma Case<br><br>Case Presentation |
| 3 | • Intergenerational and Psychodynamic Perspectives on Family Therapy | Intergenerational Readings<br>Gehart (2009) - Overview<br>Knudson- Martin (1994) – Feminist Critique<br>Box (1998) Group process in family therapy<br><br>Additional Readings<br>Kosutic & Garcia (2009) – Critical Genogram<br>Hernandez (2005) - Cultural Context Model<br>D'Arrigo-Patrick, et.al (2017) – Critical theory and family therapy<br>McAdams-Mahmoud (2008) – Family Adaptation to Oppression | Beginning with families - Skills practice<br><br>Small group discussions<br><br>Case Presentation |

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| | Topic | Reading Options | Special Notes |
|---|---|---|---|
| 4 | • Structural family Therapy | Watch<br>Structural Family Therapy (45 min) – Overview<br>Tres Madres – Structural Family Therapy with Latino Family (1 hour) (available from PSU library Psychotherapy.net videos)<br><br>Additional Readings<br>Parker & Molteni (2017) – Structural family therapy and autism spectrum disorder<br>Hodge (2005) - Spiritual Ecogram<br>Arredondo, et. al.(2014) Culturally responsive counseling with Latinas/os<br>Falicov, et. al. (2014) – Spirituality and religion | **Assignment 1 Due**<br><br>In Class- watch video that will serve as basis for Assignment 2<br><br>Small group discussions<br><br>Case Presentation |
| 5 | • Cognitive Behavioral Family Therapies<br>• Functional family therapy<br>• Group Therapy – Family Interventions | Boyd-Franklin Chapter 12 – Group Therapy<br><br>Watch<br>Cognitive Behavioral Family Therapy (56 min)<br>Functional Family Therapy  (1 hour)<br>Optional - Model Website<br>http://www.fftllc.com/about-fft-training/clinical-model.html<br><br>Additional Readings<br>Taft, et al (2013) Military IPV Group<br>Gianino (2008) Ethics Group Treatment<br>Ormont (1990) Bridging in group treatment<br>(See additional FFT options) | Case Presentation<br><br>Small group discussions<br><br>Group Therapy – Ethical Dilemmas |
| 6 | • Brief and solution focused interventions with families<br>• Couples Treatment | Watch:<br>Solution Focused Therapy (54 min) – Overview<br>Irreconcilable Differences (Solution Focused Couple's Treatment) 1.5 hours (available from PSU library Psychotherapy.net videos)<br><br>Additional Readings<br>Seponski (2015) – Feminist informed integration of emotionally focused and solution focused family therapy<br>Lebow & Rekart (2007) – High conflict divorce | **Assignment 2 Due**<br>Case Presentation<br><br>Small group discussions<br><br>Couple Therapy - Ethical Dilemmas |

| | Topic | Reading Options | Special Notes |
|---|---|---|---|
| 7 | • Narrative Family Therapy<br>• Reexamining Assessment | Watch:<br>Narrative Therapy (1 hour) – Overview<br>Narrative Family Therapy (45 min) – work with young boy mandated to therapy for hitting another child. This is a long video with discussion before and after, watch the therapy session beginning at 19 minutes. (available from PSU library Psychotherapy.net videos)<br><br>Additional Readings<br>Madsen (1999) - Examining problems not families<br>Fraenkel (2009) – Families experiencing homelessness<br>Gershon (2017) – Using collective knowledge | Case Presentation<br><br>Small group discussions |
| 8 | • Psychoeducation – Family Group Interventions | Watch:<br>Family Psychoeducation – Overview (11 min)<br>Additional Readings<br>Nichols (2009) – History of family treatment and mental health disorders<br>Harvey et. al (2011) – Family empowerment model for African American parents<br>Lester (2011) – Military families under stress (prevention-intervention) | Case Presentation |
| 9 | Evaluation | Tilsen (2015) Feedback informed treatment<br>Seponski, et. al. (2013) – Culturally responsive family therapy evaluation<br>Sloan, et. al. (2015) Group therapy evaluation | Case Presentation |
| 10 | • Looking to next term<br>• Course Closure | | **Assignment 3 Due**<br>Case Presentation |

*Assignment Addendum*

In this term, there are three primary assignments on which the course grade is calculated:

> Assignment 1: You Bring Your Family with You, 25%
> Assignment 2: A House Divided, 35%
> Assignment 3: A Family Therapy Assessment, 50%

Papers should adhere to the APA Writing Guide, 6<sup>th</sup> Edition. This includes but is not limited to APA formatting, font, text size, spacing, page numbering and reference citation. It is expected that students have a title page with running head, per APA. An abstract however is not required for any assignment.

Assignments in this course are graded on both content (thoroughness, clarity, completeness, depth, substantiation) and style and organization (grammar, spelling, editing, cohesion, clarity, creativity, APA style). Specifically, assignments should be:

- Relevant and understandable with logical flow and organizational structure
- Smooth and clear with transitions between/among ideas
- Clear and cohesive
- Interesting, independent and creative
- Salient and appropriately use the literature in support of your arguments
- Expressions of your thoughts and beliefs, using your voice

*Please note:*
- *When referring to yourself in writing, use 3<sup>rd</sup> person (e.g. this writer, this student)*
- *When writing about a client/patient, please always write in past tense*

Students are welcome to visit with the professor or submit work for review in advance of submission deadline (details provided in class). For assistance with writing, please consider the following resources:

- *Introduction to the Library and Social Work Guide*
  https://youtu.be/GgQGT3RpV-4
- *Article Search Strategies and Social Services Abstracts*
  https://youtu.be/v_Cvl-XfuGo
- *Article Searching in Google Scholar*
  https://youtu.be/JadlcNjVsLU
- *Online Writing Lab (OWL) at Purdue*
  http://owl.english.purdue.edu/owl

## Assignment #1: You Bring Your Family with You
### (Due Week 4)

This assignment provides the opportunity to use your family as the basis for the creation of a genogram and as the subject of a reflective assignment.

Part 1:  Genogram

Complete a genogram on your family.  Use the models discussed in class (Hartman & Gehart) as a guide.  Be sure to include at least 3 generations, circle the identified client (in this case it is you), and include a key/legend.  You're welcome to hand draw or electronically construct your genogram.

Part 2:  Reflection Paper

After completing your genogram, write a brief paper (4 page maximum, APA 6th Edition format) wherein you critically and honestly reflect on the following:

- What was it like for you to construct your genogram (comment on both your thoughts and emotions)?

- What areas emerged as you used/created symbols (consider patterns related to strength, role, occupation, trauma, loss, illness, cultural context, ethnicity, race, oppression, marginalization, gender, ability, spirituality/religion)?

- Were you surprised by anything? Were you reminded of anything?

- How did you define family for the purpose of this assignment?  Who did you include on your genogram?  Did you leave anyone off?

- Did you contact anyone to obtain information for the assignment? Who and how?

- What experiences, orientations and potential biases do you bring to your work with families based on your family? How are or will you address these in your practice?

*Note:  The depth to which you engage in this assignment is entirely up to you.  You must meet the minimum standards of completing a genogram and reflection paper; however, you are not obligated to include any specific information and should only share that which feels safe and comfortable to you.

## Assignment #2: A House Divided
### (Due Week 6)

This assignment follows an in-class viewing of the video *A House Divided*, a family therapy session with Mr. Harry Aponte.  Students will have only one opportunity to view the video during class time.  Provide specific examples from the clinical session to evidence your answers below. Remember to attend to both, content and process, including metacommunication.

The assignment should be completed as soon after watching the video as possible. Assignments should be no more than 4 pages, formatted using APA 6th edition and written in past tense.

Assignments should include responses to the following questions:
1. What was the presenting problem and how does the family perceive the problem?
2. Who are the members of the family (describe)?
3. What is the description of the family from a multi-cultural perspective (race, ethnicity, class, gender and other cultural characteristics)?
   - Considering these issues, what is important to understand about this family?
   - Provide specific examples of how the therapist joins with the family, how he develops the clinical relationship and intervenes around these characteristics.
4. What are the current challenges faced by the family?
5. How would you describe roles and alliances in this family?
   - Are the roles flexible or rigid or would you describe them some other way?
   - Who makes the decisions?
   - Who has the power?
   - Who is most aligned with whom and what are the ramifications?
6. What is the problem from the therapist's (Mr. Aponte's) perspective?
7. What were the goals of the therapist? Provide specific examples.
8. How does Mr. Aponte work with the family to shift their understanding of the problem?

**Assignment #3: A Family Therapy Assessment**
**(Due Week 10)**

This assignment provides the opportunity to apply a theoretical model of family therapy to a case with which you are intimately familiar.

Select a theoretical model of family therapy discussed in this course series (SW 533 or 534). Use a client family with whom you are working or have worked. You do not need to be seeing the entire family. If you are not seeing a client family, you may complete this assessment using an individual client. To do this, first write up what you know about the family from what the client has told you. You likely know more about the family than you think you do. For facts that are missing and are critical to completion of the assignment, use hypothetical "facts" based on educated guesses that fit the context of the client's life. If you have too little information about a family to complete even the first step, ask the instructor for alternatives ideas.

This paper should be no longer than 6 pages, formatted using APA 6th Edition.

Introduction (up to 1/2 page):
1. Describe your (agency) setting and your role with the family (1 sentence).
2. Briefly sketch your client family, describing salient demographics, cultural/racial background, appearance, demeanor, and manner with you and others.
3. Briefly summarize reasons for the referral to you and any significant presenting problems in order of their priority for problem-solving. Which are recent? Which are more persistent?

Theoretical Model (~2 pages):
1. Explain why you choose this theoretical model for this family.
2. Using the theoretical model of your choice, describe the family through that lens, using the concepts from the model. Comment on how well or poorly your model helps you to understand the family issues of concern to you (e.g., is your model comprehensive, specific?).
For example: If you choose Structural Family Therapy, you might want to discuss the family in terms of concepts such as hierarchy, power, boundaries, roles, coalitions, and/or interactional sequences (you do not need to cover every one of these; at the same time, remember this is not a total list.)

Formulation (up to 1/2 page):
Describe one target problem in this family from the perspective of your chosen model. In the language of the theory, discuss your clinical impressions about why the problem exists, how it maintains itself, and what it may represent or express in this family.

Intervention/Treatment Plan & Analysis (~3 pages):
Using your chosen model, discuss (a) methods used for collaborating with the family to determine treatment goals (b) at least two goals for addressing the identified family problem you selected (c) steps you taken to achieve these goals (if you wish, you could provide sample dialogue but this is not required), (d) methods to evaluate progress, and (d) potential effects your intervention will have at various system levels.

**Case Presentation and Consultation**
**(Due on assigned class session)**

*Beginning in week 2 and continuing for the remainder of the year, one student will do a clinical case presentation to the class and seek case consultation.* ***Each student will give a 15-20 minute oral presentation followed by a discussion period of 15-20-minutes facilitated by the presenter.*** *The case can be of an individual, couple, family or group. The case presentations will support students to develop skills in case conceptualization, assessment and intervention alignment, reflexive practice, and receiving feedback.*

The presentation should include a carefully distilled summary description of work with a current client/s including:

1. **State what you would like out of this consultation**

2. **Biopsychosocial Assessment (10 minutes for Parts I-IV):**

   **Part I – Client Introduction and Context**
   Briefly describe the client (demographic information), agency context, and your role.

   **Part II – Presenting Problem/Concern**; **Precipitating Event**
   Briefly discuss what brings the person/s to the agency and any precipitating events. Try to use the client/s' exact words to describe problem/reason for seeking services, their perspective on causation/change, and their goal.

   Include relevant information from the referral source and any different perceptions/definition of the problem and/or goals by other people (i.e., teacher, parent, court, probation, doctor, partner, agency, etc.).

   **History of Current Problem**
   Symptoms, coping strategies/successes, attempts to solve problem, impact on life, strengths

   **Biopsychosocial History** (include what is relevant and identify gaps that might be relevant)
   **Family History**
   **Education/Employment History**
   **Financial/Legal History**
   **Housing Status**
   **Cultural History** - religion, spirituality, ethnicity, culture, nationality, immigration
   **Medical/Physical Issues -** current/past medical problems, current medications
   **Developmental History** (children)
   **Mental Health and Psychological Functioning** (description of past symptoms and treatment, past and present DSM V diagnoses)
   **Trauma History -** history of abuse/neglect/trauma/loss
   **Substance Use Issues** (age of onset, specific drugs, extent of abuse, treatment)

   **Part III – Summary/Formulation/Assessment**
   Initial understanding of the problem and what theoretical lens has been most useful

   **Part IV – Recommendations/Goals**
   Goals, intervention modality and rationale

**3. Treatment to Date (10 minutes):**
Provide an overview of the intervention to date and answer the following questions:

- How successful have the interventions been and what evidence do you have to support this conclusion?
- What sociocultural and social justice issues are impacting this case?
- What feelings do you have about this client and the treatment?
- Briefly give an example of an interaction with the client that you don't feel so good about. Include your own internal thoughts, impulses, changes in assessment and any speculation you have about the client or the case which brings you to this consultation.
- State again what you would like to get out of this case consultation.

**4. Consultation with peers (15-20 minutes)**

Case consultation is an opportunity to "theorize" your experience, examine context, and connect your experiences to course content. It is also an opportunity to use your classmates as consultants and to share with others what you are learning about use of self, counter-transference and divergences in identity and life experiences, and position privilege with regard to a particular practice situation. Successful, productive presentations of this nature involve some degree of personal/professional risk-taking.

With permission from your instructor, you may choose to focus your presentation on a supervisory relationship and organizational context.

Presentations will be considered "satisfactory" if they are 1) coherently organized and delivered within the time parameters, and 2) if they show evidence of critical self-reflection, reflexivity, and carefully summarized analysis. The presentation and discussion should demonstrably contribute to the learning of the presenter and the class. Thus, your ability to elicit and manage productive critical feedback will be taken into account. Each student should let me know 1 week in advance what the planned focus is for their presentation to ensure appropriateness and optimal learning and so that any potential difficulties or issues can be addressed ahead of time.

Students who do not satisfactorily complete this assignment must prepare and deliver an additional presentation on a different client situation.

**Critical Discussion Group Facilitation**
**(Due on rotating basis)**

In order to practice group facilitation skills and encourage critical discussion of assigned readings/podcasts/videos, students will take turns facilitating small critical discussion groups. You will be assigned to a small group. Each person in the group will have two opportunities each term to facilitate their small group discussion.

**Your responsibilities as the group facilitator are:**
1. Develop a set of 3 questions for your small group to discuss during our class session. You must include 1 question designed to apply an anti-oppressive practice lens to the readings/podcasts/videos and 2 questions designed to generate discussion of main points/key takeaways from the readings/podcasts, videos.
2. <u>Please submit your prepared questions to the instructor by midnight the day before class via D2L.</u>
3. Facilitate group discussion using group facilitation skills not limited to but including:
   - Managing time
   - Balancing colleague participation so that each member of your group contributes (approximately) equally
   - Cultivating an environment conducive to risk-taking/vulnerability, both in personal and professional sharing
   - Maintaining the focus of group discussion on your prepared questions.
   - At the conclusion of your discussion, you will be asked to share with the larger class a brief summary of a key insight or take-away from your group discussion.

**Your responsibilities as a group member are:**
1. Come to class prepared to contribute to class discussion. <u>This includes completing assigned readings/podcasts/videos.</u>
2. Engage in appropriate risk-taking and vulnerability.
3. Be a good colleague by demonstrating patience, courage to disagree constructively, curiosity, respect, and critical thinking.

**Passing this activity will be base on the following:**
1. Prepared questions meet the criteria described above and are submitted on time.
2. Your group facilitation skills
3. The insight/key take-away you present to the larger class

Students who do not satisfactorily complete this assignment must complete an additional written assignment that will focus on identifying and reflecting on group facilitation skills.

## ADVANCED CLINICAL SOCIAL WORK PRACTICE III
### (3 Credit Hours)

The clinical concentration builds on the foundation year and provides advanced training in clinical practice that is grounded in social work perspectives, values, and ethics. Students are prepared for clinical work with adults in various agency settings addressing a range of emotional, behavioral, mental health, and addiction concerns. The theoretical models put forth will be grounded in strength-based, trauma-informed, anti-oppressive and collaborative perspectives. Engagement and multi-dimensional assessment with individuals, groups, and families will be explored with special attention to relational self-awareness, cultural responsiveness and the "common factors" associated with positive therapeutic outcomes. The sequence will familiarize students with intervention modalities that make use of evidence-based principles and that include brief and long-term psychotherapy/counseling, crisis intervention, client-centered advocacy and case management. This social work approach to clinical practice is informed by principles of social justice and recognition of the systemic contexts of practice and thus includes advocacy, activism, and policy-practice with, and on behalf of, clients.

## Course Description
This course builds on material covered in SW533 and 534 and integrates knowledge students have gained from other courses and their internships. The primary purpose of the course is to provide students with an opportunity to develop and articulate their personal theoretical orientation or practice model and to clarify how they will integrate their favored models and what will inform their choice of what to do when. A commitment to effectiveness and accountability will be supported by the review of evidence based principles, professional ethics, and the ongoing use of research and evaluation. Attention will also be given to the positive use of supervision/consultation and pursuit of continuing education and licensure and sustaining practices of self-care. Students will also be supported to critically examine agency practices and mental health structures and policies that impact clinical services and to develop a plan for addressing an identified concern.

## Course Objectives
At the completion of this term students will demonstrate the ability to:
1. Make positive use of clinical supervision, consultation and continuing education to enhance clinical effectiveness and ongoing professional growth.
2. Identify personal and contextual sources of burnout and vicarious trauma and develop self-care practices to allow for sustained practice.
3. Recognize agency policies/structures that impact client systems and services and take steps to develop and implement plans to address areas of concern.
4. Describe the core principles, values, and perspectives that underlie their clinical practice.

5. Delineate 3 or more clinical models (conceptual and practice) that are relevant to the populations they serve.
6. Elaborate on key variables that influence their choice of models (e.g. stages of change, developmental level of client, agency context, client needs, etc.)
7. Tailor and adapt clinical interventions based on agency context and client needs.
8. Identify and apply best practices and evidence based principles relevant to particular clients and target problems.
9. Engage in specific practices to elicit client feedback, evaluate effectiveness of outcomes, and increase accountability to client systems.

These course objectives will support students to develop the following advanced competencies:

**Competency 3 -- Advance Human Rights and Social and Economic Justice**
Advanced clinical practitioners understand the effects of economic, social and cultural factors in the lives of clients. They use knowledge of the effects of oppression, discrimination and historic trauma on clients to guide engagement, assessment and intervention. Advanced clinical practitioners recognize and name injustices impacting clients and help clients to shift from experiences of personal failure to the recognition of contextual constraints and help clients to resist and address factors of social injustice. Advanced clinical practitioners value mental health parity and the reduction of health discrepancies for diverse populations. They intentionally position themselves to reduce and resist the stigma and shame associated with disorders, diagnosis, and help-seeking behaviors across diverse populations.

**Competency 4 - Engage in research–informed practice and practice-informed research**
Advanced clinical practitioners understand the value of both epistemological and ontological knowledge and the applicability of diverse research methods for evaluating practice. Advanced clinical practitioners have knowledge of the scientific method and can determine the value of using quantitative, qualitative or mixed-methods as the most appropriate methodology for answering clinical practice questions. Advanced clinical practitioners understand how to make use of the findings of others and that the design of their clinical research must be based in sound methods with logical outcomes and grounded in ethically and culturally informed research methodology.

**Competency 5 - Engage in Policy Practice**
Advanced clinical practitioners understand the ways they participate in local, state and federal policy development, maintenance and change through their positionality and use of power and privilege. Advanced clinical practitioners understand they have an ethical obligation to be aware of current policy structures related to clinical intervention, the role of policy in delivery of clinical services and the ways in which clinical interventions are situated within an ever changing organizational and community policy environment. Advanced clinical practitioners understand clinical interventions are impacted by and impact the current policy environment and the efficacy of clinical interventions depends on policy awareness and advocacy. Advanced clinical practitioners understand how they are uniquely situated to advocate with and on behalf of clients receiving clinical services.

## Access and Inclusion for Students with Disabilities

PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage(https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

## Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

## Names and Gender Pronouns

Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

## Populations at Risk

Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk. Course content (including readings, lectures, class discussions, and assignments) educates students to identify how social group membership

influences access to resources, and presents content on the dynamics of risk factors and responsive and productive strategies to redress them. Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice (e.g., distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege). Vulnerable, oppressed, and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed. Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW social work code of ethics.

## **Academic Honesty and Integrity**
All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

It is plagiarism to lift words, sentences, and paragraphs from websites, as well as from books and journals or to summarize another person's ideas without appropriate citations. It is plagiarism to use another student's work as your own. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

## **Grading**
The following PSU grading scale is employed at the graduate level:

| A | 4.00 | C+ | 2.33 | D- | .67 | The grading system at the graduate level is defined as follows: |
|---|---|---|---|---|---|---|
| A- | 3.67 | C | 2.00 | F | 0 | A—Excellent |
| B+ | 3.33 | C- | 1.67 | | | B—Satisfactory |
| B | 3.00 | D+ | 1.33 | | | C—Below graduate standard |
| B- | 2.67 | D | 1.00 | | | D/F—Failure |

 A grade of B- or higher is required in this course in order to pass and receive graduate credit.

## **Incompletes**
A student may request an incomplete from an instructor when all of the following criteria apply:

- Quality of work in the course up to that point is C level or above.
- Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
- Reasons for assigning an "I" must be acceptable to the instructor and to the Office of Graduate Studies. <u>The student does not have the right to demand an "I."</u> An instructor is entitled to insist on appropriate medical or other documentation. The circumstances must be unforeseen or be beyond the control of the student. *In no case is an "Incomplete" grade given to enable a student to do additional work to raise a deficient grade.*
- A Request for Incomplete form (on student web center) is completed by the student and discussed with the instructor prior to the end of the course. The instructor will determine if the request meets University policy, as indicated above, and if approved a due date for the remaining work will be determined and the form signed by both instructor and student. (more detail is in the MSW Student Handbook)

**<u>Confidentiality and Privacy</u>**
It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to follow the NASW Code of Ethics in regard to confidentiality.
www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private. However, if the instructor has reason to believe that your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution. The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to them in class. Any remaining papers, projects or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

**<u>PSU and SSW Policies that Guide Faculty and Student Behavior</u>**
All PSU employees are mandatory reporters of child abuse. For more information, go to
www.pdx.edu/ogc/mandatory-child-abuse-reporting.

 PSU requires work and study free from discrimination and harassment. PSU Office of Equity and Compliance has adopted a formal Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/divrsity/office-of-equity-compliance.

**<u>Attendance and Professional Behavior</u>**
Social work is a profession that requires a high level of professionalism and self-awareness. You will be expected to demonstrate that in the classroom, in the same manner as you would in the

work place. This will require you to be present and engaged in classroom activities and to maintain a respectful learning environment (i.e., **arrive to class on time, turn off your cell phone, NO TEXTING, no side conversations, maintain confidentiality, complete the exercises, and stay for the entire class**).

## Instructional Methods
Lecture, discussion, experiential exercises, role playing, sharing professional experiences, video tapes.

## Student Role
Attendance, participation, professionalism

Students are expected to attend all class sessions. Absences should be used for rare and unusual circumstances. Furthermore, students are expected to inform the instructor in advance of any absence.

Student participation is expected via discussion, demonstration of skills, role-playing, and other experiential learning.

Professionalism should be evident in classroom conduct and assignments. Students should prepare work with proper grammar, spelling, formatting and in a manner that reflects preparation for a terminal professional degree at the master's level. It is the student's responsibility to secure assistance on assignments ahead of their due date. Course work will be evaluated on content, critical thinking, structure/formatting and clarity of presentation. Creativity, the incorporation of social work values and the advancement of multiple perspectives are also expected.

Social work is a profession that requires a high level of professionalism and self-awareness. You will be expected to demonstrate that in the classroom, with the professor and your classmates. Please arrive on time, plan to stay the entire class session, refrain from using your cell phone (including texting) and do not pack up prior to the end of the class session.

A special word about e*lectronic devices in the classroom*:
Laptop computers and tablets may be used to support learning activities in the classroom. These learning activities include: taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. This includes e-mailing, texting, social networking, and use of the Internet. If a student if found to be using their electronic device inappropriately, they forfeit the opportunity to use the device for the remainder of the term. The use of cell phones during class time is prohibited. Please turn off cell phones and refrain from taking calls unless you are "on call" and have cleared this with the instructor prior to class.

## Required Texts
- Yalom, I. D. (2002) The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients. HarperCollins Publishers: New York.

- Pipher, M. (2003). Letters to a Young Therapist. Basic Books: New York.

- Additional readings are posted on our course D2L site.

## Student Evaluation

This course emphasizes the process of learning, collectively and individually. While the professor and students recognize the importance of grades as a formal measure of achievement in a course, students are encouraged to work to their fullest potential and measure their success individually and not in comparison to other learners.

It is anticipated that as learners in a graduate level course, you are interested in attending and participating actively and that you will be prepared to do so upon arrival at each class session. The professor will not make judgments about the reason for absences but does appreciate receiving communication ahead of your absence. A significant amount of learning takes place during class; you are responsible for understanding the material covered during your absence and obtaining any in-class handouts.

Incomplete Grades are strongly discouraged and are granted in only extraordinary circumstances. If you recognize the need to request an incomplete grade, a formal letter must be written and submitted to the instructor prior to the final class session. An evaluation of the graduate grading system is located on-line in the student handbook. Evaluation of student performances will be based on the following assignments and weighted in the following way. See Syllabus Assignment Addendum for more detail.

Assignment 1: Practice Brief – 35%
Assignment 2: Legislative Testimony or Agency Change Memo – 30%
Assignment 3: Professional Social Work Frame of Reference Presentation – 35%

**Case Presentation and Consultation and Critical Discussion Group Facilitation**

In addition to the above assignments, there are two pass/fail assignments that are a continuation of the activities begun in SW 534. One student will do a clinical presentation each week. The class will be divided into small critical discussion groups that will be facilitated by a different student each week. The specifics of these activities are included in the Syllabus Assignment Addendum

### *Class Session Topical Outline and Readings*

|  | Date | Topic | Reading | Classroom |
|---|---|---|---|---|
| 1 |  | Introduction to course<br><br>Syllabus and Assignment review |  | *Case Consultation* |

| | Date | Topic | Reading | Classroom |
|---|---|---|---|---|
| 2 | | Integration of Theory in Practice<br><br>Revisiting Evidence Based Practice | Pipher pp. Preface & Introduction<br>Yalom Introduction & Chapters 1-13<br><br>Theory<br>Lee & Toth (2016) *An integrated case formulation in social work: Toward developing a theory of a client* (D2L)<br><br>Moya Salas, Sen, & Segal (2010) Critical theory: Pathway from dichotomous to integrated social work practice (D2L)<br><br>Evidence Based Practice<br>Samuels, Schudrich, & Altschul (2009) Toolkit for modifying EBP in increase cultural competence pp. 14 – 28 and one of the case studies (pg. 31 or pg. 35) and Toolkit Checklist (D2L)<br><br>Familiarize yourself with the following info on evidence based practices<br>Oregon Evidence Based Practices – read the policy (top of page) and EBP Definition (link part way down) and then review the "approved practices" (main page and link part way down)<br>WA State EBP Substance Use Disorders<br>SAMHSA National Registry of Evidence Based Practices<br><br>Optional:<br>Marsiglia & Booth (2015) *Cultural adaptation of interventions in real practice settings* (D2L) | *Case Consultation Small Groups*<br><br>*Professional Self – Theories, Models, Concepts* |
| 3 | | Organizational and Community Mental Health Policy and Advocacy | Pipher pp. 3-48<br>Yalom Chapters 14-23<br><br>Oregon Mental Health Policies<br>Trauma Informed Services Policy<br>Trauma Informed Policy Crosswalk (D2L)<br>Bowen & Murshid (2016) Trauma-informed social policy<br><br>Sucharov (2013) Politics, race, and class in the analytic space: The healing power of therapeutic advocacy (D2L)<br><br>Watch: SW Testimony on 2017 Legislation<br>http://oregon.granicus.com/MediaPlayer.php?clip_id=22581<br>(Watch first 21 minutes) | *Case Consultation Small Groups*<br><br>*Professional Self – Beliefs about Change* |

| | Date | Topic | Reading | Classroom |
|---|---|---|---|---|
| 4 | | Vicarious trauma – Organization and Individual Responses | Pipher, pp. 51-91<br>Yalom Chapters 24-40<br><br>Knight (2013) *Indirect Trauma: Implications for self-care, supervision, the organization, and the academic Institution* (D2L)<br><br>Bressi (2017) *Reconsidering Self Care* (D2L)<br><br>Bloom (2010) *Parallel Process and Parallel Process Trauma Checklist* (D2L) | **\*Assignment 1 Due\***<br>*Case Consultation Small Groups* |
| 5 | | Supervision<br><br>Sociocultural Identity | Pipher pp. 95-138<br>Yalom Chapters 41-51<br><br>Supervision<br>Watch: <u>Supervision: Definitions, Functions, and Models - Impact of organizational context on the supervisory relationship</u> (24 min)<br><br>Trauma Informed Oregon<br>Trauma Informed Care Supervision (D2L)<br>Supervision Qualities and Competencies (D2L)<br><br>Sociocultural Identity<br>Barrett, et al (2005) Multicultural feminist therapy: Theory in context (D2L)<br>Perez Foster (1998) The Clinician's cultural countertransference: The psychodynamics of culturally competent practice (D2L)<br>Comas-Diaz & Jacobsen (1991) Ethnocultural transference and countertransference in the therapeutic dyad (D2L)<br><br>Read two additional articles in the D2L folder | *Case Consultation Small Groups*<br><br>*Professional Self – Sociocultural Identity* |
| 6 | | Values and Ethics<br><br>Special Topics –Person Centered Practice, and Psychopharmacology, and Peer Support | Pipher pp. 141-180<br>Yalom Chapters 52-64<br><br>Cohen (2003) The Psychiatric Medication History (D2L)<br><br>Trauma Informed Oregon - Person Centered Practice (D2L)<br><br>Deegan (2007) The lived experience of using psychiatric medication in the recovery process and a shared decision-making program to support it (D2L)<br><br>Davidson, et. al. (2012) Peer support among persons with severe mental illness: A review of evidence and experience (D2L)<br><br>Reamer (2015) <u>Ethics - Challenge of peer support programs</u> | **\*Assignment 2 Due\***<br>*Case Consultation Small Groups*<br><br>*Professional Self – Values and Ethics* |

| | Date | Topic | Reading | Classroom |
|---|---|---|---|---|
| 7 | | Evaluation of Practice | Yalom Chapters 65-76<br><br>Outcome Rating Scales (D2L)– Available free of charge for individual clinicians at Outcome Rating Scales | *Case Consultation Small Groups*<br><br>*Professional Self – Evaluation of Practice* |
| 8 | | Professional Interview Preparation | Yalom Chapters 84 & 85<br><br>Career Forward – Review the Resources<br>Update your resume and bring it to class to share<br>Review the interviewing questions under the "Art of Interviewing" and identify two questions you would like to practice answering in class. | *Case Consultation Small Groups* |
| 9 | | Presentations | | **\*Assignment 3 Due\***<br>Case Consultation Small Groups<br>Frame of Reference Presentations |
| 10 | | Course closure and evaluation<br><br>Celebration! | | **\*Assignment 3 Due\***<br>Frame of Reference Presentations |

## *Assignment Addendum*

In this term, there are three primary assignments on which the course grade is calculated:

       Assignment 1:  Practice Brief – 35%
       Assignment 2:  Legislative Testimony or Agency Change Memo – 30%
       Assignment 3:  Professional Social Work Frame of Reference Presentation – 35%

Papers should adhere to the APA Writing Guide, 6$^{th}$ Edition.  This includes but is not limited to APA formatting, font, text size, spacing, page numbering and reference citation.  It is expected that students have a title page with running head, per APA.  An abstract however is not required for any assignment.

Assignments in this course are graded on both content (thoroughness, clarity, completeness, depth, substantiation) and style and organization (grammar, spelling, editing, cohesion, clarity, creativity, APA style).  Specifically, assignments should be:

- Relevant and understandable with logical flow and organizational structure
- Smooth and clear with transitions between/among ideas
- Clear and cohesive
- Interesting, independent and creative
- Salient and appropriately use the literature in support of your arguments
- Expressions of your thoughts and beliefs, using your voice

*Please note:*
- *When referring to yourself in writing, use 3$^{rd}$ person (e.g. this writer, this student)*
- *When writing about a client/patient, please always write in past tense*

For assistance with writing, please consider the following resources:
- *Introduction to the Library and Social Work Guide*
  https://youtu.be/GgQGT3RpV-4
- *Article Search Strategies and Social Services Abstracts*
  https://youtu.be/v_Cvl-XfuGo
- *Article Searching in Google Scholar*
  https://youtu.be/JadlcNjVsLU
- *Online Writing Lab (OWL) at Purdue*
  http://owl.english.purdue.edu/owl

**Assignment #1**
**Practice Brief – 35%**
**Due Week 4**

This assignment provides an opportunity for students to explore a clinical problem of interest, review the literature on the problem and interventions, and produce a brief educational document that would be useful to other clinicians. You are encouraged to use professional infographic tools for the brief. Examples of practice briefs from another class and free infographic tools are available on D2L.

1. Select a specific area of interest related to the practice of clinical social work with individuals or families which you think could benefit others with the creation of a concise, educational, and helpful Practice Brief
2. Complete a literature search on your practice topic, using PSU databases, evidence based practice lists, and other materials of a scholarly quality to identify interventions for the clinical problem. Your interventions need to reflect the latest research and thinking around best practice for this issue.
3. Create a "Practice Brief" (1-2 pages, single spaced) in an educational format and a reference page

Structure of Practice Brief should include:
   a. Title
   b. Definitions (including citations)
   c. Features/symptoms/circumstances/consequences (including citations)
   d. Interventions/Suggestions/Things to know (including citations)
   e. Suggested Additional Reading (1-2, easily accessible, if possible)
   f. References (last page)  - 6 - 10 references, 4 must be from peer-reviewed journals published in the last 10 years.

**Assignment #2**
**Legislative Testimony or Agency Change Memo – 30%**
**Due Week 6**

**Option 1: Legislative Testimony**

This assignment provides an opportunity for students to review a current Oregon legislative bill and write a position paper related to the proposed legislation. Students will need to identify a bill currently before the Oregon legislature that has an impact on individuals, families or communities that are served by social workers. A video will be provided that will show you how to search the current bills before the legislature.

Legislative Testimony
Write professional testimony outlining your position on this legislation (2-3 single spaced pages max.). Include a bibliography of at least 4 references that discuss the issue and integrate at least 2 of those references into your testimony. Include the following (template and examples are on D2L):

To: Chair of the Committee who would hear the testimony and Committee
From: Your name and title
Date:
RE: Bill Number and Name and Position

1. Identify who you are, state your position and general statement of why
2. Reason 1 for your position on the bill – personal story, client story, research, etc.
3. Reason 2 for your position on the bill - personal story, client story, research, etc.
4. Reason 3 for your position on the bill - personal story, client story, research, etc.
5. Closing paragraph
6. Bibliography - Include at least 4 resources that are relevant to this issue, though you only need to integrate 2 of them in your testimony. This is a resource list that somebody reading the testimony might use to get further information.

**Option 2: Agency Change Memo**

This assignment provides an opportunity for students to propose changes to an existing agency policy or program with which they are familiar either through work or field placement experience.

Based on your experience in this setting identify one change in a program or policy in the organization. The goal is to identify a change that will improve services to individuals, families or communities served by the agency.

<u>Change Proposal</u>

Write a professional memo outlining this proposed change (2-3 <u>single spaced</u> pages max). Include a bibliography of at least 4 references that discuss the problem, goal, and/or the proposed change and integrate at least 2 of those references into your memo. Examples from another class are on D2L though they had a slightly different format. Include the following:

To: Person who needs to know about the change
From: Your name and title
Date:
RE: Name of Proposal
1. Summary of the problem – Identify the policy or program and ways the current policy or program results in disparities of service, or has a marginalizing or oppressive impact.
2. Goal Statement – Identify the long term goal of the policy or program change
3. Proposed Change – Clearly identify your proposed change, how it will help reach the long-term goal
4. Action Steps - Provide a draft plan of the action steps to be taken in order to advance this change.  (i.e. steps to be taken at micro, mezzo and macro levels as appropriate and may include: client conversations, agency meetings, staff meetings, focus groups, surveys, lobbying, community organizing, social action, etc.). Make sure you clearly identify how will involve clients and colleagues
5. Evaluation - Identify how you would evaluate/measure the success of your intervention - clearly identify measurable outcomes
6. Bibliography - Include at least 4 resources that are relevant to this issue, though you only need to integrate 2 of them. This is a resource list that somebody reading the memo might use to get further information.

# Assignment #3
## Professional Social Work Frame of Reference Presentation – 35%
## Due Week 9 or Week 10

This assignment provides an opportunity for you to explore and articulate ideas about your emerging professional (clinical) social work practice frame of reference. In each class session, the course instructor will provide activities for you to advance your thinking in this area. The culmination of this work will be a brief 5-8 minute presentation (think elevator speech) to your colleagues and the course instructor. You have the option of doing this as a live presentation to the class or making a video that you show to the class. You will be evaluated on your ability to articulate the following in your short presentation:

1) Your orientation to clinical social work practice
    a. Theories, models, and concepts that reflect your current orientation
    b. How are these operationalized in practice
2) Your beliefs about the change process, interventions and use of self
    a. What are your beliefs about the change process?
    b. What is your role in this process?
    c. What interventions do you utilize that reflect your beliefs?
3) Your values, ethics, and commitments as a clinical social worker
    a. What professional values are most important and ground your work?
    b. What ethical principles are core to your practice as a
    c. How do these values and ethics align with your orientation and beliefs about change?
4) Your sociocultural identity and social justice
    a. How do the differing parts of your identity impact your orientation, beliefs and values?
    b. In what ways do you integrate social justice principles into your practice?
5) Research and methods of evaluation in your practice
    a. How do you use research to inform your practice?
    b. How will you evaluate your practice?

At the time of your presentation, you will submit a reference list with 4-6 sources you consulted to prepare your presentation. Please be sure your name is on this document.

*Points will be deducted for presentations shorter than 5 minutes or longer than 8 minutes.

**Case Presentation and Consultation**
**(Due on assigned class session)**

*Beginning in week 2 and continuing for the remainder of the year, one student will do a clinical case presentation to the class and seek case consultation.* ***Each student will give a 15-20 minute oral presentation followed by a discussion period of 15-20-minutes facilitated by the presenter.*** *The case can be of an individual, couple, family or group. The case presentations will support students to develop skills in case conceptualization, assessment and intervention alignment, reflexive practice, and receiving feedback.*

The presentation should include a carefully distilled summary description of work with a current client/s including:

1. **State what you would like out of this consultation**

2. **Biopsychosocial Assessment (10 minutes for Parts I-IV):**

   **Part I – Client Introduction and Context**
   Briefly describe the client (demographic information), agency context, and your role.

   **Part II – Presenting Problem/Concern**; **Precipitating Event**
   Briefly discuss what brings the person/s to the agency and any precipitating events. Try to use the client/s' exact words to describe problem/reason for seeking services, their perspective on causation/change, and their goal.

   Include relevant information from the referral source and any different perceptions/definition of the problem and/or goals by other people (i.e., teacher, parent, court, probation, doctor, partner, agency, etc.).

   **History of Current Problem**
   Symptoms, coping strategies/successes, attempts to solve problem, impact on life, strengths

   **Biopsychosocial History** (include what is relevant and identify gaps that might be relevant)
   **Family History**
   **Education/Employment History**
   **Financial/Legal History**
   **Housing Status**
   **Cultural History** - religion, spirituality, ethnicity, culture, nationality, immigration
   **Medical/Physical Issues -** current/past medical problems, current medications
   **Developmental History** (children)
   **Mental Health and Psychological Functioning** (description of past symptoms and treatment, past and present DSM V diagnoses)
   **Trauma History -** history of abuse/neglect/trauma/loss
   **Substance Use Issues** (age of onset, specific drugs, extent of abuse, treatment)

**Part III – Summary/Formulation/Assessment**
Initial understanding of the problem and what theoretical lens has been most useful

**Part IV – Recommendations/Goals**
Goals, intervention modality and rationale

3. **Treatment to Date (10 minutes):**
Provide an overview of the intervention to date and answer the following questions:
- How successful have the interventions been and what evidence do you have to support this conclusion?
- What sociocultural and social justice issues are impacting this case?
- What feelings do you have about this client and the treatment?
- Briefly give an example of an interaction with the client that you don't feel so good about. Include your own internal thoughts, impulses, changes in assessment and any speculation you have about the client or the case which brings you to this consultation.
- State again what you would like to get out of this case consultation.

4. **Consultation with peers (15-20 minutes)**

Case consultation is an opportunity to "theorize" your experience, examine context, and connect your experiences to course content. It is also an opportunity to use your classmates as consultants and to share with others what you are learning about use of self, counter-transference and divergences in identity and life experiences, and position privilege with regard to a particular practice situation. Successful, productive presentations of this nature involve some degree of personal/professional risk-taking.

With permission from your instructor, you may choose to focus your presentation on a supervisory relationship and organizational context.

Presentations will be considered "satisfactory" if they are 1) coherently organized and delivered within the time parameters, and 2) if they show evidence of critical self-reflection, reflexivity, and carefully summarized analysis. The presentation and discussion should demonstrably contribute to the learning of the presenter and the class. Thus, your ability to elicit and manage productive critical feedback will be taken into account. Each student should let me know 1 week in advance what the planned focus is for their presentation to ensure appropriateness and optimal learning and so that any potential difficulties or issues can be addressed ahead of time.

Students who do not satisfactorily complete this assignment must prepare and deliver an additional presentation on a different client situation.

# Critical Discussion Group Facilitation
## (Due on rotating basis)

In order to practice group facilitation skills and encourage critical discussion of assigned readings/podcasts/videos, students will take turns facilitating small critical discussion groups. You will be assigned to a small group. Each person in the group will have two opportunities each term to facilitate their small group discussion.

**Your responsibilities as the group facilitator are:**
1. Develop a set of 3 questions for your small group to discuss during our class session. You must include 1 question designed to apply an anti-oppressive practice lens to the readings/podcasts/videos and 2 questions designed to generate discussion of main points/key takeaways from the readings/podcasts, videos.
2. <u>Please submit your prepared questions to the instructor by midnight the day before class via D2L.</u>
3. Facilitate group discussion using group facilitation skills not limited to but including:
   - Managing time
   - Balancing colleague participation so that each member of your group contributes (approximately) equally
   - Cultivating an environment conducive to risk-taking/vulnerability, both in personal and professional sharing
   - Maintaining the focus of group discussion on your prepared questions.
   - At the conclusion of your discussion, you will be asked to share with the larger class a brief summary of a key insight or take-away from your group discussion.

**Your responsibilities as a group member are:**
1. Come to class prepared to contribute to class discussion. <u>This includes completing assigned readings/podcasts/videos.</u>
2. Engage in appropriate risk-taking and vulnerability.
3. Be a good colleague by demonstrating patience, courage to disagree constructively, curiosity, respect, and critical thinking.

**Passing this activity will be base on the following:**
1. Prepared questions meet the criteria described above and are submitted on time.
2. Your group facilitation skills
3. The insight/key take-away you present to the larger class

Students who do not satisfactorily complete this assignment must complete an additional written assignment that will focus on identifying and reflecting on group facilitation skills.

## Social Work Perspectives on Mental Health Disorders (3 credits)

## Course Description
This course reviews mental disorders as described in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5). Mental disorders are analyzed from the perspective of a broad range of variables that continually reshape and redefine the concepts and definitions of mental health and illness. Some of these variables are cultural values, social institutions, and biological and developmental research. Strategic approaches to assessment, diagnosis, intervention, and evaluation are examined from a social work perspective and a recovery philosophy. These approaches incorporate best practices that support social justice, diversity, and inclusion.
**Prerequisite: Completion of SW 530 (or Advanced Standing status)**

## Course Objectives
At the end of this course, students will be able to:
1. Complete a brief psychiatric assessment and diagnosis
2. Support diagnostic conclusions based on DSM-5 criteria
3. Contrast US explanatory models of mental health with international alternatives
4. Describe the core elements of the mental health recovery model

**The objectives and course content support the development of the following advanced competencies**

Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities

## Access and Inclusion for Students with Disabilities
PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.
- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.

- For information about emergency preparedness, please go to the Fire and Life Safety webpage(https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

## Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

## Names and Gender Pronouns

Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.
If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

## Populations at Risk

Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk. Course content (including readings, lectures, class discussions and assignments) educate students to identify how social group membership influences access to resources, and covers the dynamics of risk factors to include responsive and productive strategies to redress them. Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice, e.g. distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege. Vulnerable, oppressed and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed. Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW code of ethics.

## Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course.  If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor.  All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

Violations of academic honesty will be taken seriously and are outlined in the current student handbook and PSU Academic Misconduct. It is your responsibility to familiarize yourself with these guidelines.

The following PSU grading scale is employed at the graduate level:

| A | 4.00 | C + | 2.33 | D - | .67 | The grading system at the graduate level is defined as follows: |
|---|---|---|---|---|---|---|
| A - | 3.67 | C | 2.00 | F | 0 | A—Excellent |
| B + | 3.33 | C - | 1.67 | | | B—Satisfactory |
| B | 3.00 | D + | 1.33 | | | C—Below graduate standard |
| B - | 2.67 | D | 1.00 | | | D/F—Failure |

## <u>Incompletes</u>
An incomplete grade is only given when students, due to circumstances beyond their control, have not completed <u>some</u> definite course requirement. **The initiative rests with the student to request an incomplete grade.** Students do not have a right to receive/demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met: (see the full policy in the MSW Student Handbook)

- The quality of the work to date is satisfactory, but some essential work remains. In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of B-.
- Reasonable justification for request. Reasons for assigning the Incomplete must be acceptable by the instructor. The circumstances should be unforeseen or be beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
- Incomplete grade is not a substitute for a poor grade.
- Written agreement. A written or electronic agreement will be endorsed by both the instructor and student.. A template "Incomplete Contract" is available on Registrar's website http://www.pdx.edu/registration/sites/www.pdx.edu.registration/files/Incomplete_Guidelines_Contract.pdf

## Confidentiality and Privacy

It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to Date follow the NASW Code of Ethics in regard to confidentiality. www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private. However, if the instructor has reason to believe that your professional and/or academic development or client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution.

## PSU and SSW Policies that Guide Faculty and Student Behavior

All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting. PSU requires work and study free from discrimination and harassment. PSU Office of Equity and Compliance has adopted a formal Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/diversity/office-of-equitycompliance.

## Access to instructor

*To be completed by the instructor*

## Instructional Methods

*To be completed by the instructor*

## Attendance and Professional Behavior

Social work is a profession that requires a high level of professionalism and self-awareness.  You are expected to demonstrate this in the classroom, in the same manner as you would in the work place.  This will require you to be present and engaged in classroom activities and to maintain a respectful learning environment (i.e., arrive to class on time, turn off your cell phone, no texting, no side conversations, maintain confidentiality, complete the exercises, and stay for the entire class).  The class will begin promptly and will not be dismissed until 3:50PM, as scheduled. Attendance is required, but a single absence will not affect the course grade.

## Assignments and Evaluation

Detailed descriptions are provided at the end of the syllabus.

| Assignment | Points (% of Grade) | Due Date |
|---|---|---|
| 1.  Client Description and Mental Status Exam | 25 | Week 3 |
| 2.  Media Character Diagnoses | 20 | Week 6 |
| 3.  Client Diagnoses | 20 | Week 9 |
| 4.  Consult Group Case Diagnoses (5 at 5 points each) | 25 | In Class |
| 5.  Attendance | 10 | Ongoing |

<u>**Required Format for Assignments**</u>
Basic APA is required for format and citations. This means 1-inch margins, Times New Roman 12-point font, double-spaced (without extra spacing between paragraphs), with page numbers, a cover page (the only place where your name appears), printed on only one side of the page, and fully correct APA citations and references. No running head or abstract. Two essential guides to APA format are provided on the course D2L site; following these guides is the minimum acceptable effort toward APA.

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**Assignment 1:  Client Description and Mental Status Examination**
**Due:  Week 3**

*Description:*
        At this stage in your social work career, you should already be familiar with a basic client assessment. For this assignment students will focus on only those elements of an assessment that may not have been covered and/or are particular to mental health assessments, namely how to describe a client across several dimensions in neutral terminology, how to present objective signs and symptoms, and how to conduct and present a mental status examination.

*Format:*
  ➢ APA (see D2L guides)
  ➢ No References
  ➢ Three to Five pages (not including cover page or attachments)

*Instructions/Content:* **(See additional Brief General Psychiatric Assessments handout)**
  ➢ Note that all of the following are only a presentation of facts and reports that do not include your opinion or impressions.
  ➢ Pay close attention to the language you use in your writing of this assignment: it needs to be professional and neutral/non judgmental/non-pejorative.
  ➢ Viewing of the assigned videos on D2L is necessary to complete parts of this assignment.

**I. The Client:**  Demographics, Chief Complaint (CC), history of the present illness (HPI), and General Medical Conditions (MIDAS) (all of this can be just a paragraph)
        *Tip:* This can simply be a paragraph or two, depending on how complex and how much detail there is to the HPI. Remember to separate out the Evaluations from the HPI (sometimes it is easier to write Part II, below, first).
        *Tip:* The CC and HPI sections are the two sections where one is most likely to report signs and symptoms (that will reflect diagnostic criteria and support your eventual diagnoses; again, the ones not met in the evaluations section below).
**II. Professional Evaluations:**
        *Tip:* For this section remember to evaluate and report in order to support your conclusions. It is not sufficient to state something like "cognitive functioning intact." You have to explain how this was evaluated, as this provides the evidence that your assessment is correct. See Brief General Psychiatric Assessments handout for examples of testing for these. You must report the response, then what you interpret that to mean. For example, if I ask the "rolling stone" question, I need to report how they answered and

how that answer indicates cognitive associations and/or distractibility. You must report every aspect of these evaluations, even if the client has no issues in that area.

    ***Tip:*** It depends on the complexity and detail the client presents, but these sections can and should be combined into regular sized narrative paragraphs.

1. Appearance
2. Behavior
3. Affect
4. Speech (rate, tone, rhythm, volume, quantity)
5. Cognition (Mental Status Exam)
   a. Alertness & Orientation
   b. Thought Process & Thought Content
   c. Concentration & Memory
   d. Insight/Judgement
6. Functional Impairment (WHODAS)

    ***Tip:*** Be sure to provide the score, reported correctly, and your assessment of what this indicates (do not refer to the attached form). Attach the completed WHODAS to your paper.

*Grading:*

    25 points (or 25% of course grade). The assignment will be graded by a rubric that will be provided in class. The rubric is based on the above details of the assignment (meeting the idea of the assignment as in the description, compliance with the format, and attention to each specification for content). As always in professional communication, clarity is of the utmost importance. Grading may include an evaluation of Competency 7 on Assessment.

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**Assignment 2: Media Character Diagnoses.**
**Due: Week 6**

*Description:*

    To help demonstrate the connection between behavioral criteria and diagnoses, and some of the subjectivity of the whole DSM system, students will complete a diagnostic profile of a media character, followed by a brief rationale for why this character meets the criteria for your diagnosis. This is working a diagnosis not from an assessment, but based on a particular quirk or circumstance of a character that suggests a diagnosis. Examples of the standard format of DSM diagnoses will be provided.

*Format:*
  ➢ APA
  ➢ No References
  ➢ 1-2 pages

*Content/Instructions:*
1. Identify your media character and what show or movie they are from
2. Provide your diagnoses in the standard narrative paragraph format

3. Provide a brief rationale that justifies the diagnoses you have given.  Be sure to give specific behavioral examples that match or support/suggest the diagnostic criteria of your diagnoses.

*Grading:*
  The media character diagnoses is worth 20 points or 20% of the course grade, and is based on (a) a complete set of diagnoses, in the proper format, (b) coherence: rationale linked to diagnostic criteria, and (c) clarity: that you have explained yourself well enough for the audience to follow.  Bonus points will be awarded for creativity and amusement!

==========
**Assignment #3: Client Diagnoses**
**Due: Week 9**

*Description:*
  Once you have completed your narrative that describes a client, you need to use that information to arrive at a complete set of DSM diagnoses.  The diagnosis are based on the information you presented in your assessment (***hint***: if you say a client has X diagnosis, the minimal criteria in signs and symptoms for that diagnosis must be present in your narrative description of that client).  This assignment is purposefully staged to follow the return of your client description and MSE, and a practice diagnosis with a media character.

*Format:*
  ➢ APA
  ➢ No References
  ➢ 1 paragraph, under a new cover page, with Assignment 1 attached

*Content/Instructions:*
  1. Based on your previous work in describing your client and their mental status, provide your diagnoses in the standard narrative paragraph format, with codes.
  2. Please also turn in your Assignment 1, with WHODAS (attached to this assignment). *This is also an opportunity to revise and rewrite your Description and MSE Assignment if you would like to improve your grade.

*Grading:*
  The client diagnoses paragraph is worth 20 points or 20% of the course grade, and grading is based on having a complete set of diagnoses, in the proper format, that are clearly supported by the content of Assignment 1.

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**Assignment #4: Consult Group Case Diagnoses**
**Due: Completed In Class**

*Description:*
  Good clinical practice includes consultation and supervision, which helps to ensure both quality care and accuracy in diagnostics.  As such, students will be assigned to small groups of

approximately five to function as a diagnostic consult group.  For each major diagnostic category covered in the class, your consult group will carefully consider and come to a consensus on the proper diagnoses for a set of given case vignettes.

*Format:*
> ➢ N/A.  A handout will be provided

*Content/Instructions:*
1. A case vignette or set of vignettes will be provided, along with form for reporting diagnoses.
2. Make sure all students in the consult group are named on the reporting form.
3. There will be a time limit on how long your consult group has to deliberate!

*Grading:*
Overall worth 25 points or 25% of the course grade.  The vignettes for each diagnostic category are worth 5 points or 5% each.  All students in the consult group will earn the same number of points.  Grading is based on your consult group having arrived at the expected diagnoses OR having a good, clear rationale supported by the DSM-5 for an alternate diagnosis than what was expected.


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**E. Extra Credit Pop Quizzes:**
There are at least two of these, worth 3 points each.  There may be more!
I like to quiz the class on some of the content we cover to see where everyone is, how much is sticking with you, and how much you can recall.  They are quick and easy (if you have been paying attention!), and are primarily designed to help me assess how things are going.  At the same time, I like to use them as opportunities for students to earn extra points.  If you do not earn any points on a quiz it has absolutely no impact on your course grade, but any points you do earn will help boost your course grade.  Extra credits points are one point = one percentage point of the overall course grade.  So, with two 3 point quizzes, you could potentially boost your course grade 6 points, e.g. a solid B (85 points or 85%) could become an A- (91 points or 91%).

**Required Texts**
American Psychiatric Association.  (2013). Diagnostic *and Statistical Manual of Mental Disorders, 5th Edition* (DSM-5).  Arlington, VA: Author.
Watters, E. (2010).  *Crazy like us: The globalization of the American psyche*.  New York, NY: The Free Press.
McLean, R. (2005).  *Recovered, not cured: A journey through schizophrenia*.  Crowns Nest NSW, Australia: Allen & Unwim.  *Free E-Version available via PSU Library*
**There will be additional required readings and videos posted on the class D2L site**


**Weekly Topical Outline and Assigned Readings**

| Day | Week # | Topic | Readings / Videos | Notes (activities/films) |
|-----|--------|-------|-------------------|--------------------------|

| Sept 26th | 1 | Intro & Organization Assessment:<br>➢ Assessment Tips & Tricks<br>➢ Memorizing the DSM<br>➢ The Medical Model<br>➢ MSE (SLUMS/MoCA)<br>➢ WHODAS | DSM5- Intro (pp. 5-17)<br>Use of DSM (pp. 19-25)<br>Glossary: pp. 817-831<br><br>DSM5- Z codes: pp. 715-727 & 893-896<br><br>DSM5- pp. 733-748<br><br>**Watch on D2L:**<br>A. Assessment Clips | Describing People<br>Asking Questions<br>Gathering Data<br>Common Criteria<br>Dx without Axes<br><br>Practice on each other<br><br>**Commonalities Consult Groups** |
|---|---|---|---|---|
| Oct 3rd | 2 | --The Recovery Philosophy<br>--Diagnosis & Diversity<br>--Stigma<br>--Culture and Recovery in assessments | **D2L:**<br>1. Recovery Factsheet<br>2. SAMHSA Statement<br>3. Ben-Zeev, et al. (2010)<br>4. Whitley & Drake (2010)<br><br>DSM5 on Culture: pp. 749-759 & 833-837<br>Watters- Introduction | --*Bring Change 2 Mind Stigma Videos* (1 to 2 minutes each)<br>--*Video: Attitudes to Mental Health* (5:30)<br><br>--Discuss Watters |
| Oct 10th | 3 | Mood Disorders 1 | DSM5- Bipolar: 123-154<br>   Depressive: 155-188<br>Watters Ch. 4<br>**Watch on D2L:**<br>B. Mood Disorders Clips | --Discuss Watters |
| Oct 17th | 4 | Mood Disorders 2 | **Watch in Class:**<br>--Narratives<br>*Video: Boy, Interrupted* (90 minutes) | **DUE: Client Description and Mental Status Examination**<br>**--Mood Vignette Consult Groups** |

| Oct 24th | 5 | Anxiety Disorders 1 | DSM5- Anxiety: 189-233<br>  PTSD: 265-290<br>  Dissociative: 291-307<br>**Watch on D2L:**<br>C. Anxiety & PTSD Clips | *Video: Social anxiety, a week inside my mind* (7:18) |
|---|---|---|---|---|
| Oct 31st | 6 | Anxiety Disorders 2 | Watters Ch. 2 | **DUE: Media Character Diagnoses**<br><br>--Discuss Watters<br><br>**Anxiety Vignette Consult Groups** |
| Nov 7th | 7 | Substances Use Disorders | DSM5- pp. 481-589<br>McLean, Ch. 1-3 | *Video: What is Addiction* (20 min)<br>*Video: Understanding Relapse* (22 min)<br><br>**Substance Vignette Consult Groups** |
| Nov 14th | 8 | Psychotic Disorders | McLean, Ch. 4-7<br>DSM5- pp. 87-122<br>Watters Ch. 3<br>**Watch on D2L:**<br>D. Schizophrenia & Psychotic Clips | *Talking About My Schizophrenia 1 & 2 videos* (8 min/9 min)<br>--Discuss Watters<br>--Discuss McLean<br>*Broad Institute: Opening Schizophrenia's Black Box video:*<br>https://www.youtube.com/watch?v=s0y4equOTLg<br><br>**Psychotic Vignette Consult Groups** |

| Nov 21st | 9 | "Behavior" Disorders | DSM5- Autism: p. 50-59 | **DUE: Client Diagnoses** |
|---|---|---|---|---|
| | | | ADHD: p. 59-66 OCD: 235-264 Conduct: 461-480 **Watch on D2L:** E. OCD Clips | --Discuss Watters |
| | | Eating Disorders | DSM5- p. 329-354 Watters Ch. 1 **D2L:** Dawson, Rhodes, & Touyz (2014) | |
| Nov 28th | 10 | Personality Disorders & Conclusions | DSM5- pp. 645-684 Watters- Conclusion **Watch on D2L:** F. Personality Disorders Clips | *Video: Back From the Edge* (48 minutes) |

## Course References and Supplemental Readings

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Hitchens, K., & Becker, D. (2014).  Social work and the DSM: A qualitative examination of opinions.  *Social Work in Mental Health, 12*(4), 303-329.

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Whitley, R., & Drake, R. (2010). Recovery: A Dimensional approach. *Psychiatric Services, 61*(12), 1248-1250.

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## First Person Narratives, Novels, and Stories about Mental Illness and Recovery

**Books & Novels**

Archer, A. (2013). *Pleading Insanity*. Archway Publishing [bipolar].

Bassman, R. (2007). *A Fight To Be: A Psychologist's Experience from Both Sides of the Locked Door.* Tantamount Press.

Brinkley, J. (2012). *Cambodia's curse: The modern history of a troubled land.* PublicAffairs Publishing.

Casey, N. (2011*). Unholy Ghost: Writers on Depression.* William and Morrow.

Damone, D. (Ed.). (2012). *Mental Wellness: Real Stories from Survivors.* Hidden Thoughts Press.

Forney, E. (2012). *Marbles: Mania, Depression, Michelangelo, and Me: A Graphic Memoir.* Gotham Press.

Foust, T. (2011). *Nowhere Near Normal: A Memoir of OCD.* Gallery Books.

Gadtke, A. (2008). *Regular and Decaf: One Friend with Schizophrenia, One Friend with Bipolar, One Cup at a Time.* Risen Man Publishing.

Handy, M. (2010). *No comfort zone: Notes on living with post traumatic stress disorder.* Mocassa Press.

Hornbacher, M. (2006). *Wasted: A Memoir of Anorexia and Bulimia*. Harper Perennial.

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Karp, D. (1997). *Speaking of Sadness: Depression, Disconnection, and the Meanings of Illness.* Oxford University Press.

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Kaye, R. (2011). *Ben Behind His Voices: One Family's Journey from the Chaos of Schizophrenia to Hope.* Rowman & Littlefield Publishers.

Kaysen, S. (1994). *Girl, Interrupted.* Vintage Books.

LeCroy, C., & Holschuh, J. (Eds.) (2012). *First Person Accounts of Mental Illness and Recovery.* John Wiley & Sons.

McCormick, P. (2011). *Cut.* Push Press [about cutting].

McLean, R. (2005). *Recovered, not cured: A journey through schizophrenia.* Crowns Nest NSW, Australia: Allen & Unwim.

Montalvan, L.C., & Witter, B. (2012). *Until Tuesday: A wounded warrior and the golden retriever who saved him.* Hachette Books.

Morris, D. (2015). *The evil hours: A biography of post-traumatic stress disorder.* Eamon Dolan/Mariner Books.

North, C. (2003). *Welcome, Silence* [schitzophrenia]. CSS Publishing.

Real, T. (1998). *I Don't Want to Talk About It: Overcoming the Secret Legacy of Male Depression.* Scribner.

Reiland, R. (2004). *Get Me Out of Here: My Recovery from Borderline Personality Disorder.* Hazelden.

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Rowntree, L., & Boden, A. (2012). *Hidden Lives: Coming Out on Mental Illness.* Brindle & Glass Publishing.

Schiller, L., & Bennett, A. (1996). *The Quiet Room: A Journey Out of the Torment of Madness* [schizophrenia]. New York: Grand Central Publishing.

Smith, D. (2013). *Monkey Mind: A Memoir of Anxiety.* Simon and Shuster [reprint 2013].

Snyder, K. (2007). *Me, Myself, and Them: A Firsthand Account of One Young Person's Experience with Schizophrenia.* Oxford University Press.

Styron, W. (1992). *Darkness Visible: A Memoir of Madness.* Vintage Books [depression].

Van Winkle, C. (2010). *Soft spots: A marine's memoir of combat and post-traumatic stress disorder.* St. Martin's Griffin.

Wortmann, F. (2012). *Triggered: A Memoir of Obsessive-Compulsive Disorder.* Thomas Dunne Books.

*The Journal of Progressive Human Services*, (2013), Volume 24, Number 3 is a special issue: "The Experiences of Mental Health Consumers/Survivors."


**Documentary Films:** (links good as of 9/23/14)

*Alien Boy: The Life and Death of James Chasse* (2013) [schizophrenia] AMZ $18.

*Don't Change the Subject* (2012) [suicide]. Direct from film website for $7.

*A Summer in the Cage* [bipolar] 82 minutes. (**Stream via PSULIB**):
http://documentarystorm.com/summer-cage/

*The Secret Life of the Manic Depressive*. (Stephen Fry) 53 minutes. (**Stream via PSULIB**):
Online: http://documentarystorm.com/the-secret-life-of-the-manic-depressive/

*Back from the Edge* (2012) [Borderline Personality]. 48 minutes. Online:
http://topdocumentaryfilms.com/back-edge/
Also on youtube: https://www.youtube.com/watch?v=967Ckat7f98

*Mad, bad or sad? The Psychology of Personality Disorders* (50 minutes)
      https://www.youtube.com/watch?v=XG7hkLojxgY
*Boy Interrupted* [bipolar and suicide]. 92 minutes.  (2009)  (**Stream via PSULIB**)
*Depression, Out of the Shadows.* (2008). 120 minutes.  (**Stream via PSULIB**)
*Thin* [eating disorders].  (2006).  (Can be checked out via **PSULIB**)
*Unhinged: The Trouble with Psychiatry*. Dr. Daniel Carlat on the value of therapeutic counseling
      over medications  (51 minutes) https://www.youtube.com/watch?v=XOCM88LzCOY
*"Up/Down"* Bipolar Disorder Documentary (83 minutes):
      https://www.youtube.com/watch?v=eyiZfzbgaW4
*"The Chemistry of Addictions."*  (12 minutes)  Hank Green short film:
      http://documentarystorm.com/the-chemistry-of-addictions/
      Also on youtube:  http://www.youtube.com/watch?v=ukFjH9odsXw
*"Bellevue, Inside Out" | Psychiatric Hospital Documentary* (2001) (76 minutes)
      http://www.youtube.com/watch?v=N1Bab-bjsLQ
*"Addiction"* HBO Documentary Series. (2007).  Online: http://www.hbo.com/addiction/thefilm/
      (Can be checked out via **PSULIB**)


**YouTube Videos [First Person Narratives]:** (links good as of 9/23/14)
My Struggle With Schizophrenia (7 minutes)
      https://www.youtube.com/watch?v=kL40wwowO4k
My Struggle with Personality Disorder (3.5 minutes)
      http://www.youtube.com/watch?v=ZGqTaKRZkS8
What it Feels Like to Have Borderline Personality Disorder (7 minutes)
      http://www.youtube.com/watch?v=JYMlgNoiilc
Talking About My Schizophrenia (8 minutes)
      http://www.youtube.com/watch?v=B1YvJWTWWEk
Talking About My Schizophrenia 2 (9 minutes)
     http://www.youtube.com/watch?v=aZg3Xd4nOuM&list=UUi1CiKL7RevrSF3RsxXB4nQ
OCD - Obsessive Compulsive Disorder (5:17) FPN
      https://www.youtube.com/watch?v=KOami82xKec
What an anxiety attack feels like.(5:43)
      https://www.youtube.com/watch?v=HC2I7RgaZbc
Social anxiety, a week inside my mind, (short documentary). (7:18)
      https://www.youtube.com/watch?v=cf9VkXS1PYI
      This Videographer's channel, "Silencewithinme" has many videos about social anxiety:
      videoshttps://www.youtube.com/channel/UCQ4j5taqdagBhdJ1q49CRxw
A Drop of Sunshine: A film about schizophrenia. And Hope.  (39 minutes).
      https://www.youtube.com/watch?v=dwKQ4J5b5nk


**Other Good Youtube Videos:**
When Anxiety Attacks (50 minutes) [features Daniel Smith, author of Monkey Mind]
      https://www.youtube.com/watch?v=lTEE1VFMksU
Panic Attack on Live Television (4:32) [Dan Harris of ABC news]
      https://www.youtube.com/watch?v=_qo4uPxhUzU
Attitudes to Mental Health (5.5 minutes)
      http://www.youtube.com/watch?v=Qh3I3tOVqUk

OCD & Anxiety Disorders: Crash Course Psychology #29 (11:31) [Hank Green]
https://www.youtube.com/watch?v=aX7jnVXXG5o

**Blogs:**
Overcoming Schizophrenia: How I am Living With It Blog
http://overcomingschizophrenia.blogspot.com/
Cuz I Can Fly: A Girls' Travel Through Psychosis
http://cuzicanfly.blogspot.com/
http://cuzicanfly.blogspot.com/2009/05/i-can-has-mania.html
Suicidal No More: Choosing to Live with Schizoaffective Disorder
http://www.suicidalnomore.com/
Stacy Pershall's Back From the Brink: Living With Borderline Personality Disorder
http://www.huffingtonpost.com/stacy-pershall/back-from-the-brink-
livin_b_1022820.html
 "Hyperbole and a Half" Blog about depression:
http://hyperboleandahalf.blogspot.com/search?updated-min=2011-01-01T00:00:00-
07:00&updated-max=2012-01-01T00:00:00-07:00&max-results=5
Archipelago: Stories About Who We Are, Together and Alone (Helen Rosen on Depression)
https://medium.com/the-archipelago/not-everyone-feels-this-way-
7e21574a2dfd#.9be32qrb8
The Dish: Biased and Balanced (Andrew Sullivan / Entry on Depression by Elizabeth Brown)
http://dish.andrewsullivan.com/2014/08/13/depression-success-and-lies-of-the-mind/

**PSAs, Websites and Other:**
Bring Change 2 Mind Organization:
PSA on stigma (on Youtube): http://www.youtube.com/watch?v=WUaXFlANojQ
Three good videos on stigma: http://bringchange2mind.org/learn/what-is-stigma/
Narratives Collection: http://bringchange2mind.org/stories/read-stories/
CSWE Resources on the Recovery movement and philosophy:
http://www.cswe.org/cms/42850.aspx
Pat Deegan Website: includes the "common ground" approach to negotiating with providers:
https://www.patdeegan.com/
National Empowerment Center: projects and information about mental health recovery:
http://www.power2u.org/who.html
Mind Freedom International Personal Stories Collection
http://www.mindfreedom.org/personal-stories
SAHMSA has a large section dedicated to recovery (and a lot of free to download pubs)
http://www.samhsa.gov/recovery/
http://store.samhsa.gov/facet/Treatment-Prevention-Recovery/term/Recovery
NAMI online Newsletter 2006 Article: "In the First Person"
http://www.nami.org/Template.cfm?Section=20065&Template=/ContentManagement/Co
ntentDisplay.cfm&ContentID=39579

# Health Across the Lifespan Specialization Courses

**PORTLAND STATE UNIVERSITY**         **SW 517**
School of Social Work         **Instructor Information**
**MSW Program**

## Health Across the Lifespan I (3 credits)

The Health Across the Lifespan concentration builds on the foundation year and provides advanced training in health care and aging practice that is grounded in social work perspectives, knowledge, values, and ethics. The concentration will have a lifespan focus that prepares students for advanced practice with individuals, families, and groups in various health care and aging settings. The sequence will begin with general adult practice, moving to work with older adults, and ending with a focus on children, youth, and families.
The theoretical models put forth will be grounded in strength-based, trauma-informed, and collaborative perspectives that support students to develop engagement, assessment, intervention, and evaluation competencies for practice with diverse populations. Intervention modalities will make use of evidence-based principles and include motivational interviewing, brief counseling, crisis intervention, client-centered advocacy and case management across multiple care settings. Ongoing consideration of health disparities, health literacy, the social determinants of health, health reform, diversity, and access and utilization in healthcare will be infused across the sequence. The Health Across the Lifespan concentration's approach to practice is informed by principles of social justice and recognition of the systemic contexts of practice and thus includes advocacy, activism, and policy-practice with, and on behalf of, individuals, families, groups, organizations, and communities.

### Course Description
Advanced concentration course for students in health related settings with a lifespan focus on general adult social work practice. Focus on self-awareness, ethics, chronic disease, teamwork, health disparities, health literacy, the social determinants of health, and diversity and social justice issues in healthcare, as well as medical terminology, documentation, and the use of interpreters. Emphasis on engagement and assessment, use of empathy, and motivational interviewing. Connecting field placement experiences with course content.
Pre-requisite: three terms of SW 511.

### Course Objectives
1. Apply medical and social work ethics to complex case studies in health care
2. Explain how health beliefs can affect health behavior
3. Apply methods of understanding and translating medical terminology with diverse populations
4. Explore how health literacy and effective communication can increase healthcare access and utilization
5. Describe harm reduction, recovery, and trauma-informed approaches in health settings
6. Demonstrate basic proficiency in Motivational Interviewing in health settings
7. Discuss the social determinants of health and intersections with diversity and social justice for populations with chronic illness

**The objectives and course content support the development of the following advanced Health Across the Lifespan competencies:**

**Competency 1 – Demonstrate Ethical and Professional Behavior**

Advance practice healthcare social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels of healthcare settings. Advance practice healthcare social workers understand interdisciplinary and multidisciplinary frameworks of ethical decision-making in healthcare settings and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advance practice healthcare social workers recognize personal values and the distinction between personal and professional values as well as differences across healthcare professions. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Advance practice healthcare social workers also understand the role of other professions when engaged in interdisciplinary and multidisciplinary teams. Advance practice healthcare social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective in healthcare settings. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice including the use of electronic health records and the legal and ethical guides of releasing health information.

**Competency 2 – Engage Diversity and Difference in Practice**

Advanced practice healthcare social workers understand how diversity and difference characterize and shape the human experience in healthcare settings. Advanced practice healthcare social workers are knowledgeable about the influence of diversity and difference on 1) access to healthcare systems, 2) help-seeking behaviors, 3) intervention options, and 4) communication and education strategies. They also understand how personal experiences and affective reactions influence professional judgment and behavior of interdisciplinary and multidisciplinary teams. Advanced practice healthcare social workers understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power and how that influences interactions within healthcare settings.

**Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice**

Advanced practice healthcare social workers understand the interconnection of social, economic, and environmental factors in the lives of patients and their families. Advanced practice healthcare social understand the global interconnections of oppression and human rights violations and the effects on health across the lifespan. They understand and develop strategies to eliminate oppressive structural barriers to ensure that healthcare is distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

**Competency 6 – Engage with Individuals, Families, Groups, Organizations, & Communities**

Advanced practice healthcare social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Advance practice

healthcare social workers understand interpersonal dynamics and contextual factors that affect working relationship. They understand strategies of collaboration and cooperation to engage diverse clients and constituencies to advance practice effectiveness in healthcare settings. Advanced practice healthcare social workers understand how personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies within healthcare settings. They value principles of relationship-building and interdisciplinary and multidisciplinary collaboration to facilitate engagement with clients, constituencies, and other professionals to promote health and well-being.

## Access and Inclusion for Students with Disabilities

PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage(https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

## Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

## Names and Gender Pronouns

Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please

advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

## Populations at Risk
Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk.  Course content (including readings, lectures, class discussions and assignments) educate students to identify how social group membership influences access to resources, and covers the dynamics of risk factors to include responsive and productive strategies to redress them.  Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice, e.g. distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege.  Vulnerable, oppressed and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power.  Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed.  Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW code of ethics.

## Academic Honesty and Integrity
 All work submitted in this course must be your own, and it must be produced specifically for this course.  If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor.  All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.
Violations of academic honesty will be taken seriously and are outlined in the current student handbook and PSU Academic Misconduct. It is your responsibility to familiarize yourself with these guidelines.

## Assignments and Grading

| Assignment | Points (% of Grade) |
|---|---|
| 1.  Ethical Reflection and Analysis Paper | 25 |
| 2.  Motivational Interviewing Video | 30 |
| 3.  Diversity and Disease Process Presentation | 30 |
| 4.  Attendance and Participation | 15 |

## Grading Scale for Graduate Work at PSU SSW:

| A | 94 – 100% | 4.00 | | B+ | 88 – 89% | 3.33 | | C+ | 78 – 79% | 2.33 |
|---|---|---|---|---|---|---|---|---|---|---|

| A- | 90 – 93% | 3.67 | | B | 84 – 87% | 3.00 | | C | 74 – 77% | 2.00 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | B- | 80 – 83% | 2.67 | | C- | 70 – 73% | 1.67 |
| D+ | 68 – 69% | 1.33 | | D- | 60 – 63% | 0.67 | | F | < 60% | 0.00 |
| D | 64 – 67% | 1.00 | | | | | | | | |

The grading system at the graduate level is defined as follows:

A—Excellent

B—Satisfactory

C—Below graduate standard

D/F—Failure

A grade of B- or higher is required in this course in order to pass and receive graduate credit.

## Incompletes

An incomplete grade is only given when students, due to circumstances beyond their control, have not completed some definite course requirement. **The initiative rests with the student to request an incomplete grade.** Students do not have a right to receive/demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met: (see the full policy in the MSW Student Handbook)

- The quality of the work to date is satisfactory, but some essential work remains. In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of B-.
- Reasonable justification for request. Reasons for assigning the Incomplete must be acceptable by the instructor. The circumstances should be unforeseen or be beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
- Incomplete grade is not a substitute for a poor grade.
- A written or electronic agreement will be endorsed by both the instructor and student.. A template "Incomplete Contract" is available on Registrar's website http://www.pdx.edu/registration/sites/www.pdx.edu.registration/files/Incomplete_Guidelines_Contract.pdf

## Confidentiality and Privacy

It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor.  If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to follow the NASW Code of Ethics in regard to confidentiality. www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private.  However, if the instructor has reason to believe that your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution.

## PSU and SSW Policies that Guide Faculty and Student Behavior

All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting.
PSU requires work and study free from discrimination and harassment. PSU Office of Equity and Compliance has adopted a formal Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/diversity/office-of-equity-compliance.

**Attendance and Professional Behavior**
Social work is a profession that requires a high level of professionalism and self-awareness. You are expected to demonstrate this in the classroom, in the same manner as you would in the work place. This will require you to be present and engaged in classroom activities and to maintain a respectful learning environment (i.e., arrive to class on time, turn off your cell phone, no texting, no side conversations, maintain confidentiality, complete the exercises, and stay for the entire class). Classroom discussions and activities will revolve around the readings so it is important to you come prepared and can demonstrate that you have read the material. Attendance is required, but a single absence will not affect the course grade.

**Required Format for Assignments**
Basic APA is required for format and citations. This means 1-inch margins, Times New Roman 12-point font, double-spaced (without extra spacing between paragraphs), with page numbers, a cover page (the only place where your name appears), printed on only one side of the page, and fully correct APA citations and references. No running head or abstract. Two essential guides to APA format are provided on the course D2L site; following these guides is the minimum acceptable effort toward APA.

**Assignments:**

=========
**1. Ethical Reflection & Analysis Paper**
Description:
        This assignment gives students the opportunity to analyze a controversial ethics case from three different perspectives: (1) their personal belief system, (2) a medical model, and (3) a social work model. The objective is to evaluate the influence of emotional responses to complex ethical situations and to describe how personal beliefs affect practice. This assignment is designed to help demonstrate Competency 1 – Demonstrate Ethical and Professional Behavior.

Format:
  ➢ Three to five pages
  ➢ Reflections are in the first person
  ➢ APA rules for format (basic requirements spelled out in syllabus and in D2L documents)
  ➢ No references

Instructions and Content:
  1. Choose and read one Ethics Case Study from the Center for Practical Bioethics (link in D2L)
        a. Choose a case that fits well with your Field Placement
  2. Write a reflection paper where you address the following:

a. What is your initial gut reaction to the scenario? This will tell you something about your own beliefs and values and the principles that you personally utilize.
- Now you have to set aside your personal reaction and carefully consider just facts and the ethical models (beware of projecting your feelings into the following sections).

b. Apply one of the Medical models (Georgetown or Jonsen): How would an Ethics Committee at your Field Agency (with membership including MD, RN, MSW, Legal Counsel, and Administrator) arrive at a conclusion about an ethical course of action using a medical model?

c. Apply one of the Social Work models (see A Guide to Social Work Ethics Models on D2L). Does the Social Work model support the conclusions of the ethics committee? How would an all MSW Ethics Committee have processed and decided this case?
- **Be very careful here**, as we have a tendency to read social work models in such a way that it supports our personal beliefs from 2a above.

Grading:

Accounts for 25 points or 25% of overall course grade. Grading is based on a thoughtful and well-balanced reflection and analysis, as well as having attended to all elements and specifications in the assignment instructions above, including formatting and APA compliance.

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2. **Motivational Interviewing Video**

Description:

There is no substitute for actual, practical experience utilizing the knowledge gained in MSW education. Social work skills are essentially social work knowledge in action. Video recording ourselves and/or having our work observed are unique opportunities for this kind of practice, skill growth, and increased self-awareness. In this assignment, students will demonstrate their developing skills in effective and empathic engagement using Motivational Interviewing. This assignment is designed to help demonstrate Competency 6 – Engage with Individuals, Families, Groups, Organizations, & Communities

You will choose a partner who is willing to act in the role of a client to discuss a real situation they are ambivalent about or struggling with and be willing to discuss it while being recorded. **Do not use a client from your field agency. Do not use a close significant other, family member, or person you are very close to, as this undermines your ability to demonstrate empathy.**

Format:
- Use a laptop with a camera (or a phone) to record your video.
- Your recording must be in a compatible format for PC (because that is what the SSW has placed in my office for me to use).
  - Video files that do not play will be re-requested and will forfeit one full grade level.
- You may submit the video on DVD, memory stick, via email, or in the D2L Dropbox.

- Make sure to label your DVD, memory stick, or video file with your name (use your name as part of the file name)
- The entire recording is limited to 20 minutes (15-minute session and 5-minute debrief).
  - Recordings over the time limit will automatically forfeit one full grade level.
- Please make sure the picture and sound are clear and audible, with no noise or lighting issues that make it difficult to hear or see, and that your video will play.
  - Unclear recordings will be returned for rerecording and will forfeit one full grade level.
- Documentation and Self-evaluations are in APA format, and reflective (first person, no cites or references).

Instructions & Content:
1. **Focus the camera on you, the social worker, with the client out of frame.**
2. Frame the interview as an initial meeting, with the social worker providing a very brief introduction (3-4 minutes) and orientation for the client (assume that the agency has done most of the work for you about the agency, the services, and given you some data about the client).
   a. Be sure to identify the setting (agency, outreach, etc.), your role (agency worker, intake worker, etc.), and the context, so reviewers of your recording are oriented.
3. Ask the interviewee to discuss a real issue he or she is ambivalent about or struggling with. **This is not a role-play or acting situation.**
4. In the interview, focus on demonstrating:
   a. Professional presence/poise: Attending, warmth, empathy, genuineness, etc.
   b. Motivational Interviewing Engagement Skills:
      i. **Expressing Empathy**
      ii. **Responding to change talk**
5. Following the interview, spend no more than 5 minutes with the interviewee to debrief how the interview went. Incorporate this feedback into your self-evaluation.

**Self-Evaluation:** Write a 3-5 page reflective self-evaluation of your interviewing skills as demonstrated in the recording.
1. **Watch your own video.** Address the following:
   (a) How well did you engage with the client and demonstrate empathy? Did you respond to/reflect emotions?
   (b) How well did you notice and respond to change talk?
2. After watching the video, block the screen and **listen** to the client in the video. Address the following:
   (a) Did you hear expressions of emotion or episodes of change talk that you missed in watching the video?
   (b) How well did you respond to the emotions and the change talk?
3. End your self-evaluation with a brief plan for building on the strengths you demonstrated in the video, and how you will address areas for improvement

Grading:
Accounts for 30 points or 30% of overall course grade. Grading is based on compliance with all formatting, time limits, and other specifications as above, including all required components.

The degree to which you clearly demonstrated Motivational Interviewing empathy and engagement and skills is critical. A thoughtful self-evaluation is required, especially an analysis of how your own personal beliefs might be influencing your work.


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3. **Health Disparities Poster Presentation**
Description:
      This purpose of this assignment is to consider the interconnection of social and economic justice, human rights, and health disparities. Using professional literature to identify the issues and strategies for overcoming barriers to health equity will need to be identified. This assignment is designed to help demonstrate Competency 2 – Engage Diversity and Difference in Practice, and Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice.

Format:
  ➢ Students will display their work on a tri-folder (poster).
  ➢ This poster session will be similar to a professional conference poster.
    o APA format for references cited in the body of the text and in the references
    o Follow outline of a professional presentation (introduction, body, references)
    o Make sure content is large and visible from a distance

Instructions:
As a group, choose a chronic disease/illness of interest. You will then access scholarly sources to learn about the disease/illness and its effect on marginalized communities, barriers to care, and strategies to promote health. You will present this information on a poster.

Content:
A. Each group member will be responsible for creating one annotated bibliography of one article that was used to prepare the poster (each member does a different article).
B. On the poster, please display the following information:
  1) Describe how the disease is diagnosed, treatment options including medication and others, and the general prognosis of the disease/illness.
  2) Using a social justice lens, discuss the how marginalized communities are affected by the disease/illness. This should include health disparities, historical trauma, genetic predisposition, etc. as appropriate.
  3) Develop a list of barriers that contribute to unequal care for patients
  4) Counter that list with suggestions, policies, or practices that would reduce those barriers; and
  5) Develop and highlight at least one strategy to increase health promotion, education, or prevention with an identified marginalized community be prepared to explain your choice.

Grading:
      Accounts for 30 points or 30% overall course grade. Grading is based on having all of the required elements of the assignment as specified above (the poster, the annotated

bibliography), on the use of professional literature, and on the depth and insight demonstrated about the disease, social justice issues, and suggestions for countering these issues in the field.

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**4. Attendance and participation**

As noted in the course policies above, full attendance is expected and required as professional social work behavior. A single absence, with advanced notice and planning on your part, will not affect your course grade. A second absence will certainly preclude the possibility of an A in the course, and may result in a non-passing grade overall (depending on your performance on the course assignments). A third absence will result in a non-passing grade in the course and a referral for an academic review. Repeated tardiness and early departures are disruptive to the class as well, and three instances of this behavior will count as a full absence. Missing 50% or more of any one class session also counts as a full absence.

**Access to instructor**
*To be completed by the instructor*

**Instructional Methods**
*To be completed by the instructor*

**Required Texts**
Skloot, R. (2011). *The immortal life of Henrietta Lacks.* New York, NY: Broadway Press.
Rollnick, S., Miller, W., & Butler, C. (2008). *Motivational Interviewing in health Care: Helping Patients Change Behavior.* New York, NY: Guilford Press.
**There will be additional required readings and videos posted on the class D2L site**

**A note on class session organization:**

As the HAL sequence is an advanced clinical practice course and is directly linked to the students' field placements, connecting content, skills, and field are vital to the instructional approach. After piloting the HAL curriculum and making changes based on student feedback and classroom experiences, a general format has developed for the courses. Most class sessions will contain three primary elements: (a) a review and discussion of content and concepts derived from readings, films, and resources, (b) practical application and skill development via small group role-plays and practice sessions, and (c) a "field seminar" period where students can check-in, connect course material to placement experiences, share community resources, and share case consultations.

## SW 517: HAL1 Course Calendar

| Day | Week # | Topics | Readings, etc. |
|-----|--------|--------|----------------|
| | 1 | -Introductions/Course Review<br>-History and context of health care and social work<br>-NASW standards for social work practice in health care settings<br>-The current state of social work in health care practice // host settings | **Handout:**<br>--NASW Healthcare Standards<br>--Craig, S., & Muskat, B. (2013). Bouncers, Brokers, and Glue: The self-described roles of socail workers in urban hospitals. Health & Social Work, 38(1). 7-16. |
| | 2 | -Medical Terminology<br>-Health Literacy<br>-Interpreters<br>-Documentation and Records | **Reading:**<br>  -Skloot (2011) Part 1<br>**On D2L:**<br>  -Kaufert & Putsch (1997)<br>  -HRSA Alternative Word Lists<br>**Watch before class:**<br>--Medical Terminology YouTube Video (link on D2L)<br>**Review/Familiarize:**<br>--Culturally specific information and translated material on Ethnomed and from the Refugee Health Information Network (links on D2L) |
| | 3 | -Ethics and Law<br>-Selection of Ethics Case Study<br>-Explore Guide to Ethical Models<br>-Social Determinants of Health | **Reading:**<br>  -Skloot (2011) Part 2<br>  -Craig, Bejan, & Muskat (2013)<br>**On D2L:**<br>  -Ethics and Law Modules<br>     **\*Complete Quiz on D2L\***<br>**Watch before class:**<br>--Episode 1 of Unnatural Causes: "In Sickness and in Wealth" (56 min; Link on D2L) |
| | 4 | -Finish Ethics<br>-Theories of Health Behavior<br>-Social Justice issues<br>-Start Motivational Interviewing (MI) | **Reading:**<br>Skloot (2011) Part 3<br>Rollnick et al.:<br>  CH 1 – MI Principles and Evidence<br>  CH 2 – How MI fits into Healthcare<br>**Watch before class:**<br>--Episode 4 of Unnatural Causes: "Bad Sugar" (29 min; Link on D2L) |

| | | | |
|---|---|---|---|
| | 5 | -Interdisciplinary Teamwork<br>-Continue MI | Rollnick, et al.:<br>  CH 3 – Practicing MI<br>  CH 4 – Asking<br>**On D2L:**<br>  -Abramson & Mizrahi (1996)<br>  -Youngwerth & Twaddle (2011)<br>**DUE: Ethical Analysis Paper** |
| | 6 | -Recovery Model & Harm Reduction<br>-Continue MI | Rollnick, et al.:<br>  CH 5 – Listening<br>  CH 6 – Informing<br>**On D2L:**<br>  -Mancini, Hardiman, & Eversman (2008) |
| | 7 | -Recovery Model & Harm Reduction<br>-Continue MI | Rollnick, et al.:<br>  CH. 7 – Integrating the Skills<br>**On D2L:**<br>  -Schauer, Everett, del Vecchio, & Anderson (2007) |
| | 8 | -Finish MI<br>-Trauma Informed Care<br>-Check in: Disease Process & Diversity | Rollnick, et al.:<br>  CH 8 – Case Examples of Guiding<br>  CH 9 – Getting Better at Guiding<br>**On D2L:**<br>  -Bath (2008)<br>  -Bloom & Sreedhar (2008)<br>**DUE: Motivational Interviewing Videos** |
| | 9 | -Compliance and Adherence<br>-Sex, Gender, and Sexuality<br>-Impact of illness on caregivers | **On D2L:**<br>  -Rust & Davis (2011) |
| | 10 | Group Poster Presentations<br>Advocacy | **DUE: Group Poster Presentations** |

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**Course References & Resources**

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Abramson, J.S., & Mizrahi, T. (1996). When social workers and physicians collaborate: Positive and negative interdisciplinary experiences. *Social Work, 41*(3), 270-281.

Bath, H. (2008). The three pillars of trauma-informed care. *Reclaiming Children and Youth, 17*(3), 17-21.

Bloom, S., & Sreedhar, S. (2008). The sanctuary model of trauma-informed organizational change. *Reclaiming Children and Youth, 17*(3), 48-53.

Craig, S., Bejan, R., & Muskat, B. (2013). Making the invisible visible: Are health social workers addressing the social determinants of health? *Social work in health care, 52,* 311-331.

Elliott, D., Bjelajac, P., Fallot, R., Markoff, L., & Reed, B. (2005). Trauma-informed or trauma-denied: Principles and implementation of trauma-informed services for women. *Journal*

*of Community Psychology, 33*(4), 461-477.

Kaufert, J., & Putsch, R. (1997).  Communication through interpreters in healthcare: Ethical dilemmas arising from differences in class, culture, language, and power.  *The Journal of Clinical Ethics, 8*(1), 71-87.

Lawrence, Shawn A; Zittel-Palamara, Kimberley M; Wodarski, Lois Ann; Wodarski, John. (2003): Behavioral Health: Treatment and Prevention of Chronic Disease and the Implications for Social Work Practice.  *Journal of Health & Social Policy 17*(2), 49-65.

Mancini, M., & Wyrick-Waugh, W. (2013).  Consumer and practitioner perceptions of the harm reduction approach in a community mental health setting.  *Community Mental Health Journal, 49*, 14-24.

Mancini, M., Hardiman, E., & Eversman, M. (2008).  A review of the compatibility of harm reduction and recovery oriented best practices for dual disorders.  *Best Practices in Mental Health, 4*(2), 99-113.

NASW Healthcare Standards: http://www.naswdc.org/practice/standards/naswhealthcarestandards.pdf

Rosenberg, L. (2011).  Addressing trauma in mental health and substance use treatment.  *The Journal of Behavioral Health Services & Research, 38*(4), 428-431.

Rust, C., & Davis, C. (2011).  Health literacy and medication adherence in underserved African American breast cancer survivors: A qualitative study.  *Social Work in Health Care, 50*(9), 739-761.

Schauer, C., Everett, A., del Vecchio, P., & Anderson, L. (2007).  Promoting the value and practice of shared decision-making in mental health care.  *Psychiatric Rehabilitation Journal, 31*(1), 54-61.

Youngwerth, J.., & Twaddle (2011).  Culture of interdisciplinary teams:  How to foster good dynamics.  *Journal of Palliative Care 14*(5), 650-654.

**Health Across the Lifespan II (3 credits)**

The Health Across the Lifespan concentration builds on the foundation year and provides advanced training in health care and aging practice that is grounded in social work perspectives, knowledge, values, and ethics. The concentration will have a lifespan focus that prepares students for advanced practice with individuals, families, and groups in various health care and aging settings. The sequence will begin with general adult practice, moving to work with older adults, and ending with a focus on children, youth, and families.

The theoretical models put forth will be grounded in strength-based, trauma-informed, and collaborative perspectives that support students to develop engagement, assessment, intervention, and evaluation competencies for practice with diverse populations. Intervention modalities will make use of evidence-based principles and include motivational interviewing, brief counseling, crisis intervention, client-centered advocacy and case management across multiple care settings. Ongoing consideration of health disparities, health literacy, the social determinants of health, health reform, diversity, and access and utilization in healthcare will be infused across the sequence. The Health Across the Lifespan concentration's approach to practice is informed by principles of social justice and recognition of the systemic contexts of practice and thus includes advocacy, activism, and policy-practice with, and on behalf of, individuals, families, groups, organizations, and communities.

## Course Description

Advanced concentration course with a lifespan focus on older adults for students in health related settings. Intervention and assessment modalities and important practice theories with application of approaches and rapid assessment tools. Ongoing consideration of health disparities, diversity, and social justice implications in health care, as well as health systems, health reform, and medical terminology. Exploration of advanced care planning and end-of-life. Connecting field placement experiences with course content. Pre-requisite: SW 517.

## Course Objectives:
1. Explain how health care and health systems are driven by policy in the US.
2. Compare perspectives on health care reform, why it is needed, and possible solutions
3. Apply rapid health assessment measures for health, decisional capacity, and SBIRT
4. Examine intervention theories for health settings (specifically CBT) and apply to case presentations
5. Experiment with single session work in health settings
6. Explore palliative, end-of-life, hospice, and advanced directives
7. Discuss the social determinants of health and intersections with diversity and social justice for older adult populations

**The objectives and course content support the development of the following advanced Health Across the Lifespan competencies:**

**Competency 2 – Engage Diversity and Difference in Practice**
Advanced practice healthcare social workers understand how diversity and difference characterize and shape the human experience in healthcare settings. Advanced practice healthcare social workers are knowledgeable about the influence of diversity and difference on 1) access to healthcare systems, 2) help-seeking behaviors, 3) intervention options, and 4) communication and education strategies. They also understand how personal experiences and affective reactions influence professional judgment and behavior of interdisciplinary and multidisciplinary teams. Advanced practice healthcare social workers understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power and how that influences interactions within healthcare settings.

**Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice**
Advanced practice healthcare social workers understand the interconnection of social, economic, and environmental factors in the lives of patients and their families. Advanced practice healthcare social understand the global interconnections of oppression and human rights violations and the effects on health across the lifespan. They understand and develop strategies to eliminate oppressive structural barriers to ensure that healthcare is distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

**Competency 5 – Engage in Policy Practice**
Advanced practice healthcare social workers understand that healthcare is mediated by policy and its implementation at the federal, state, and local levels. Advanced practice healthcare social workers understand the history and current structures of healthcare policies and services, the role of policy in service delivery, and the role of practice in policy development. They understand their role in policy development and implementation within healthcare settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. Advance practice healthcare social workers skilled in policy formulation, analysis, implementation, and evaluation.

**Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities**
Advanced practice healthcare social workers understand that bio-psycho-social-spiritual assessment is an ongoing component of the dynamic and interactive process of healthcare social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They understand and use theories of health promotion, social determinants of health, lifespan development, motivational interviewing, and human behavior and the social environment to critically evaluate and apply knowledge in the assessment. Advanced practice healthcare social workers recognize the implications of the context of healthcare in the assessment process and value the importance of interdisciplinary and multidisciplinary collaboration in the process. They understand how their personal experiences and affective reactions may affect their assessment and decision-making.

**Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities**

Advanced practice healthcare social workers critically appraise and apply multiple interventions to achieve the goals of clients and constituencies. They collaborate with interdisciplinary and/or multidisciplinary teams to coordinate interventions. Advance practice healthcare social workers identify, analyze, and implement best practice and evidence-informed interventions to promote client and constituency goals and well-being. They demonstrate skills in effective teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary and multidisciplinary collaboration.

**Access and Inclusion for Students with Disabilities**

PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage(https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

**Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking**

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

**Names and Gender Pronouns**

Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please

advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

## Populations at Risk

Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk. Course content (including readings, lectures, class discussions and assignments) educate students to identify how social group membership influences access to resources, and covers the dynamics of risk factors to include responsive and productive strategies to redress them. Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice, e.g. distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege. Vulnerable, oppressed and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed. Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW code of ethics.

## Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course. If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor. All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.
Violations of academic honesty will be taken seriously and are outlined in the current student handbook and PSU Academic Misconduct. It is your responsibility to familiarize yourself with these guidelines.

## Assignments and Grading

| Assignment | Points (% of Grade) |
|---|---|
| 1. Aging Poster Presentations | 30 |
| 2. Single Session Practice Paper | 30 |
| 3. CBT Case Presentations | 30 |
| 4. Attendance and Participation | 10 |

## Grading Scale for Graduate Work at PSU SSW:

| A | 94 – 100% | 4.00 | | B+ | 88 – 89% | 3.33 | | C+ | 78 – 79% | 2.33 |
|---|---|---|---|---|---|---|---|---|---|---|
| A- | 90 – 93% | 3.67 | | B | 84 – 87% | 3.00 | | C | 74 – 77% | 2.00 |

| | | | | B- | 80 – 83% | 2.67 | | C- | 70 – 73% | 1.67 |
|----|----------|------|---|----|----------|------|---|----|---------|------|
| D+ | 68 – 69% | 1.33 | | D- | 60 – 63% | 0.67 | | F | < 60% | 0.00 |
| D | 64 – 67% | 1.00 | | | | | | | | |

The grading system at the graduate level is defined as follows:
A—Excellent
B—Satisfactory
C—Below graduate standard
D/F—Failure
   A grade of B- or higher is required in this course in order to pass and receive graduate credit.

## Incompletes
A student may request an incomplete from an instructor when all of the following criteria apply:
- Quality of work in the course up to that point is C level or above.
- Essential work remains to be done.  "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
- Reasons for assigning an "I" must be acceptable to the instructor and to the Office of Graduate Studies.  The student does not have the right to demand an "I."  An instructor is entitled to insist on appropriate medical or other documentation.  The circumstances must be unforeseen or be beyond the control of the student.  *In no case is an "Incomplete" grade given to enable a student to do additional work to raise a deficient grade.*
- A Request for Incomplete form (on student web center) is completed by the student and discussed with the instructor prior to the end of the course. The instructor will determine if the request meets University policy, as indicated above, and if approved a due date for the remaining work will be determined and the form signed by both instructor and student. (more detail is in the MSW Student Handbook)

## Confidentiality and Privacy
It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor.  If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to follow the NASW Code of Ethics in regard to confidentiality.
www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private.  However, if the instructor has reason to believe that your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution.

## PSU and SSW Policies that Guide Faculty and Student Behavior
All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting.

PSU requires work and study free from discrimination and harassment. PSU Office of Equity and Compliance has adopted a formal Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/diversity/office-of-equity-compliance.

**Attendance and Professional Behavior**
Social work is a profession that requires a high level of professionalism and self-awareness. You are expected to demonstrate this in the classroom, in the same manner as you would in the work place. This will require you to be present and engaged in classroom activities and to maintain a respectful learning environment (i.e., arrive to class on time, turn off your cell phone, no texting, no side conversations, maintain confidentiality, complete the exercises, and stay for the entire class). Classroom discussions and activities will revolve around the readings so it is important to you come prepared and can demonstrate that you have read the material. Attendance is required, but a single absence will not affect the course grade.

**Required Format for Assignments**
Basic APA is required for format and citations. This means 1-inch margins, Times New Roman 12-point font, double-spaced (without extra spacing between paragraphs), with page numbers, a cover page (the only place where your name appears), printed on only one side of the page, and fully correct APA citations and references. No running head or abstract. Two essential guides to APA format are provided on the course D2L site; following these guides is the minimum acceptable effort toward APA.

**Assignments:**

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**1. Health, Diversity, and Social Justice Issues in Older Adults Poster Presentations**
Description:
        This purpose of this assignment is to consider the interconnection of social and economic justice, human rights, and health disparities in older adults. Using professional literature to identify the issues and strategies for overcoming barriers to health equity will need to be identified. This assignment is designed to help demonstrate Competency 2 – Engage Diversity and Difference in Practice, and Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice.

Format:
  ➢ Students will display their work on a tri-folder (poster).
  ➢ This poster session will be similar to a professional conference poster.
      o APA format for references cited in the body of the text and in the references
      o Follow outline of a professional presentation (introduction, body, references)
      o Make sure content is large and visible from a distance

Instructions:
        As a group, choose a health issue that primarily (or in specific ways) has an impact on older adults. You will then access scholarly sources to learn about this issue and how it intersects with diversity and social justice issues that also affect older adults. Your group will

need to develop strategies for addressing health inequities in older adults.  You will present this information on a poster.

Content:
A.  Each group member will be responsible for creating one annotated bibliography of one article that was used to prepare the poster (each member does a different article).
B.  On the poster, please display the following information:
1)  Describe the older adult health issue: when in life does it occur, how it is diagnosed, what are treatment options, and the general prognosis of the illness or issue.
2)  Using a social justice lens and considerations for intersectional identities in older adults, discuss the how older adults are affected by the illness or issue.
3)  Develop a list of barriers that contribute to unequal care for older adults
4)  Counter that list with suggestions, policies, or practices that would reduce those barriers
5)  Develop and highlight at least one strategy to increase health promotion, education, or prevention with older adults

Grading:
Accounts for 30 points or 30% overall course grade.  Grading is based on having all of the required elements of the assignment as specified above (the poster, the annotated bibliography), on the use of professional literature, and on the depth and insight demonstrated about the illness or issue, social justice issues, and suggestions for countering these issues in the field.

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**2. Single Session Assignment**
Description:
This assignment is an opportunity to apply an evidence-informed single session strategy at your field placement and includes a written reflection paper that evaluates how well the approach worked in that setting and with client(s).  You may treat a first session as a single session if that is a better match to your field placement, although treating any session as a single session may be of benefit according to the literature on single session work.  This assignment is designed to help demonstrate Competency 8: Intervention with Individuals or Families.

Format:
➢  Four to six pages
➢  Reflections are in the first person
➢  APA rules for format (basic requirements spelled out in syllabus and D2L documents)
➢  APA citations and references (for the articles utilized from the journal)

Instructions:
***Practice Sessions:***
1.  Several articles on single session work from the professional literature have been provided on D2L.
a.  Please choose **two** of these articles that best fit with your field placement.  You can use the Single Session handout from class to guide you to which articles might be the best fit.

2. Practice strategies or techniques from or informed by the articles on single session work at your agency with one client.

Content:

*Paper:*
- Describe the field setting (1 paragraph)
- Describe the client with which you employed the single session approach (1 paragraph)
- Describe the single session
    - Include the strategies/techniques used
        - Include the source citations and references
- Evaluate the effectiveness of the single session model
    - For this client, and for you
    - For this agency setting

Grading

The Single Session sessions and paper account for 30 points or 30% of the overall course grade. Grading is based on compliance with all formatting as described above, and having attended to each element as described above.

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## 3. CBT Case Formulation and Presentation
Description:

The use of supervision and consultation is essential in learning what to include in assessments, how to understand client situations, and how to select and enact interventions. One way of accomplishing this is a Case Formulation. For this assignment, students are asked to work in a small Consult Group format to present a CBT-oriented case formulation. The objective is to seek feedback on the case data, for consultation on the formulation and interventions, and for other areas of assistance with the case. This assignment is designed to help demonstrate Competency 7 – Assessment, and Competency 8 – Intervention.

Format:
- In class presentations to small groups
- Presentations should be short (about 15 minutes)
- Peer reviewed (using anonymous review forms)

Instructions:
- Include in presentation all content as noted below
- Focus on the Findings, Formulation, and Reason for Presentation
- Ensure sufficient time for discussion and consultation with peers
- Feel free to bring in a consultant (your instructor) if needed

Content:
1. **Demographics:** Include age, gender, ethnicity, living situation; circumstances of your involvement (maintain confidentiality).

2. **Background:** Give relevant history.  For example, events that happened years ago may help clarify the current problem or situation, or issues may have arisen suddenly without obvious historical causes.  Can include relevant childhood data (may indicate schemas).
3. **Key Findings:**  Give details of the current problem or situation **relevant to understanding why this situation or problem is occurring.**  For example, give signs and symptoms of mental illness, environmental factors that impinge on the situation, and actual or potential resources within the situation.
4. **Formulation:** Describe your understanding of **why things are as they are**.  This is a CBT-oriented theory of the problem (professional opinion about why the problem is occurring).  It may include some uncertainty.
5. **Interventions and Plans:** Describe what you have done and what you plan to do about the problem or situation.
6. **Reason for Presentation:** Explain why you selected this case when you could have presented several other cases.  Does it present a unique challenge or an unusual problem?  Does it illustrate the effective or ineffective use of an intervention?  What help do you need with the case?

Grading:

      This assignment is worth 30 points (or 30% of the course grade).  Grading is based on completing the assignment by presenting the case, and on the peer review feedback forms from your consult group members.


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**4. Attendance and participation**
      As noted in the course policies above, full attendance is expected and required as professional social work behavior.  A single absence, with advanced notice and planning on your part, will not affect your course grade.  A second absence will certainly preclude the possibility of an A in the course, and may result in a non-passing grade overall (depending on your performance on the course assignments).  A third absence will result in a non-passing grade in the course and a referral for an academic review.  Repeated tardiness and early departures are disruptive to the class as well, and three instances of this behavior will count as a full absence.  Missing 50% or more of any one class session also counts as a full absence.

**Access to instructor**
*To be completed by the instructor*

**Instructional Methods**
*To be completed by the instructor*

**Course Texts:**
Gawande, A. (2014).  *Being mortal: Medicine and what matters in the end.*  New York, NY: Metropolitan Books.
**There will be additional required readings and videos posted on the class D2L site**

**A note on class session organization:**

As the HAL sequence is an advanced clinical practice course and is directly linked to the students' field placements, connecting content, skills, and field are vital to the instructional approach. After piloting the HAL curriculum and making changes based on student feedback and classroom experiences, a general format has developed for the courses. Most class sessions will contain three primary elements: (a) a review and discussion of content and concepts derived from readings, films, and resources, (b) practical application and skill development via small group role-plays and practice sessions, and (c) a "field seminar" period where students can check-in, connect course material to placement experiences, share community resources, and share case consultations.

## Course Calendar

| Day | Week # | Topics | Readings, etc. |
|---|---|---|---|
| | 1 | -Intro to course and syllabus<br>-Intro to Single Session Work<br>-Start CBT Content | **On D2L:**<br>--Cooper (2012)<br>--Hick & Chan, (2010). |
| | 2 | -Social Work Theory for healthcare practice: CBT | **On D2L:**<br>--Washington, et al. (2014)<br>**In Class:** Case Conceptualization and Presentations |
| | 3 | -Continue CBT | **Read:** Gawande, Intro & Ch. 1<br>**On D2L:**<br>--Shah, et al., (2013)<br>**In Class:** Case Conceptualization and Presentations |
| | 4 | -Finish CBT<br>-Decisional Capacity (SLUMS and MoCA; others)<br>-Assessment (PHQ9 and other behavioral health measures)<br>-SBIRT<br>-Check in on Single Session Work | **Read:** Gawande, Ch. 2 & 3<br>**On D2L:**<br>--Healy (2003).<br>--Tunzi (2001)<br>**In class: Practice Sessions** |
| | 5 | -Advanced Directive and Surrogate Decision Making<br>-POLST<br>-Treatment Futility<br>-End of Life Care<br>(Handout: End of Life Booklet) | **Read:** Gawande, Ch. 4 & 5<br>**On D2L:**<br>**Read:**<br>--Baker (2000)<br>--Csikai, et al., (2004)<br>**Explore:** Advanced Directives Oregon (resource link)<br>--POLST Oregon (resource link)<br>**In class: Practice Sessions** |

| | 6 | -Aging<br>-End-of-Life<br>-Death with Dignity Act<br>-Hospice and Palliative Care | **Read:** Gawande, Ch. 6 & 7<br><br>**DUE: Single-Session Paper** |
|---|---|---|---|
| | 7 | -Finish End-of-Life, etc.<br>-Impact of Illness on Caregivers | **Read:** Gawande, Ch. 8, 9, & Epilogue<br>**On D2L:**<br>**Read:** Parrish, et al., (2012).<br>**Watch:** Documentary Film: How to Die in Oregon (108 minutes)(video link) |
| | 8 | -Medicare and Medicaid<br>-Health Reform and Health Policy<br>-Eligibility and Access to Health care | **Watch on D2L:**<br>1. Brookings Institution Medicare and Medicaid Videos<br>2. Episode 3 of Unnatural Causes: "Becoming American" (29 min; Link on D2L)<br>**On D2L:**<br>**Explore:** Medicare.gov (resource link)<br>**Read:**<br>--Reisch (2012).<br>--Spitzer & Davidson (2013). |
| | 9 | -Health Reform and Health Policy<br>-Eligibility and Access to Health care | **On D2L:**<br>**Read:**<br>--Barusch (2012).<br>Issue Briefs on Healthcare and Immigration: (resource links): Read **these three**:<br>--(1) US health Policy and Access to Care<br>--(2) Use of Health Care.<br>--(3) Demographics and SES<br>**Read and Explore:** Why We Need Health Care Reform (2 resource links) |
| | 10 | -Aging Health, Diversity, and Social Justice | **Watch on D2L:**<br>--Episode 7 of Unnatural Causes: "Not Just a Paycheck" (30 min; Link on D2L)<br>**DUE: Group Poster Presentations** |

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## Course References

Baker, M. (2000). Knowledge and attitudes of health care social workers regarding advanced directives. *Social Work in Health Care, 32*(2), 61-74.

Cooper, L. (2012). Combined motivational interviewing and cognitive-behavrioal therapy with older adult drug and alcohol abusers [Practice Forum]. *Health & Social Work, 37*(3), 173-179.

Csikai, E., Roth, S., & Moore, C. (2004). Ethical problems in end-of-life care decision making faced by oncology social workers and the need for practice guidelines. *Journal of Psychosocial Oncology, 22*(1), xxx-xxx.

Healy, T. (2003).  Ethical decision making: Pressure and uncertainty as complicating factors.  *Health & Social Work, 28*(4), 293-301.

Hick, S., & Chan, L. (2010).  Mindfulness-based cognitive therapy for depression: Effectiveness and limitations.  *Social Work in Mental Health, 8*(3), 225-237.

Parrish, M., Cardenas, Y., Epperhart, R., Hernandez, J., Ruiz, S., Russell, L., Soriano, K., & Thornberry, K. (2012).  Public hospital palliative care social work: Addressing patient cultural diversity and psychosocial needs.  *Journal of Social Work in End-Of-Life & Palliative Care, 8*(x), 214-228.

Reisch, M. (2012).  The challenges of health care reform for hospital social work in the United States.  *Social work in Health Care, 51*(x), 873-893.

Shah, A., Scogin, F., Presnell, A., Morthland, M., & Kaufman, A. (2013).  Social Workers as Research Psychotherapists in an Investigation of Cognitive-Behavioral Therapy among Rural Older Adults, *Social Work Research, 37*(2), 137-145.

Tunzi, M. (2001).  Can the patient decide?  Evaluating patient capacity in practice.  *American Family Physician, 64*(2), 299-306.

Washington, K., Wittenberg-Lyles, E., Oliver, D., Baldwin, P., Tappana, J., Wright, J., & Demiris, G. (2014).  Rethinking Family Caregiving: Tailoring Cognitive-Behavioral Therapies to the Hospice Experience.  *Health & Social Work, 39*(4), 244-250.

Spitzer, W., & Davidson, K. (2013).  Future trends in health and health care: Implications for social work practice in an aging society.  *Social Work in Health Care, 52*(10), 959-986.

Barusch, A. (2012).  Medicare uncertainties.  *Journal of Gerontological Social Work, 55*(8). 677-681.

**Health Across the Lifespan III (3 credits)**

The Health Across the Lifespan concentration builds on the foundation year and provides advanced training in health care and aging practice that is grounded in social work perspectives, knowledge, values, and ethics. The concentration will have a lifespan focus that prepares students for advanced practice with individuals, families, and groups in various health care and aging settings. The sequence will begin with general adult practice, moving to work with older adults, and ending with a focus on children, youth, and families.
The theoretical models put forth will be grounded in strength-based, trauma-informed, and collaborative perspectives that support students to develop engagement, assessment, intervention, and evaluation competencies for practice with diverse populations. Intervention modalities will make use of evidence-based principles and include motivational interviewing, brief counseling, crisis intervention, client-centered advocacy and case management across multiple care settings. Ongoing consideration of health disparities, health literacy, the social determinants of health, health reform, diversity, and access and utilization in healthcare will be infused across the sequence. The Health Across the Lifespan concentration's approach to practice is informed by principles of social justice and recognition of the systemic contexts of practice and thus includes advocacy, activism, and policy-practice with, and on behalf of, individuals, families, groups, organizations, and communities.

## Course Description

Advanced concentration course with a lifespan focus on children, youth, and families for students in health related settings.  Maternal, child, adolescent, young adult, and family health issues.  Ongoing consideration of health disparities, diversity, and social justice implications in health care, as well as ethics and medical terminology.  Culminating course in HAL sequence revisits generalist practice models, research and practice evaluation, lifelong learning, and job readiness.  Connecting field placement experiences with course content. *Pre-requisite SW 518*

## Course Objectives:
1. Explore lifespan-specific issues across the span of CYF (Maternal-Child-Adolescent-Young Adult)
2. Apply practice evaluation strategies to field placement
3. Conduct a single subject practice evaluation and evaluate the results
4. Discover and interpret research findings that apply to practice settings
5. Critique research findings from a practice-informed position
6. Discuss the social determinants of health and intersections with diversity and social justice for children, youth, and family populations
7. Prepare for the professional job market

**The objectives and course content support the development of the following advanced Health Across the Lifespan competencies:**

**Competency 2 – Engage Diversity and Difference in Practice**
Advanced practice healthcare social workers understand how diversity and difference characterize and shape the human experience in healthcare settings. Advanced practice healthcare social workers are knowledgeable about the influence of diversity and difference on 1) access to healthcare systems, 2) help-seeking behaviors, 3) intervention options, and 4) communication and education strategies. They also understand how personal experiences and affective reactions influence professional judgment and behavior of interdisciplinary and multidisciplinary teams. Advanced practice healthcare social workers understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power and how that influences interactions within healthcare settings.

**Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice**
Advanced practice healthcare social workers understand the interconnection of social, economic, and environmental factors in the lives of patients and their families. Advanced practice healthcare social understand the global interconnections of oppression and human rights violations and the effects on health across the lifespan. They understand and develop strategies to eliminate oppressive structural barriers to ensure that healthcare is distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

**Competency 4 – Engage in Practice Informed Research and Research-Informed Practice**
Advanced practice healthcare social workers can apply quantitative and qualitative research methods to inform practice in a healthcare setting. They contribute to the healthcare knowledgebase through research and evaluation. They understand evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice in a healthcare setting.

**Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
Advanced practice healthcare social workers understand that evaluation is a vital and ongoing component social work practice with individual, families, groups, organizations, and communities. They recognize the importance of evaluating practice and outcomes to advance practice, policy, and service delivery, improve teamwork, and contribute to the knowledge base.  Advanced practice healthcare social workers are skilled in applying qualitative and quantitative methods for evaluating outcomes and practice effectiveness based on goals and objectives.

**<u>Access and Inclusion for Students with Disabilities</u>**
PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability

Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage(https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

**Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking**

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

**Names and Gender Pronouns**

Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

**Populations at Risk**

Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk. Course content (including readings, lectures, class discussions and assignments) educate students to identify how social group membership influences access to resources, and covers the dynamics of risk factors to include responsive and productive strategies to redress them. Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by

the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice, e.g. distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege. Vulnerable, oppressed and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed. Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW code of ethics.

## Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course. If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor. All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

Violations of academic honesty will be taken seriously and are outlined in the current student handbook and PSU Academic Misconduct. It is your responsibility to familiarize yourself with these guidelines.

## Assignments and Grading

| Assignment | Points (% of Grade) |
|---|---|
| 1.  Children, Youth, & Family Poster Presentations | 30 |
| 2.  Research to Practice Journal Club | 30 |
| 3.  Practice Evaluation Project | 30 |
| 4.  Attendance and Participation | 10 |

## Grading Scale for Graduate Work at PSU SSW:

| A | 94 – 100% | 4.00 | | B+ | 88 – 89% | 3.33 | | C+ | 78 – 79% | 2.33 |
|---|---|---|---|---|---|---|---|---|---|---|
| A- | 90 – 93% | 3.67 | | B | 84 – 87% | 3.00 | | C | 74 – 77% | 2.00 |
| | | | | B- | 80 – 83% | 2.67 | | C- | 70 – 73% | 1.67 |
| D+ | 68 – 69% | 1.33 | | D- | 60 – 63% | 0.67 | | F | < 60% | 0.00 |
| D | 64 – 67% | 1.00 | | | | | | | | |

The grading system at the graduate level is defined as follows:

A—Excellent

B—Satisfactory

C—Below graduate standard

D/F—Failure

   A grade of B- or higher is required in this course in order to pass and receive graduate credit.

## Incompletes

A student may request an incomplete from an instructor when all of the following criteria apply:

- Quality of work in the course up to that point is C level or above.

- Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
- Reasons for assigning an "I" must be acceptable to the instructor and to the Office of Graduate Studies. The student does not have the right to demand an "I." An instructor is entitled to insist on appropriate medical or other documentation. The circumstances must be unforeseen or be beyond the control of the student. *In no case is an "Incomplete" grade given to enable a student to do additional work to raise a deficient grade.*
- A Request for Incomplete form (on student web center) is completed by the student and discussed with the instructor prior to the end of the course. The instructor will determine if the request meets University policy, as indicated above, and if approved a due date for the remaining work will be determined and the form signed by both instructor and student. (more detail is in the MSW Student Handbook)

## Confidentiality and Privacy
It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to follow the NASW Code of Ethics in regard to confidentiality.
www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private. However, if the instructor has reason to believe that your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution.

## PSU and SSW Policies that Guide Faculty and Student Behavior
All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting.
PSU requires work and study free from discrimination and harassment. PSU Office of Equity and Compliance has adopted a formal Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/diversity/office-of-equity-compliance.

## Attendance and Professional Behavior
Social work is a profession that requires a high level of professionalism and self-awareness. You are expected to demonstrate this in the classroom, in the same manner as you would in the work place. This will require you to be present and engaged in classroom activities and to maintain a respectful learning environment (i.e., arrive to class on time, turn off your cell phone, no texting, no side conversations, maintain confidentiality, complete the exercises, and stay for the entire class). Classroom discussions and activities will revolve around the readings so it is important to you come prepared and can demonstrate that you have read the material. Attendance is required, but a single absence will not affect the course grade.

## Required Format for Assignments

Basic APA is required for format and citations. This means 1-inch margins, Times New Roman 12-point font, double-spaced (without extra spacing between paragraphs), with page numbers, a cover page (the only place where your name appears), printed on only one side of the page, and fully correct APA citations and references. No running head or abstract. Two essential guides to APA format are provided on the course D2L site; following these guides is the minimum acceptable effort toward APA.

## Assignments:
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## 1. Health, Diversity, and Social Justice Issues in Children, Youth, and Families Poster Presentations

Description:

      This purpose of this assignment is to consider the interconnection of social and economic justice, human rights, and health disparities in children, youth, and families. Using professional literature to identify the issues and strategies for overcoming barriers to health equity will need to be identified. This assignment is designed to help demonstrate Competency 2 – Engage Diversity and Difference in Practice, and Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice.

Format:
- ➢ Students will display their work on a tri-folder (poster).
- ➢ This poster session will be similar to a professional conference poster.
  - o APA format for references cited in the body of the text and in the references
  - o Follow outline of a professional presentation (introduction, body, references)
  - o Make sure content is large and visible from a distance

Instructions:

      As a group, choose a health issue that primarily (or in specific ways) has an impact on children, youth, and/or families. You will then access scholarly sources to learn about this issue and how it intersects with diversity and social justice issues that also affect children, youth, and/or families. Your group will need to develop strategies for addressing health inequities in children, youth, and/or families. You will present this information on a poster.

Content:
A. Each group member will be responsible for creating one annotated bibliography of one article that was used to prepare the poster (each member does a different article).
B. On the poster, please display the following information:
1) Describe the children, youth, or family health issue: when in life does it occur, how it is diagnosed, what are treatment options, and the general prognosis of the illness or issue.
2) Using a social justice lens and considerations for intersectional identities in children, youth, and/or families, discuss the how children, youth, and families are affected by the illness or issue.
3) Develop a list of barriers that contribute to unequal care for children, youth, and families
4) Counter that list with suggestions, policies, or practices that would reduce those barriers

5) Develop and highlight at least one strategy to increase health promotion, education, or prevention with children, youth, and families

Grading:

Accounts for 30 points or 30% overall course grade. Grading is based on having all of the required elements of the assignment as specified above (the poster, the annotated bibliography), on the use of professional literature, and on the depth and insight demonstrated about the illness or issue, social justice issues, and suggestions for countering these issues in the field.

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## 2. Practice Evaluation Project

Description

This project is designed to give you experience in practice-based systematic data collection, and outcome evaluation of your intervention with a client system by applying a single-system design. This is an opportunity to integrate principles of intervention and evaluation in the development of your own professional practice. This assignment is designed to help demonstrate Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

It requires several weeks to complete, so plan accordingly. Procrastination will greatly complicate your efforts! Obtain guidance from your practicum instructor in selecting an appropriate client system for this assignment. We will have several check-in periods about your project during class time throughout the quarter. However, this is primarily an independent project you will conduct in your field placement.

Not all field placements will have an obvious way to complete this assignment, thus you may need to be creative. Just about anything that contains the core elements of the assignment will be approved. Also, keep in mind that Client system and Intervention are broadly defined.

Format
  ➢ Six to Seven pages (no more)
    o Does not include cover page, graph, or references
  ➢ Full APA style and format
  ➢ Incorporate at least five (5) *different* references from the professional literature, excluding course materials

Instructions

Select a client system, and one or more "targets" for change within that system. This may be an affect, a behavior, an attitude, a skill, etc. that you and the client system have identified as an important focus for change. Select one or more measurement methods (e.g., interview, observation, self-anchored scale, self-report, standardized measure, etc.). Select one or more interventions that you think will bring about the desired change. Conduct an A-B-A design. Measure the target for at least one week for each phase (A-B-A), using 1-3 data points per phase, with an illustration of the results of your measurement on a graph with clearly labeled variables.

Content of Paper
A. **Client System Description** (≈1-2 paragraphs)

1. Describe the client and the primary problems or issues that you are working on with this client (maintain confidentiality)
2. End this section with a list of treatment goals (destinations) and objectives (steps toward the goals). One of these will be the target of your intervention (next section).

B. **Intervention & Measurement Plan** (≈3 pages)
1. Target and Definitions (≈ 1 paragraph)
   a. Target: Specify one goal and one subsequent objective to focus on
   b. Definitions: Provide brief conceptual and operational definitions of the target and the intervention.
2. Intervention (≈ 2 pages)
   Devise and describe the intervention that will address that specific objective. This include the theoretical background of the interventions(s), the evidence supporting the use of the intervention(s), and why you selected the intervention(s). Include a Diversity/Social Justice evaluation of the intervention in context (as it applies to this client, in this setting, with you). This section will require some professional references.
3. Methodology (≈ 1 paragraph)
   Describe the single system design including the measurement methods and why they were selected. Discuss how you monitored the target and the intervention (this is your ABA design, with specification of the how, when, and how often of the measurement and specification of how, when, etc., of the intervention application).

C. **Results and Discussion** (≈ 2 pages)
1. Results: Present the results, including: the baseline, the timing of the introduction of the intervention, the client/system response, and your interactions with the client/system (what did you do? how well did you do it? How would you continue or support a maintenance phase?). Discuss the outcome of your intervention relative to the goal identified with the client system (describe the outcome based on your graph)
2. Discussion: Discuss any changes in your intervention plan that you would make after reflecting on the results of this evaluation. Based on your results, should the intervention be changed, supplemented, tossed out in favor of another approach?

D. Appendix: Your pretty graph
E. References


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**2. Research Journal Club**
Description
    A common practice at healthcare facilities among both medical and social work staff, a Journal Club promotes continuous engagement in lifelong learning and translating research to practice settings. It can also promote translating social work practice wisdom, experience, and evaluation into research knowledge for the profession. This assignment is designed to help demonstrate Competency 4 – Engage in Practice Informed Research and Research-Informed Practice

Format
  ➢ Group Presentation and Contribution

➤ Each student will present one time

Instructions
1. Find a research article from the professional literature that is about a population, patient, or health issue (or related) that you have encountered in your field placement.
2. Use the PSU library electronic databases such as PsychINFO, Academic Search Premier, Social Services Abstracts, etc. to locate your article
3. Send the link or pdf to the instructor for posting on D2L one day before you are presenting

Content
1. For your presentation to the Journal Club, describe the basics of the article
   - The population and/or issues addressed
   - The research conducted
   - The important findings or implications
2. Provide a brief explanation of how this research connects with your field placement
3. Explain how this article helps you and or your clients in practice
4. Describe "what's missing" and/or questions you have about this issue/patient that are not answered by the research article

Grading
   Participation in the Research Journal Club accounts for 30 points or 30% of the overall course grade.  Grading is based on selecting an appropriate research article from the professional literature, providing a brief summary, connecting the content to your field placement, and an insightful and creative application of the research to your practice.


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**4. Attendance and participation**
        As noted in the course policies above, full attendance is expected and required as professional social work behavior.  A single absence, with advanced notice and planning on your part, will not affect your course grade.  A second absence will certainly preclude the possibility of an A in the course, and may result in a non-passing grade overall (depending on your performance on the course assignments).  A third absence will result in a non-passing grade in the course and a referral for an academic review.  Repeated tardiness and early departures are disruptive to the class as well, and three instances of this behavior will count as a full absence. Missing 50% or more of any one class session also counts as a full absence.


**Access to instructor**
*To be completed by the instructor*


**Instructional Methods**
*To be completed by the instructor*


**Course Texts:**
Fadiman, A. (1997).  *The Spirit Catches You and You Fall Down*.  New York, NY: Farrar, Straus, and Giroux.

**There will be additional required readings and videos posted on the class D2L site**

**A note on class session organization:**
  As the HAL sequence is an advanced clinical practice course and is directly linked to the students' field placements, connecting content, skills, and field are vital to the instructional approach.  After piloting the HAL curriculum and making changes based on student feedback and classroom experiences, a general format has developed for the courses.  Most class sessions will contain three primary elements: (a) a review and discussion of content and concepts derived from readings, films, and resources, (b) practical application and skill development via small group role-plays and practice sessions, and (c) a "field seminar" period where students can check-in, connect course material to placement experiences, share community resources, and share case consultations.

## Course Calendar

| Day | Week # | Topics | Readings, etc. |
|---|---|---|---|
| | 1 | -Practice Evaluation<br>-Research to Practice and Practice to Research (Journal Club)<br>-Generalist Practice Model Redux | **On D2L:**<br>**Read:**<br>--Baker, Stephens, & Hitchcock (2010) |
| | 2 | -Social Justice<br>-Social Determinants of Health<br><br>**In class:**<br>Journal Club 1 | **Read:**<br>Fadiman, CHs 1, 2, & 3<br>**On D2L:**<br>**Read:**<br>--Szaflarski (2014).<br>**Read and Explore:** (link on D2L)<br>--Reaching for a Healthier Life |
| | 3 | -Maternal Health<br><br>**In class:**<br>Journal Club 2 | **Read:**<br>Fadiman, CHs 4, 5, & 6<br>**On D2L:**<br>--Callister (2006)<br>--Cornell, McCoy, et al. (2016)<br>**Watch:**<br>--Episode 2 of Unnatural Causes: "When the Bough Breaks" (29 min; Link on D2L) |
| | 4 | -Children's Health<br>-Ethics<br>-Palliative Care<br><br>**In class:**<br>Journal Club 3 | **Read:**<br>Fadiman, CHs 7, 8, & 9<br>**On D2L:**<br>**Read:**<br>--Larkin, Felitti, & Anda (2014)<br>--Bigfoot, Schmidt, et al. (2010)<br>--Diekema, (2011) |
| | 5 | -Generalist Model | ***Bring Resume to class*** |

| | | | |
|---|---|---|---|
| | | -Job Readiness<br>-Lifelong Learning | |
| | 6 | -Adolescent Health 1<br>-Behavioral health<br><br>-Check In on Practice Evaluation<br><br>**In class:**<br>Journal Club 4 | **Read:**<br>Fadiman, CHs 10, 11, & 12<br>**On D2L:**<br>**Read:**<br>**One of:**<br>--Gridley et al. (2016)<br>--Perrin, Cohen, et al. (2005)<br>**One of:**<br>--Florou, Widdershoven, et al. (2016)<br>--Singer, O'Brien, et al. (2016). |
| | 7 | -Adolescent Health 2<br>-Substance Use<br>-Transition to Adult Care<br><br>-Check In on Practice Evaluation<br><br>**In class:**<br>Journal Club 5 | **Read:**<br>Fadiman, CHs 13, 14, & 15<br>**On D2L:**<br>**Read:**<br>**One of:**<br>--Johnson, et al. (2013)<br>--Tanner-Smith, et al. (2015).<br>**One of:**<br>--Shanske, Arnold, et al. (2012)<br>--Walsh, Jones, & Schonwald, (2017) |
| | 8 | -Family Health<br>-Impact of Illness on caregivers<br><br>-Check In on Practice Evaluation<br><br>**In class:**<br>Journal Club 6 | **Read:**<br>Fadiman, CHs 16, 17, 18, & 19<br>**On D2L:**<br>**Watch:**<br>--Episode 5 of Unnatural Causes: "Place Matters" (29 min; Link on D2L)<br>**Read:**<br>**One of:**<br>--Bellin, et al., (2011)<br>--Hartling, et al., (2014)<br>**One of:**<br>--Acri, et al. (2017)<br>--Bergeron (2017). |
| | 9 | - Health, Diversity, and Social Justice Issues in Children, Youth, and Families | **DUE:  Poster Presentations** |
| | 10 | -Special Interest Topics (student/instructor choice) | **DUE: Practice Evaluation Project** |

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**Course References**

Acri, M., Zhang, S., Adler, J., & Gopalan, G. (2017).  Peer-Delivered Models for Caregivers of Children and Adults with Health Conditions: A Review.  *Journal of Child and Family Studies, 26*(2), 337-344.

Baker, L.R.; Stephens, F., & Hitchcock, L. (2010). Social Work Practitioners and Practice Evaluation: How Are We Doing *Journal of Human Behavior in the Social Environment, 20*(8), 963-973.

Bellin, M., Osteen, P., Heffernan, C., Levy, J., & Snyder-Vogel, M. (2011).  Parent and health care perspectives on family-centered care for children with special health care needs: Are we on the same page? *Health & Social Work, 36*(4), 281-290.

Bergeron, M. (2017).  Factors that Support the Use of Child–Parent Psychotherapy as an Intervention for Child–Parent Dyads Exposed to Pediatric Medical Traumatic Stress. *Clinical Social Work Journal, 45*, 77-87.

Bigfoot, D. & Schmidt, S. (2010). Honoring children, mending the circle: Cultural adaptation of trauma-focused cognitive-behavioral therapy for American Indian and Alaska Native children. *Journal of Clinical Psychology, 66*(8), 847-856.

Callister, L. C. (2006). Perinatal loss: A family perspective. *The Journal of Perinatal & Neonatal Nursing, 20*(3), 227-234.

Cornell, A., McCoy, C., Stampfel, C., Bonzon, E., & Verbiest, S. (2016).  Creating New Strategies to Enhance Postpartum Health and Wellness.  *Maternal and Child Health Journal, 20*(S1), 39-42.

Diekema, D. S. (2011). Parental refusals of medical treatment: The harm principle as threshold for state intervention. *Theoretical Medicine, 25*, 243-264.

Florou, A., Widdershoven, M., Giannakopoulos, G., & Christogiorgos, S. (2016).  Working through physical disability in psychoanalytic psychotherapy with an adolescent boy. *Psychoanalytic Social Work, 23*(2), 119-129.

Hartling, L., Milne, A., Tjosvold, L., Wrightson, D., Gallivant, J. & Newton, A. (2014). A systematic review of interventions to support siblings of children with chronic illness and disability. *Journal of Pediatrics and Child Health, 50*(10), E26-E38.

Johnson, K., Raetz, A., Harte, M., McMahon. G., Grandsoult, V., Garcia-Filion, P., & Notrica, D. (2013). Pediatric trauma patient alcohol screening: A 3-year review of screening at a Level 1 pediatric trauma center using the CRAFFT tool. *Journal of Pediatric Surgery, 49*(2), 330-332.

Larkin, J., Felitti, V., &  Anda, R. (2014). Social work and Adverse Childhood Experience Research: Implications for Practice and Health Policy. *Social Work in Public Health, 29*(1), 1-16.

Gridley, S., Crouch, J., Evans, Y., Eng, W., Antoon, E., Lyapustina, M., et al. (2016). Youth and caregiver perspectives on barriers to gender-affirming health care for transgender youth. *Journal of Adolescent Health, 59*(3), 254-261.

Perrin, E., Cohen, K., Gold, M., Ryan, C., Savin-Williams, R., & Schorzman, C. (2004). Gay and lesbian issues in pediatric health care. *Current Problems in Pediatric and Adolescent Health Care, 34*(10), 355–398.

Shanske,S., Arnold, J., Carvalho, R., & Rein, J. (2012), Social workers as transition brokers: Facilitating the transition from pediatric to adult medical care. *Social Work in Health Care, 51*(4), 279-295.

Singer, J., O'Brien, K. & LeCloux, M. (2016). Three psychotherapies for suicidal adolescents: Overview of conceptual frameworks and intervention techniques. *Child & Adolescent Social Work Journal,* doi:10.1007/s10560-016-0453-5

Szaflarski, M. (2014). Social determinants of health in epilepsy. *Epilepsy & Behavior, 41*, 283-289.

Tanner-Smith, E., Steinka-Fry, K., Hennessy, E., Lipsey, M., & Winters, K., (2015). Can brief alcohol interventions for youth also address concurrent illicit drug use? Results from a meta-analysis. *Journal of Youth and Adolescence, 44* (5), 1011-1012.

Walsh, C., Jones, B. & Schonwald, A. (2017). Health Care Transition Planning Among Adolescents with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, doi:10.1007/s10803-016-3020-1

**Social Work Perspectives on Mental Health Disorders (3 credits)**

<u>**Course Description**</u>
This course reviews mental disorders as described in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5). Mental disorders are analyzed from the perspective of a broad range of variables that continually reshape and redefine the concepts and definitions of mental health and illness. Some of these variables are cultural values, social institutions, and biological and developmental research. Strategic approaches to assessment, diagnosis, intervention, and evaluation are examined from a social work perspective and a recovery philosophy. These approaches incorporate best practices that support social justice, diversity, and inclusion.
**Prerequisite: Completion of SW 530 (or Advanced Standing status)**

<u>**Course Objectives**</u>
At the end of this course, students will be able to:
1. Complete a brief psychiatric assessment and diagnosis
2. Support diagnostic conclusions based on DSM-5 criteria
3. Contrast US explanatory models of mental health with international alternatives
4. Describe the core elements of the mental health recovery model

**The objectives and course content support the development of the following advanced competencies**

Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities

<u>**Access and Inclusion for Students with Disabilities**</u>
PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.
- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.

- For information about emergency preparedness, please go to the Fire and Life Safety webpage(https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

## Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole.  Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination.  If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

## Names and Gender Pronouns

Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

## Populations at Risk

Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk.  Course content (including readings, lectures, class discussions and assignments) educate students to identify how social group membership influences access to resources, and covers the dynamics of risk factors to include responsive and productive strategies to redress them.  Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice, e.g. distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege.  Vulnerable, oppressed and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power.  Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed.  Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW code of ethics.

## Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course.  If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor.  All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

Violations of academic honesty will be taken seriously and are outlined in the current student handbook and PSU Academic Misconduct. It is your responsibility to familiarize yourself with these guidelines.

The following PSU grading scale is employed at the graduate level:

| A | 4.00 | C+ | 2.33 | D- | .67 | The grading system at the graduate level is defined as follows: |
|---|------|-----|------|-----|-----|-----------------------------------------------------------------|
| A- | 3.67 | C | 2.00 | F | 0 | A—Excellent |
| B+ | 3.33 | C- | 1.67 | | | B—Satisfactory |
| B | 3.00 | D+ | 1.33 | | | C—Below graduate standard |
| B- | 2.67 | D | 1.00 | | | D/F—Failure |

## Incompletes

An incomplete grade is only given when students, due to circumstances beyond their control, have not completed some definite course requirement.  **The initiative rests with the student to request an incomplete grade.** Students do not have a right to receive/demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met: (see the full policy in the MSW Student Handbook)

- The quality of the work to date is satisfactory, but some essential work remains. In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of B-.
- Reasonable justification for request. Reasons for assigning the Incomplete must be acceptable by the instructor. The circumstances should be unforeseen or be beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
- Incomplete grade is not a substitute for a poor grade.
- Written agreement. A written or electronic agreement will be endorsed by both the instructor and student.. A template "Incomplete Contract" is available on Registrar's website http://www.pdx.edu/registration/sites/www.pdx.edu.registration/files/Incomplete_Guidelines_Contract.pdf

## Confidentiality and Privacy

It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to Date follow the NASW Code of Ethics in regard to confidentiality. www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private. However, if the instructor has reason to believe that your professional and/or academic development or client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution.

## PSU and SSW Policies that Guide Faculty and Student Behavior

All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting. PSU requires work and study free from discrimination and harassment. PSU Office of Equity and Compliance has adopted a formal Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/diversity/office-of-equitycompliance.

## Access to instructor

*To be completed by the instructor*

## Instructional Methods

*To be completed by the instructor*

## Attendance and Professional Behavior

Social work is a profession that requires a high level of professionalism and self-awareness.  You are expected to demonstrate this in the classroom, in the same manner as you would in the work place.  This will require you to be present and engaged in classroom activities and to maintain a respectful learning environment (i.e., arrive to class on time, turn off your cell phone, no texting, no side conversations, maintain confidentiality, complete the exercises, and stay for the entire class).  The class will begin promptly and will not be dismissed until 3:50PM, as scheduled. Attendance is required, but a single absence will not affect the course grade.

## Assignments and Evaluation

Detailed descriptions are provided at the end of the syllabus.

| Assignment | Points (% of Grade) | Due Date |
|---|---|---|
| 1.  Client Description and Mental Status Exam | 25 | Week 3 |
| 2.  Media Character Diagnoses | 20 | Week 6 |
| 3.  Client Diagnoses | 20 | Week 9 |
| 4.  Consult Group Case Diagnoses (5 at 5 points each) | 25 | In Class |
| 5.  Attendance | 10 | Ongoing |

<u>**Required Format for Assignments**</u>
Basic APA is required for format and citations.  This means 1-inch margins, Times New Roman 12-point font, double-spaced (without extra spacing between paragraphs), with page numbers, a cover page (the only place where your name appears), printed on only one side of the page, and fully correct APA citations and references.  No running head or abstract.  Two essential guides to APA format are provided on the course D2L site; following these guides is the minimum acceptable effort toward APA.


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**Assignment 1:  Client Description and Mental Status Examination**
**Due:  Week 3**

*Description:*
      At this stage in your social work career, you should already be familiar with a basic client assessment.  For this assignment students will focus on only those elements of an assessment that may not have been covered and/or are particular to mental health assessments, namely how to describe a client across several dimensions in neutral terminology, how to present objective signs and symptoms, and how to conduct and present a mental status examination.

*Format:*
➢ APA (see D2L guides)
➢ No References
➢ Three to Five pages (not including cover page or attachments)

*Instructions/Content:* **(See additional Brief General Psychiatric Assessments handout)**
➢ Note that all of the following are only a presentation of facts and reports that do not include your opinion or impressions.
➢ Pay close attention to the language you use in your writing of this assignment: it needs to be professional and neutral/non judgmental/non-pejorative.
➢ Viewing of the assigned videos on D2L is necessary to complete parts of this assignment.

**I. The Client:**  Demographics, Chief Complaint (CC), history of the present illness (HPI), and General Medical Conditions (MIDAS) (all of this can be just a paragraph)
    *Tip:* This can simply be a paragraph or two, depending on how complex and how much detail there is to the HPI.  Remember to separate out the Evaluations from the HPI (sometimes it is easier to write Part II, below, first).
    *Tip:*  The CC and HPI sections are the two sections where one is most likely to report signs and symptoms (that will reflect diagnostic criteria and support your eventual diagnoses; again, the ones not met in the evaluations section below).
**II. Professional Evaluations:**
    *Tip:*  For this section remember to evaluate and report in order to support your conclusions.  It is not sufficient to state something like "cognitive functioning intact." You have to explain how this was evaluated, as this provides the evidence that your assessment is correct.  See Brief General Psychiatric Assessments handout for examples of testing for these.  You must report the response, then what you interpret that to mean. For example, if I ask the "rolling stone" question, I need to report how they answered and

how that answer indicates cognitive associations and/or distractibility. You must report every aspect of these evaluations, even if the client has no issues in that area.

    *Tip:* It depends on the complexity and detail the client presents, but these sections can and should be combined into regular sized narrative paragraphs.

1. Appearance
2. Behavior
3. Affect
4. Speech (rate, tone, rhythm, volume, quantity)
5. Cognition (Mental Status Exam)
   a. Alertness & Orientation
   b. Thought Process & Thought Content
   c. Concentration & Memory
   d. Insight/Judgement
6. Functional Impairment (WHODAS)

    *Tip:* Be sure to provide the score, reported correctly, and your assessment of what this indicates (do not refer to the attached form). Attach the completed WHODAS to your paper.

*Grading:*

    25 points (or 25% of course grade). The assignment will be graded by a rubric that will be provided in class. The rubric is based on the above details of the assignment (meeting the idea of the assignment as in the description, compliance with the format, and attention to each specification for content). As always in professional communication, clarity is of the utmost importance. Grading may include an evaluation of Competency 7 on Assessment.

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**Assignment 2: Media Character Diagnoses.**
**Due: Week 6**

*Description:*

    To help demonstrate the connection between behavioral criteria and diagnoses, and some of the subjectivity of the whole DSM system, students will complete a diagnostic profile of a media character, followed by a brief rationale for why this character meets the criteria for your diagnosis. This is working a diagnosis not from an assessment, but based on a particular quirk or circumstance of a character that suggests a diagnosis. Examples of the standard format of DSM diagnoses will be provided.

*Format:*
➢ APA
➢ No References
➢ 1-2 pages

*Content/Instructions:*
1. Identify your media character and what show or movie they are from
2. Provide your diagnoses in the standard narrative paragraph format

3. Provide a brief rationale that justifies the diagnoses you have given. Be sure to give specific behavioral examples that match or support/suggest the diagnostic criteria of your diagnoses.

*Grading:*

The media character diagnoses is worth 20 points or 20% of the course grade, and is based on (a) a complete set of diagnoses, in the proper format, (b) coherence: rationale linked to diagnostic criteria, and (c) clarity: that you have explained yourself well enough for the audience to follow. Bonus points will be awarded for creativity and amusement!

==========
**Assignment #3: Client Diagnoses**
**Due: Week 9**

*Description:*

Once you have completed your narrative that describes a client, you need to use that information to arrive at a complete set of DSM diagnoses. The diagnosis are based on the information you presented in your assessment (***hint***: if you say a client has X diagnosis, the minimal criteria in signs and symptoms for that diagnosis must be present in your narrative description of that client). This assignment is purposefully staged to follow the return of your client description and MSE, and a practice diagnosis with a media character.

*Format:*
➢ APA
➢ No References
➢ 1 paragraph, under a new cover page, with Assignment 1 attached

*Content/Instructions:*
1. Based on your previous work in describing your client and their mental status, provide your diagnoses in the standard narrative paragraph format, with codes.
2. Please also turn in your Assignment 1, with WHODAS (attached to this assignment). *This is also an opportunity to revise and rewrite your Description and MSE Assignment if you would like to improve your grade.

*Grading:*

The client diagnoses paragraph is worth 20 points or 20% of the course grade, and grading is based on having a complete set of diagnoses, in the proper format, that are clearly supported by the content of Assignment 1.

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**Assignment #4: Consult Group Case Diagnoses**
**Due: Completed In Class**

*Description:*

Good clinical practice includes consultation and supervision, which helps to ensure both quality care and accuracy in diagnostics. As such, students will be assigned to small groups of

approximately five to function as a diagnostic consult group.  For each major diagnostic category covered in the class, your consult group will carefully consider and come to a consensus on the proper diagnoses for a set of given case vignettes.

*Format:*
> ➢ N/A.  A handout will be provided

*Content/Instructions:*
1. A case vignette or set of vignettes will be provided, along with form for reporting diagnoses.
2. Make sure all students in the consult group are named on the reporting form.
3. There will be a time limit on how long your consult group has to deliberate!

*Grading:*
Overall worth 25 points or 25% of the course grade.  The vignettes for each diagnostic category are worth 5 points or 5% each.  All students in the consult group will earn the same number of points.  Grading is based on your consult group having arrived at the expected diagnoses OR having a good, clear rationale supported by the DSM-5 for an alternate diagnosis than what was expected.


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**E. Extra Credit Pop Quizzes:**
There are at least two of these, worth 3 points each.  There may be more!
I like to quiz the class on some of the content we cover to see where everyone is, how much is sticking with you, and how much you can recall.  They are quick and easy (if you have been paying attention!), and are primarily designed to help me assess how things are going.  At the same time, I like to use them as opportunities for students to earn extra points.  If you do not earn any points on a quiz it has absolutely no impact on your course grade, but any points you do earn will help boost your course grade.  Extra credits points are one point = one percentage point of the overall course grade.  So, with two 3 point quizzes, you could potentially boost your course grade 6 points, e.g. a solid B (85 points or 85%) could become an A- (91 points or 91%).

**Required Texts**
American Psychiatric Association.  (2013). Diagnostic *and Statistical Manual of Mental Disorders, 5*[th] *Edition* (DSM-5).  Arlington, VA: Author.
Watters, E. (2010).  *Crazy like us: The globalization of the American psyche*.  New York, NY: The Free Press.
McLean, R. (2005).  *Recovered, not cured: A journey through schizophrenia*.  Crowns Nest NSW, Australia: Allen & Unwim.  *Free E-Version available via PSU Library*
**There will be additional required readings and videos posted on the class D2L site**


**Weekly Topical Outline and Assigned Readings**

| Day | Week # | Topic | Readings / Videos | Notes (activities/films) |
|-----|--------|-------|-------------------|--------------------------|

| | | | | |
|---|---|---|---|---|
| Sept 26th | 1 | Intro & Organization Assessment:<br>➢ Assessment Tips & Tricks<br>➢ Memorizing the DSM<br>➢ The Medical Model<br>➢ MSE (SLUMS/MoCA)<br>➢ WHODAS | DSM5- Intro (pp. 5-17)<br>Use of DSM (pp. 19-25)<br>Glossary: pp. 817-831<br><br>DSM5- Z codes: pp. 715-727 & 893-896<br><br>DSM5- pp. 733-748<br><br>**Watch on D2L:**<br>A. Assessment Clips | Describing People<br>Asking Questions<br>Gathering Data<br>Common Criteria<br>Dx without Axes<br><br>Practice on each other<br><br>**Commonalities Consult Groups** |
| Oct 3rd | 2 | --The Recovery Philosophy<br>--Diagnosis & Diversity<br>--Stigma<br>--Culture and Recovery in assessments | **D2L:**<br>1. Recovery Factsheet<br>2. SAMHSA Statement<br>3. Ben-Zeev, et al. (2010)<br>4. Whitley & Drake (2010)<br><br>DSM5 on Culture: pp. 749-759 & 833-837<br>Watters- Introduction | --*Bring Change 2 Mind Stigma Videos* (1 to 2 minutes each)<br>--*Video: Attitudes to Mental Health* (5:30)<br><br>--Discuss Watters |
| Oct 10th | 3 | Mood Disorders 1 | DSM5- Bipolar: 123-154<br> Depressive: 155-188<br>Watters Ch. 4<br>**Watch on D2L:**<br>B. Mood Disorders Clips | --Discuss Watters |
| Oct 17th | 4 | Mood Disorders 2 | **Watch in Class:**<br>--Narratives<br>*Video: Boy, Interrupted* (90 minutes) | **DUE: Client Description and Mental Status Examination**<br>**--Mood Vignette Consult Groups** |

| Oct 24th | 5 | Anxiety Disorders 1 | DSM5- Anxiety: 189-233<br>  PTSD: 265-290<br>  Dissociative: 291-307<br>**Watch on D2L:**<br>C. Anxiety & PTSD Clips | *Video: Social anxiety, a week inside my mind* (7:18) |
|---|---|---|---|---|
| Oct 31st | 6 | Anxiety Disorders 2 | Watters Ch. 2 | **DUE: Media Character Diagnoses**<br><br>--Discuss Watters<br><br>**Anxiety Vignette Consult Groups** |
| Nov 7th | 7 | Substances Use Disorders | DSM5- pp. 481-589<br>McLean, Ch. 1-3 | *Video: What is Addiction* (20 min)<br>*Video: Understanding Relapse* (22 min)<br><br>**Substance Vignette Consult Groups** |
| Nov 14th | 8 | Psychotic Disorders | McLean, Ch. 4-7<br>DSM5- pp. 87-122<br>Watters Ch. 3<br>**Watch on D2L:**<br>D. Schizophrenia & Psychotic Clips | *Talking About My Schizophrenia 1 & 2 videos* (8 min/9 min)<br>--Discuss Watters<br>--Discuss McLean<br>*Broad Institute: Opening Schizophrenia's Black Box video:*<br>https://www.youtube.com/watch?v=s0y4equOTLg<br><br>**Psychotic Vignette Consult Groups** |

| Nov 21st | 9 | "Behavior" Disorders<br><br><br><br><br><br>Eating Disorders | DSM5- Autism: p. 50-59<br><br>   ADHD: p. 59-66<br>   OCD: 235-264<br>   Conduct: 461-480<br>**Watch on D2L:**<br>E. OCD Clips<br><br>DSM5- p. 329-354<br>Watters Ch. 1<br>**D2L:** Dawson, Rhodes, & Touyz (2014) | **DUE: Client Diagnoses**<br><br>--Discuss Watters |
| Nov 28th | 10 | Personality Disorders & Conclusions | DSM5- pp. 645-684<br>Watters- Conclusion<br>**Watch on D2L:**<br>F. Personality Disorders Clips | *Video: Back From the Edge* (48 minutes) |

# Course References and Supplemental Readings

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**First Person Narratives, Novels, and Stories about Mental Illness and Recovery**

**Books & Novels**

Archer, A. (2013).  *Pleading Insanity*.  Archway Publishing [bipolar].

Bassman, R. (2007).  *A Fight To Be: A Psychologist's Experience from Both Sides of the Locked Door.*  Tantamount Press.

Brinkley, J. (2012).  *Cambodia's curse: The modern history of a troubled land.*  PublicAffairs Publishing.

Casey, N. (2011*). Unholy Ghost: Writers on Depression.*  William and Morrow.

Damone, D. (Ed.).  (2012).  *Mental Wellness: Real Stories from Survivors.*  Hidden Thoughts Press.

Forney, E. (2012).  *Marbles: Mania, Depression, Michelangelo, and Me: A Graphic Memoir.*  Gotham Press.

Foust, T. (2011).  *Nowhere Near Normal: A Memoir of OCD.*  Gallery Books.

Gadtke, A. (2008).  *Regular and Decaf: One Friend with Schizophrenia, One Friend with Bipolar, One Cup at a Time.*  Risen Man Publishing.

Handy, M. (2010).  *No comfort zone: Notes on living with post traumatic stress disorder.*  Mocassa Press.

Hornbacher, M. (2006).  *Wasted: A Memoir of Anorexia and Bulimia*.  Harper Perennial.

Hornbacher, M. (2009).  *Madness: A Bipolar Life.*  Mariner Books.

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McLean, R. (2005). *Recovered, not cured: A journey through schizophrenia.* Crowns Nest NSW, Australia: Allen & Unwim.

Montalvan, L.C., & Witter, B. (2012). *Until Tuesday: A wounded warrior and the golden retriever who saved him.* Hachette Books.

Morris, D. (2015). *The evil hours: A biography of post-traumatic stress disorder.* Eamon Dolan/Mariner Books.

North, C. (2003). *Welcome, Silence* [schitzophrenia]. CSS Publishing.

Real, T. (1998). *I Don't Want to Talk About It: Overcoming the Secret Legacy of Male Depression.* Scribner.

Reiland, R. (2004). *Get Me Out of Here: My Recovery from Borderline Personality Disorder.* Hazelden.

Robinson, J. (2008). *Look Me in the Eye: My Life with Asperger's.* Three Rivers Press.

Rowntree, L., & Boden, A. (2012). *Hidden Lives: Coming Out on Mental Illness.* Brindle & Glass Publishing.

Schiller, L., & Bennett, A. (1996). *The Quiet Room: A Journey Out of the Torment of Madness* [schizophrenia]. New York: Grand Central Publishing.

Smith, D. (2013). *Monkey Mind: A Memoir of Anxiety.* Simon and Shuster [reprint 2013].

Snyder, K. (2007). *Me, Myself, and Them: A Firsthand Account of One Young Person's Experience with Schizophrenia.* Oxford University Press.

Styron, W. (1992). *Darkness Visible: A Memoir of Madness.* Vintage Books [depression].

Van Winkle, C. (2010). *Soft spots: A marine's memoir of combat and post-traumatic stress disorder.* St. Martin's Griffin.

Wortmann, F. (2012). *Triggered: A Memoir of Obsessive-Compulsive Disorder.* Thomas Dunne Books.

*The Journal of Progressive Human Services*, (2013), Volume 24, Number 3 is a special issue: "The Experiences of Mental Health Consumers/Survivors."

**Documentary Films:** (links good as of 9/23/14)

*Alien Boy: The Life and Death of James Chasse* (2013) [schizophrenia] AMZ $18.

*Don't Change the Subject* (2012) [suicide]. Direct from film website for $7.

*A Summer in the Cage* [bipolar] 82 minutes. (**Stream via PSULIB**): http://documentarystorm.com/summer-cage/

*The Secret Life of the Manic Depressive*. (Stephen Fry) 53 minutes. (**Stream via PSULIB**): Online: http://documentarystorm.com/the-secret-life-of-the-manic-depressive/

*Back from the Edge* (2012) [Borderline Personality]. 48 minutes. Online: http://topdocumentaryfilms.com/back-edge/
Also on youtube: https://www.youtube.com/watch?v=967Ckat7f98

*Mad, bad or sad? The Psychology of Personality Disorders* (50 minutes)
    https://www.youtube.com/watch?v=XG7hkLojxgY
*Boy Interrupted* [bipolar and suicide]. 92 minutes.  (2009)  (**Stream via PSULIB**)
*Depression, Out of the Shadows.* (2008). 120 minutes.  (**Stream via PSULIB**)
*Thin* [eating disorders].  (2006).  (Can be checked out via **PSULIB**)
*Unhinged: The Trouble with Psychiatry*. Dr. Daniel Carlat on the value of therapeutic counseling
    over medications  (51 minutes) https://www.youtube.com/watch?v=XOCM88LzCOY
*"Up/Down"* Bipolar Disorder Documentary (83 minutes):
    https://www.youtube.com/watch?v=eyiZfzbgaW4
*"The Chemistry of Addictions."*  (12 minutes)  Hank Green short film:
    http://documentarystorm.com/the-chemistry-of-addictions/
    Also on youtube:  http://www.youtube.com/watch?v=ukFjH9odsXw
*"Bellevue, Inside Out" | Psychiatric Hospital Documentary* (2001) (76 minutes)
    http://www.youtube.com/watch?v=N1Bab-bjsLQ
*"Addiction"* HBO Documentary Series. (2007).  Online: http://www.hbo.com/addiction/thefilm/
    (Can be checked out via **PSULIB**)


**YouTube Videos [First Person Narratives]:** (links good as of 9/23/14)
My Struggle With Schizophrenia (7 minutes)
    https://www.youtube.com/watch?v=kL40wwowO4k
My Struggle with Personality Disorder (3.5 minutes)
    http://www.youtube.com/watch?v=ZGqTaKRZkS8
What it Feels Like to Have Borderline Personality Disorder (7 minutes)
    http://www.youtube.com/watch?v=JYMlgNoiilc
Talking About My Schizophrenia (8 minutes)
    http://www.youtube.com/watch?v=B1YvJWTWWEk
Talking About My Schizophrenia 2 (9 minutes)
    http://www.youtube.com/watch?v=aZg3Xd4nOuM&list=UUi1CiKL7RevrSF3RsxXB4nQ
OCD - Obsessive Compulsive Disorder (5:17) FPN
    https://www.youtube.com/watch?v=KOami82xKec
What an anxiety attack feels like.(5:43)
    https://www.youtube.com/watch?v=HC2I7RgaZbc
Social anxiety, a week inside my mind, (short documentary). (7:18)
    https://www.youtube.com/watch?v=cf9VkXS1PYI
    This Videographer's channel, "Silencewithinme" has many videos about social anxiety:
    videoshttps://www.youtube.com/channel/UCQ4j5taqdagBhdJ1q49CRxw
A Drop of Sunshine: A film about schizophrenia. And Hope.  (39 minutes).
    https://www.youtube.com/watch?v=dwKQ4J5b5nk


**Other Good Youtube Videos:**
When Anxiety Attacks (50 minutes) [features Daniel Smith, author of Monkey Mind]
    https://www.youtube.com/watch?v=lTEE1VFMksU
Panic Attack on Live Television (4:32) [Dan Harris of ABC news]
    https://www.youtube.com/watch?v=_qo4uPxhUzU
Attitudes to Mental Health (5.5 minutes)
    http://www.youtube.com/watch?v=Qh3I3tOVqUk

OCD & Anxiety Disorders: Crash Course Psychology #29 (11:31) [Hank Green]
https://www.youtube.com/watch?v=aX7jnVXXG5o

**Blogs:**
Overcoming Schizophrenia: How I am Living With It Blog
http://overcomingschizophrenia.blogspot.com/
Cuz I Can Fly: A Girls' Travel Through Psychosis
http://cuzicanfly.blogspot.com/
http://cuzicanfly.blogspot.com/2009/05/i-can-has-mania.html
Suicidal No More: Choosing to Live with Schizoaffective Disorder
http://www.suicidalnomore.com/
Stacy Pershall's Back From the Brink: Living With Borderline Personality Disorder
http://www.huffingtonpost.com/stacy-pershall/back-from-the-brink-livin_b_1022820.html
 "Hyperbole and a Half" Blog about depression:
http://hyperboleandahalf.blogspot.com/search?updated-min=2011-01-01T00:00:00-07:00&updated-max=2012-01-01T00:00:00-07:00&max-results=5
Archipelago: Stories About Who We Are, Together and Alone (Helen Rosen on Depression)
https://medium.com/the-archipelago/not-everyone-feels-this-way-7e21574a2dfd#.9be32qrb8
The Dish: Biased and Balanced (Andrew Sullivan / Entry on Depression by Elizabeth Brown)
http://dish.andrewsullivan.com/2014/08/13/depression-success-and-lies-of-the-mind/

**PSAs, Websites and Other:**
Bring Change 2 Mind Organization:
PSA on stigma (on Youtube): http://www.youtube.com/watch?v=WUaXFlANojQ
Three good videos on stigma: http://bringchange2mind.org/learn/what-is-stigma/
Narratives Collection: http://bringchange2mind.org/stories/read-stories/
CSWE Resources on the Recovery movement and philosophy:
http://www.cswe.org/cms/42850.aspx
Pat Deegan Website: includes the "common ground" approach to negotiating with providers:
https://www.patdeegan.com/
National Empowerment Center: projects and information about mental health recovery:
http://www.power2u.org/who.html
Mind Freedom International Personal Stories Collection
http://www.mindfreedom.org/personal-stories
SAHMSA has a large section dedicated to recovery (and a lot of free to download pubs)
http://www.samhsa.gov/recovery/
http://store.samhsa.gov/facet/Treatment-Prevention-Recovery/term/Recovery
NAMI online Newsletter 2006 Article: "In the First Person"
http://www.nami.org/Template.cfm?Section=20065&Template=/ContentManagement/ContentDisplay.cfm&ContentID=39579

# Children, Youth, and Families Specialization Courses

## Children, Youth, and Families I (3 credits)

The Children, Youth and Families (CYF) concentration builds on the foundation year and provides advanced training in practice, intervention and advocacy for children, youth and their families. CYF prepares MSW students to advance their clinical skills and competency in delivering theory-informed best practice models to engage, intervene, collaborate and advocate with and on behalf of children and youth. While the primary identified clients will be children and teens, students will learn skills for partnering with adults, such as parents, caregivers, caseworkers, therapists and teachers. The theoretical models examined will be grounded in strength-based, trauma-informed, and collaborative perspectives. Students will develop a systemic and family-focused understanding of the developmental and contextual factors affecting youth. This sequence will examine micro practice as well as key macro influences to prepare students for practice in various settings, including schools, early intervention, child welfare, juvenile justice, community-based mental health, integrated healthcare and direct practice.

## Course Description

Advanced concentration course for students interested in working with children, youth, and families. Students will explore, learn, and apply methods for multi-systemic social work practice. Theoretical orientations/frameworks as applied in practice and informed by policy and research will be the focus of fall term. Demonstration of practice methods and skills for working though barriers created by social policies that impact children, youth, and families will be addressed. Pre-requisite: three terms of SW 511.

## Course Objectives

This course has the following objectives:
- Understand and develop fluency in applying theory to guide practice.
- Apply relevant theories to population of interest to better understand etiology of child/family's presenting issues.
- Reflect on professional identity and develop an increased understanding of one's impact on clients, their families and other systems.
- Begin to partner with children and their families and apply knowledge from the classroom into the practice setting.

Students in this course will be assisted in developing the following social work competencies:

**Core Competency 1: Demonstrate Ethical and Professional Behavior:**
Advanced CYF social workers understand and apply social work values and ethics as they bring their professional social work identity to their direct service work with children, youth and families. Social workers explore relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels of various service settings for children and families. They incorporate theoretically-grounded and systemic perspectives to develop and maintain professional relationships with clients, their families, service providers and community partners. CYF social workers demonstrate the ability to make ethical decisions when working with minor children and respect confidentiality while adhering to relevant mandatory reporting laws. When

working with family systems, students recognize issues of diversity, cultural considerations, power dynamics and the individual rights of children. Complex ethical dilemmas in working with children are recognized and a plan for mitigating them established.

**Core Competency 6: Engage with individuals, families, groups, organizations, and communities:**
Advanced CYF social workers recognize interpersonal dynamics and contextual factors that affect the collaborative relationship with children and families. Advanced CYF practitioners value engagement as an ongoing component and dynamic process of practice. They value principles of relationship-building and interdisciplinary and multidisciplinary collaboration to facilitate engagement with clients and their families. They actively use reflective listening, validation, empathy, warmth and collaboration in practice, supervision, and with colleagues. Advanced CYF practitioners understand the different strategies, skills, practice models and theoretical frameworks used to engage children, families and their respective communities. Advanced clinical practitioners demonstrate awareness of their personal experiences and affective responses and how these influence their engagement with diverse clients.

**Core Competency 7: Assess individuals, families, groups, organizations and communities:**
Advanced CYF social workers understand that assessment is a continuous component of effective with children, families and their respective communities. Assessments are multi-dimensional (bio-psycho-social-spiritual) and are grounded in evidence-based theoretical practice models. Advanced CYF practitioners acknowledge the complexities of the practice context and conduct assessments with attention to strengths, diversity, experiences of historical oppression and trauma, resources, and systemic barriers. Advanced CYF practitioners understand how to critically incorporate theory into their assessment of children and family systems and recognize the impact communities and macro systems have on development, family functioning, parenting and service accessibility. Advanced CYF social workers recognize how their personal experiences and use of self in the practical or clinical interaction constrain or expand assessment with children, families, organizations and communities.

**Core Competency 8: Intervene with individuals, families, groups, organizations, and communities**:
Advanced CYF social workers critically evaluate, select, and implement evidence-based interventions that are culturally relevant for the diverse groups of children and families served and attend to the influence of contextual setting where services are offered. Advanced CYF social workers attempt to always work collaboratively with families and support systems available to children and youth; if those supports aren't available, intervention approaches will focus on building those systems through collaboration with and advocacy for clients. Services offered to children and families are situated in family and ecological models of intervention; they are strengths-based and culturally responsive. Advanced CYF social workers engage in constant self-reflection and seek supervision in order to provide culturally relevant, developmentally appropriate and context specific interventions to children, youth and families.

**Access and Inclusion for Students with Disabilities**
PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment

that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu,  https://www.pdx.edu/drc.

- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage(https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

## Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole.  Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination.  If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

## Names and Gender Pronouns

Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

## Populations at Risk

Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk.  Course content (including readings, lectures, class discussions and assignments) educate students to identify how social group membership influences access to resources, and covers the dynamics of risk factors to include responsive and productive strategies to redress them.  Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall

outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice, e.g. distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege.  Vulnerable, oppressed and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power.  Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed.  Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW code of ethics.

## Academic Honesty and Integrity
All work submitted in this course must be your own, and it must be produced specifically for this course.  If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor.  All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously and are outlined in the current student handbook and PSU Academic Misconduct. It is your responsibility to familiarize yourself with these guidelines.

## Grading
The following PSU grading scale is employed at the graduate level:

| A | 4.00 | C+ | 2.33 | D- | .67 | The grading system at the graduate level is defined as follows: |
|---|------|-----|------|-----|-----|----------------------------------------------------------------|
| A- | 3.67 | C | 2.00 | F | 0 | A—Excellent |
| B+ | 3.33 | C- | 1.67 | | | B—Satisfactory |
| B | 3.00 | D+ | 1.33 | | | C—Below graduate standard |
| B- | 2.67 | D | 1.00 | | | D/F—Failure |

## Incompletes
An incomplete grade is only given when students, due to circumstances beyond their control, have not completed <u>some</u> definite course requirement.  **The initiative rests with the student to request an incomplete grade.** Students do not have a right to receive/demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met: (see the full policy in the MSW Student Handbook)

● The quality of the work to date is satisfactory, but some essential work remains. In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of B-.
● Reasonable justification for request. Reasons for assigning the Incomplete must be acceptable by the instructor. The circumstances should be unforeseen or be beyond the

control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
- Incomplete grade is not a substitute for a poor grade.
- Written agreement. A written or electronic agreement will be endorsed by both the instructor and student.. A template "Incomplete Contract" is available on Registrar's website [http://www.pdx.edu/registration/sites/www.pdx.edu.registration/files/Incomplete_Guidelines_Contract.pdf](http://www.pdx.edu/registration/sites/www.pdx.edu.registration/files/Incomplete_Guidelines_Contract.pdf)

## Confidentiality and Privacy
It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to follow the NASW Code of Ethics in regard to confidentiality. [www.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp)

For all assignments, your work is respected as private. However, if the instructor has reason to believe that your professional and/or academic development or client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution.

## Policies that Guide Faculty and Student Behavior
All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting.

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## Access to Instructor
Email is the best way to reach me: brookner@pdx.edu
Office hours: Monday from 10 – noon; Wednesday from 10 – noon in 620X
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## Required Texts
All course readings are on D2L. They should be printed or downloaded and brought to class on assigned day.

## Instructional Methods
This class blends readings, lecture, role-plays, small group discussion and case presentations. The class will be divided into smaller "consultation" groups of 3 – 4 students that will work together throughout the term on in-class exercises. Due to the variety of methods utilized to teach

this course, your completion of reading, homework, attendance, and participation is crucial to
your learning.

**Attendance, Participation and Professional Behavior**
Social work is a profession that requires a high level of professionalism and self-awareness. You
will be expected to demonstrate that in the classroom, in the same manner as you would in the
work place. This will require you to be present and engaged in classroom activities and to
maintain a respectful learning environment (i.e., **arrive to class on time, turn off your cell
phone, NO TEXTING, no side conversations, maintain confidentiality, complete the
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A significant amount of learning takes place during class and consistency and trust are major
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requiring special accommodation (e.g., religious holidays, etc.), I will be flexible regarding
deadlines and possible extension.  However, you *must* request an extension <u>48 hours (2 days)
prior to the due date</u>.

**Assignments and Grading**

**Assignment #1: Professional Development Self-Assessment (Due Week 3)**

Students will reflect on the following points and write one to two paragraphs related to each:
1. Provide a description of your placement site and your role within that
   organization/agency. Do you anticipate any challenges? What strengths will you
   bring?
2. Reformulation and revision of learning priorities related to working with CYF – what
   are your learning priorities this year related to the concentration and specifically to
   your field placement? Name at least three concrete priorities and an initial plan for
   how to achieve growth in these areas.
3. How do your identity, self-affiliation and positionality influence your work with
   children, youth and families?

This paper provides students with an opportunity to continue to reflect on their experience in the
MSW program to date and to assess their professional development and related priorities for
learning as they proceed with the advanced curriculum on social work with children, youth, and
families. No references are required.

**Assignment # 2: Annotated Bibliography (Due Week 6)**

List 6 articles or scholarly papers relevant to social work interventions and practices that are directly linked to a theory or theoretical model. You can find research and writing focused on best practices, contemporary thinking about your population of interest, interventions, and/or life stage analysis – so long as they are rooted in a theoretical lens that helps to guide understanding and practice. Provide a summary and reflection on each article you choose. Be sure to include at least 4 different theories (for example, don't choose 6 articles that rely on CBT as a theoretical explanation or practice model) and be sure to include the population/interest group that the theory is focused on.

Each student will do a mini presentation of their findings – what population did you study? What theory or theories are common in practice? Provide a quick discussion of how the theory explains the population being studied, mention strengths and weaknesses.

**Assignment #3: Collaboration and Teamwork with Children, Youth and/or Family and Multiple Systems and Disciplines  (Due Date: Week 9 or 10)**

Students will prepare an 8 minute presentation (with PowerPoint or Prezi) describing a multi-level approach to social work with a particular service user system (ie: a youth service user and their family, an entire family, a collection of individuals participating in a group-based intervention).

Grading criteria for the **Collaboration and Teamwork with Families and Multiple Systems and Disciplines** assignment will include an assessment of the level of competence demonstrated in meeting the following practice behaviors:

- Ability to assess what theory or theories are applied in practice – where is theory guiding the work? Where does the work appear to stray from a theoretical lens ("theory-less practice")?
- Reflect on how service systems address, value and promote justice or equity (or how do service systems or providers fail to promote justice and equity)? What macro forces/influences do you observe as most influential in the life/lives of your service user?
- Understand how multiple systems can/should collaborate and partner to support well-being and attainment of goals for service user.

**Reading Group Facilitation (week 5, 7 & 8):** You will be assigned to a reading group and once during the term you will have the responsibility of presenting the chosen readings of the week to your small group. The reading group discussion should take 45 minutes, and must include a summary of the week's readings and key concepts relevant to the course. Be ready to engage other students in a discussion of the work to date in relation to the class readings on the days chosen. When it is your week to facilitate, it is your responsibility to do the following:
1. Briefly summarize the main points of the readings for that week that are focused on a particular population; identify and define key ideas, concepts, theories, and/or vocabulary
2. Create a 1 page handout of your summary and bring 4 copies to class (1 will also be turned in to me)
3. Respond to the readings:  what are your reactions to the reading/ideas being presented?

4. Suggest how the main points are linked to other class readings/discussion, your own interests, and/or the field of social work.
5. Come prepared with questions, an activity, a media clip, or some way to engage your small group in a discussion about the readings/topic of the week. This means you will supplement the readings by bringing in your own additional material.
6. Be creative!  Have fun!  This is an opportunity for you to engage with class material in a different way!

All group members, including the facilitator, should be prepared to share at least one concrete way the readings connect to field practice.

**Ongoing Group Work:** Students will participate in regular groups to depict a multi-service system "case staffing" of the service user system and/or assess case studies. Students will be assigned to a group that will conduct a case staffing for a service user who is involved in multiple systems. The instructor will provide each group with a case scenario for completing this assignment. Students should adopt the stance of working with the service user system from the point of view of a particular type of agency (e.g., child welfare, school, mental health). Many students will probably wish to develop their response based on their field placement agency. However, students may choose to take a stance based on work in a different type of agency from their field agency. The instructor may negotiate with individual students to take on the role of someone working in an agency different from the field placement in order to ensure all relevant service systems are represented in the role-play. In the role-play each team member must demonstrate that they:

1. Are advocating for and promoting culturally responsive and equitable services for the service-user.
2. Demonstrate culturally responsive and developmentally grounded interpersonal skills to engage effectively and collaboratively with CYF and their communities and with service systems.
3. Demonstrate skills that illustrate one's ability to collaborate with multiple services to develop and apply a comprehensive service plan that is guided by families' goals and preferences.

## Evaluation and Grading Criteria
| | |
|---|---|
| Group Facilitation | 15 points |
| Professional Development Self-Assessment | 15 points |
| Annotated bibliography and mini presentation | 15 points |
| Final Presentation | 15 points |
| Attendance (which includes being on time) | 20 points |
| Professional Accountability, Group work and Participation | 20 points |

## Weekly Topical Outline

**Week 1: Introductions and course design/ideas**
**Sept. 27**

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**Oct. 4 - Week 2: Course Overview and Service Systems**

**Theory introduction: Psychodynamic frameworks**
- (Re)introductions
- Overview of Syllabus and Framework for Critical Thinking
- Overview of primary child and family-serving systems
- Role of Theory in Practice
- Paradigms and Micro, Mezzo, Macro
- Group formation

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## Oct. 11 - Week 3: Theory introduction: Systems and Strengths
   **\*Professional Development Self-Assessment Due\***

- Strategizing for best fit between holistic assessment of family, best practices, and system constraints
- Psychodynamic Theories

**Readings on D2L:**

Van Ecke, Y., Chope, R. C., & Emmelkamp, P. M. (2006). Bowlby and Bowen: Attachment theory and family therapy. *Counseling and Clinical Psychology Journal,* 81-108.

Smith-Osborn, A. (2007). Life Span and Resiliency Theory: A critical review. *Advances in Social Work, 8*(1), 152-168.

Haight, W. L., Doner Kagle, J., & Black, J. E. (2003). Understanding and supporting parent-child relationships during foster care visits: Attachment theory and research. *Social Work, 48*(2), 195-207.

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## Oct. 18 – Week 4: Theory Introduction: Attachment; Culture and Diversity – Intersectionality; Strengths-based approaches for children, youth and families

- Ecological Systems Theory
- Bowen Family Systems Theory
  - Ongoing and deep assessment of strengths and needs
  - Strategizing for best fit between holistic assessment of family, best practices, and system constraints
  - Specific theoretical approaches, practice models, and best practices
  - Approaches to family involvement
  - Evidence of effectiveness and responsiveness to child abuse and neglect
  - Areas in need of advocacy and reform
  - Discipline-specific approaches and potential tensions for social workers

**Readings on D2L:**

Bronfenbrenner's Ecological Systems Theory.

Kondrat, M. E. (2002). Actor-Centered Social Work: Re-visioning "person-in-environment" through a Critical Theory Lens. *Social Work, 47*(4), 435-448.

Walsh, W. M., & McGraw, J. A. (2002). *Essentials of family therapy: A structured summary of nine approaches*. Denver: Love Pub.

Swick, K. J., & Williams, R. D. (2006). An analysis of Bronfenbrenner's Bio-Ecological Perspective for early childhood educators: Implications for working with families experiencing stress. *Early Childhood Education Journal, 33*(5), 371-378.

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## Oct. 25 - Week 5: Trauma and Development
## *Group facilitation #1*

- Intervention approaches in Child Welfare, Education, Mental Health and Substance Abuse, and Juvenile Justice systems
  - Ongoing and deep assessment of strengths and needs
  - Strategizing for best fit between holistic assessment of family, best practices, and system constraints
  - Specific theoretical approaches, practice models, and best practices
  - Approaches to family involvement
  - Evidence of effectiveness and responsiveness to IPV
  - Areas in need of advocacy and reform
  - Discipline-specific approaches and potential tensions for social workers

**Readings D2L:**

*The science of neglect: The persistent absence of responsive care disrupts the developing brain*. (2012). Cambridge, MA: Center on the Developing Child, Harvard University.

Dodge, K. A., & Pettit, G. S. (2003). A biopsychosocial model of the development of chronic conduct problems in adolescence. *Developmental Psychology, 39*(2), 349-371.

Bonanno, G. A. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist, 59*(1), 20-28.

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## Nov. 1 - Week 6: Theory in Practice – Floor Time, Genograms and Eco mapping for children, youth and families
## *Annotated Bibliography Due and mini presentation*
**Come prepared to synthesize/discuss your bibliography and discuss how theories chosen apply to your practice area.**

- Intervention approaches in Child Welfare, Education, Mental Health, Family Practice, Substance Abuse and Juvenile Justice systems

**Readings on D2L:** None this week!

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**Nov. 8 - Week 7: Culturally Specific Social Work (1)**
   **\*Group facilitation #2\***

- Revisiting Intersectionality and Identity
- The social worker's role in mitigating the effects of structural oppression in agency settings
- Racial considerations in practice

**Field Experience:** Cultural responsiveness and field work

**Readings on D2L:**
   Cohen, E., M.S.W. (2010). *A social worker's tool kit for working with immigrant families; healing the damage: Trauma and immigrant families in the child welfare system* (A. Ahlers M.A., Ed.).

   Hays, P. A. (2008). Culturally Responsive Assessment. *Addressing Cultural Complexities in Practice.* Washington, DC: American Psychological Association.

   Jackson, K. F. (2009). Beyond race: Examining the facets of multiracial identity through a life-span developmental lens. *Journal of Ethnic and Cultural Diversity in Social Work, 18*(4), 293-310.

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**Nov. 15 - Week 8: Culturally Specific Social Work (2)**
   **\*Group facilitation #3\***

- Social class as a diversity issue
- Social work with LGBTQ youth
- Social work with children and youth with disabilities

**Field Experience:** Cultural responsiveness and field work; Advocacy and reform

**Readings on D2L:**
   Saltzburg, S., & Davis, T. S. (2010). Co-authoring gender-queer youth identities: Discursive tellings and retellings. *Journal of Ethnic and Cultural Diversity in Social Work, 19*(2), 87-108.

Nicolas, G., Helms, J. E., Jernigan, M. M., Sass, T., Skrzypek, A., & Desilva, A. M. (2008). A conceptual framework for understanding the strengths of Black youths. *Journal of Black Psychology, 34*(3), 261-280.

Lucero, N. M., & Bussey, M. (n.d.). A collaborative and trauma-informed practice model for urban Indian child welfare. *Child Welfare, 91*(3), 89-112.

Kliman, J. (n.d.). Social Class as a Relationship: Implications for Family Therapy. In *A Framework for Re-Visioning Family Therapy* (pp. 50-61).

**Nov. 22 - Week 9: Thanksgiving week! No class.**

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**Nov. 29 - Week 10: Collaboration and Teamwork with Families and Multiple Systems and Disciplines**
**\*Student presentations due\***

- Reflections on the term and thoughts about moving forward
- Last class!

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**Framework for analyzing service systems**
- Etiology of a system – perceived need
- Assumptions
- Mandate(s)
- Functions and roles
- Funding sources and adequacy of funding
- Pathways into a system
- Approaches to assessment
- Best practices
- Responsiveness to service user feedback and community input
- Responsiveness to trauma
- Evidence of impact
- Cultural responsiveness, sensitivity, and specificity
- Social justice versus social control
- Mapping multiple systems

## Children, Youth, and Families II (3 credits)

The Children, Youth and Families (CYF) concentration builds on the foundation year and provides advanced training in practice, intervention and advocacy for children, youth and their families. CYF prepares MSW students to advance their clinical skills and competency in delivering theory-informed best practice models to engage, intervene, collaborate and advocate with and on behalf of children and youth. While the primary identified clients will be children and teens, students will learn skills for partnering with adults, such as parents, caregivers, caseworkers, therapists and teachers. The theoretical models examined will be grounded in strength-based, trauma-informed, and collaborative perspectives. Students will develop a systemic and family-focused understanding of the developmental and contextual factors affecting youth. This sequence will examine micro practice as well as key macro influences to prepare students for practice in various settings, including schools, early intervention, child welfare, juvenile justice, community-based mental health, integrated healthcare and direct practice.

### Course Description

Advanced concentration course for students interested in working with children, youth, and families. Students will continue to explore, learn, and apply methods for multi-systemic social work practice. Demonstration of practice methods and skills for working though barriers created by social policies that impact children, youth, and families will be addressed. Pre-requisite of this course is SW 586 and co-requisite is SW 512.

### Course Objectives

This course has the following objectives:
- Engage directly with clients (children and their families) to assess needs, plan for intervention, engage in direct-practice and collaborate with outside systems to promote and enhance stability.
- Understand how policy and macro-level influences shape services and practice.
- Recognize one's own positionality and level of influence.

The objective and course content will support students to develop the following advanced Children, Youth, and Families competencies.

### Competency 1: Demonstrate Ethical and Professional Behavior

Advanced CYF social workers understand and apply social work values and ethics as they bring their professional social work identity to their direct service work with children, youth and families. Social workers explore relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels of various service settings for children and families. They incorporate theoretically-grounded and systemic perspectives to develop and maintain professional relationships with clients, their families, service providers and community partners. CYF social workers demonstrate the ability to make ethical decisions when working with minor children and respect confidentiality while adhering to relevant mandatory reporting laws. When working with family systems, students recognize issues of diversity, cultural considerations,

power dynamics and the individual rights of children. Complex ethical dilemmas in working with children are recognized and a plan for mitigating them established.

**Competency 2: Engage diversity and difference in practice.**
Advanced CYF social workers are knowledgeable about many forms of diversity and difference and how these influence family formation, parent-child relationships, parenting practices and the role of children in diverse family systems. Advanced CYF social workers demonstrate self-awareness regarding their cultural identity, background, and biases (positionality) and how these interface with those of children and families; they recognize ways that cultural factors and the forces of oppression related to these can create or contribute to client struggles, presenting problems, and family engagement. Cultural identities are a source of strength as well as a source of stress that impact client needs, challenges and goals; culture influences the therapeutic relationship and outcome. Valuing the necessity of natural support for minor clients, CYF social workers recognize the need for family and system collaboration, advocacy and sensitive case management practices.

**Competency 3: Advance human rights and social and economic justice.**
Advanced CYF social workers examine and deeply understand the complex relationship between social and cultural factors and their impact on childhood development. The effects of oppression, discrimination and historic trauma on clients and families are considered when planning any assessment or intervention; specifically, the impact of ageism (directed toward children) in decision-making or service planning. The positioning of children is essential in recognizing how and why young people and their families seek and engage in services; these contextual constraints are understood as factors of social injustice. CYF social workers seek to reduce health discrepancies for diverse populations. They also work to reduce and resist the stigma and shame associated with disorders, diagnosis, treatment seeking and family support across diverse populations.

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**
Advanced CYF social workers understand the value of and apply research and evaluation. Social workers have knowledge of the scientific method and can determine the value of using quantitative, qualitative or mixed-methods as the most appropriate methodology for answering practice-based questions. They understand evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. Advanced students critically analyze research and evidence-based practices for cross-cultural applicability. The complexities of research on minor clients are understood as well as the impact on practice.

**Competency 6: Engage with individuals, families, groups, organizations, and communities.**
Advanced CYF social workers recognize interpersonal dynamics and contextual factors that affect the collaborative relationship with children and families. Advanced CYF practitioners value engagement as an ongoing component and dynamic process of practice. They value principles of relationship-building and interdisciplinary and multidisciplinary collaboration to facilitate engagement with clients and their families. They actively use reflective listening,

validation, empathy, warmth and collaboration in practice, supervision, and with colleagues. Advanced CYF practitioners understand the different strategies, skills, practice models and theoretical frameworks used to engage children, families and their respective communities. Advanced clinical practitioners demonstrate awareness of their personal experiences and affective responses and how these influence their engagement with diverse clients.

## **Access and Inclusion for Students with Disabilities**

PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage(https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

## **Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking**

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

**Names and Gender Pronouns**
Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

**Populations at Risk**
Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk. Course content (including readings, lectures, class discussions and assignments) educate students to identify how social group membership influences access to resources, and covers the dynamics of risk factors to include responsive and productive strategies to redress them. Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice, e.g. distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege. Vulnerable, oppressed and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed. Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW code of ethics.

**Academic Honesty and Integrity**
All work submitted in this course must be your own, and it must be produced specifically for this course. If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor. All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously and are outlined in the current student handbook and PSU Academic Misconduct. It is your responsibility to familiarize yourself with these guidelines.

**Grading**
The following PSU grading scale is employed at the graduate level:

| A | 4.00 | C + | 2.3 3 | D - | .67 | The grading system at the graduate level is defined as follows: |
|---|------|-----|-------|-----|-----|----------------------------------------------------------------|
| A - | 3.67 | C | 2.0 0 | F | 0 | A—Excellent<br>B—Satisfactory |
| B | 3.33 | C | 1.6 | | | C—Below graduate standard |

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| + |  | - | 7 |  |  | D/F—Failure |
|---|---|---|---|---|---|---|
| B | 3.00 | D+ | 1.33 |  |  |  |
| B- | 2.67 | D | 1.00 |  |  |  |

**Incompletes**

An incomplete grade is only given when students, due to circumstances beyond their control, have not completed some definite course requirement. **The initiative rests with the student to request an incomplete grade.** Students do not have a right to receive/demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met: (see the full policy in the MSW Student Handbook)

● The quality of the work to date is satisfactory, but some essential work remains. In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of B-.
● Reasonable justification for request. Reasons for assigning the Incomplete must be acceptable by the instructor. The circumstances should be unforeseen or be beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
● Incomplete grade is not a substitute for a poor grade.
● Written agreement. A written or electronic agreement will be endorsed by both the instructor and student.. A template "Incomplete Contract" is available on Registrar's website http://www.pdx.edu/registration/sites/www.pdx.edu.registration/files/Incomplete_Guidelines _Contract.pdf

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Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/diversity/office-of-equitycompliance.

## Access to Instructor
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Office hours: Monday and Wednesday 10 am – noon in 620X
Available at other times by request

## Required Texts

Bronson, P. & Merryman, A. (2009). *Nurtureshock: New thinking about children*. Twelve
       Publishing: New York, NY.

All course readings on D2L are required. They should be printed and brought to class on assigned day.

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## Assignments and Grading

**Assignment #1: Organizational Memo on Best Practices (Due Date: Week 4)**

Students will prepare a one-page professionally formatted memo regarding their field agency's responsiveness to a particular topic area (e.g., trauma, child abuse and neglect, special education) and one or two related areas in need of reform. Students should consider the points identified on the Framework for Analyzing Service Systems (included on the last page of this course outline) as well as the following to guide their work on this memo:

1. Service user intersectionality
   a. Are there differences in how the system responds to youth based on other service systems with which the youth is involved?
2. Developmental appropriateness of policies and practices

Although your thinking about the agency should be broad, as reflected in the above considerations, the memo should address a <u>clearly defined and specific issue or problem</u>. The memo should not include a detailed exposition of all your thinking, but instead, it should highlight only those points that are especially salient for the particular issue or problem addressed.

The one-page memo should include the following (one page maximum will be enforced):

1. A clear and succinct statement of the specific issue or problem (10%)
2. A statement of one or two specific desired outcomes that would reflect elimination of or improvement in the issue or problem (10%)
3. A brief presentation of factors that you think contribute to the issue or problem and that lend themselves to change (20%)
4. A specific proposal for how existing policies, practices, or other contributing factors should be changed to bring about desired outcomes (20%)
5. Suggestions for how attainment of desired outcomes can be measured (10%)

It is critical to be an effective professional writer, 30% of the grade for this assignment will be based on the quality of writing such as grammar, sentence construction, word choice, spelling, organization, and tone (e.g., memo conveys professional respect, humbleness, and a spirit of collaboration). Use sources to back up your position (e.g.; if you propose the adoption of a new intervention, site research that shows the effectiveness of such intervention). Memos are single spaced.

**Assignment #2: Media presentations (week 4 – 8)**

Students will present a current/recent media publication or event related to children or families (the connection can be overt or more nuanced) and offer a theoretical explanation to further explore the possible causation or consideration of the topic being explored. Students are to add theoretical insight into a contemporary social issue. Four minutes maximum!
        Presentations to include:
                              -   A brief summary of the article

- Identification of any biases (obvious or subversive)
- Explanation of a theoretical perspective that helps to better understand either (a) the social issue being discussed or (b) the author's perspective or bias.

**Assignment #3: Ongoing Group Work and Reading Groups**

Students will participate in regular groups to depict a multi-service system "case staffing" of the service user system and/or assess case studies. Students will be assigned to a group that will conduct a case staffing for a service user who is involved in multiple systems. The instructor will provide each group with a case scenario for completing this assignment. Students should adopt the stance of working with the service user system from the point of view of a particular type of agency (e.g., child welfare, school, mental health). Many students will probably wish to develop their response based on their field placement agency. However, students may choose to take a stance based on work in a different type of agency from their field agency. The instructor may negotiate with individual students to take on the role of someone working in an agency different from the field placement in order to ensure all relevant service systems are represented in the role-play. In the role-play each team member must demonstrate that they:

1. Are advocating for and promoting culturally responsive and equitable services for the service-user.
2. Demonstrate culturally responsive and developmentally grounded interpersonal skills to engage effectively and collaboratively with CYF and their communities and with service systems.
3. Demonstrate skills that illustrate one's ability to collaborate with multiple services to develop and apply a comprehensive service plan that is guided by families' goals and preferences.

Additionally: The weekly reading group discussion may take up to 45 minutes and must include a summary of the week's readings and key concepts relevant to the course. Be ready to engage other students in a discussion of the work to date in relation to the class readings on the day chosen. When it is your week to facilitate, it is your responsibility to do the following:
1. Briefly summarize the main points of the readings for that week; identify and define key ideas, concepts, theories, and/or vocabulary
2. Create a 1 page handout of your summary and bring 4 copies to class (one will also be turned in to me)
3. Suggest how the main points are linked to other class readings/discussion, your own interests, field placement and/or the field of social work.
4. Come prepared with questions, an activity, a media clip, or some way to engage your small group in a discussion about the readings/topic of the week.
5. Be creative! Have fun! This is an opportunity for you to engage with class material in a different way!
After spending time discussing in small groups, we will come back to the large group and facilitators will report back to the whole class about what key points, questions, or highlights

came up in the discussion. This should be done with the group's input and can be as creative as you like!

## Final: Collaboration and Teamwork with Families and Multiple Systems and Disciplines (Due Date: Week 9 or 10)

Students will prepare a paper of 5 to 6 pages *or* complete a 12 minute presentation describing a multi-level approach to social work with a particular service user system (e.g., a youth service user and their family, an entire family, a collection of individuals participating in a group-based intervention). The paper/presentation will address to what extent does the multi-level approach:

1. Promotes human rights and social and economic justice for diverse populations
2. Acts as a buffer to mitigate the destructive effects of structural oppression as these effects manifest in service systems.
3. Demonstrates collaboration with service users to select and apply social work practice methods that enhance well-being of the service-user.

Grading criteria for the **Collaboration and Teamwork with Families and Multiple Systems and Disciplines** assignment will include an assessment of the level of competence demonstrated in meeting the following practice behaviors:

- Assess and work collaboratively with service users to promote human rights and social and economic justice across multiple systems.
- Mitigate the effects of structural oppression across multiple service systems.
- Collaborate with service users and systems to develop and apply comprehensive and cross-system service plans that enhance social, emotional, and physical well-being.

## Evaluation and Grading Criteria

| | |
|---|---|
| Organizational Memo around Best Practices | 15% |
| Media Presentation | 10% |
| Professional Accountability, Attendance and Participation | 35% |
| Group facilitation | 15% |
| Final paper or presentation | 25% |

## Weekly Topical Outline

## Week 1, Jan. 12: Course Overview, Intersectionality, and Service Systems
- (Re)introductions
- Final presentation feedback forms
- Overview of Syllabus
- Reflections on Fall term classroom experience and suggestions for Winter term
- Intersectionality of service user
- Overview of primary child and family-serving systems

**Field Experience:** Reflections about Field Placement agency including mandate and function, policies and practices, effectiveness, and fit with social work values.

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**Week 2, Jan. 19: Children, Youth, and Families Affected by Trauma/Neglect**

Intervention approaches in Child Welfare, Education, Mental Health and Substance Abuse, and Juvenile Justice systems
   − Ongoing and deep assessment of strengths and needs
   − Review Attachment and Systems Theories
   − Strategizing for best fit between holistic assessment of family, best practices, and system constraints
   − Specific theoretical approaches, practice models, and best practices
   − Approaches to family involvement
   − Evidence of effectiveness and responsiveness to trauma
   − Areas in need of advocacy and reform
   − Discipline-specific approaches and potential tensions for social workers

**Field Experience:** Assessing and improving agency responsiveness to trauma

**Readings on D2L:**
   - Silverman et al (2008)
   - The Science of Neglect
   - English et al (2005)

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**Week 3, Jan. 26: Child Abuse and Neglect**
*Guest Lecture: Ericka Kimball*

- Intervention approaches in Child Welfare, Education, Mental Health and Substance Abuse, and Juvenile Justice systems
   − Ongoing and deep assessment of strengths and needs
   − Strategizing for best fit between holistic assessment of family, best practices, and system constraints
   − Specific theoretical approaches, practice models, and best practices
   − Approaches to family involvement
   − Evidence of effectiveness and responsiveness to child abuse and neglect
   − Areas in need of advocacy and reform
   − Discipline-specific approaches and potential tensions for social workers

**Field Experience:** Assessing agency and improving responsiveness to child abuse and neglect

**Readings on D2L:**
- New Yorker (2016)
- Cook et al (2005)
- Kletter, Weem, Carrion (2009)

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**Week 4, Feb. 2: Family Violence/Trauma and Impact on Child Welfare, Education, Mental Health**
**\*Organizational Memo Due\***
*Guest lecture: Katie Statman-Weil*

- Intervention approaches in Child Welfare, Education, Mental Health and Substance Abuse, and Juvenile Justice systems
  – Ongoing and deep assessment of strengths and needs
  – Strategizing for best fit between holistic assessment of family, best practices, and system constraints
  – Specific theoretical approaches, practice models, and best practices
  – Approaches to family involvement
  – Evidence of effectiveness and responsiveness to IPV
  – Areas in need of advocacy and reform
  – Discipline-specific approaches and potential tensions for social workers

**Field Experience:** Assessing and improving agency responsiveness to IPV and Family Violence

**Readings D2L:**
- Statman-Weil (2015)
- Salloum, A. & Overstreet, S. (2008).
- Schaffner (2007)

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**Week 5, Feb. 9: Culture and Culturally Specific Social Work/Skills**
**Reading Group 1**

- Hays (2001) chapter 6
- Hays (2001) chapter 9

- Intervention approaches in Child Welfare, Education, Mental Health and Substance Abuse, and Juvenile Justice systems
  – Ongoing and deep assessment of strengths and needs
  – Strategizing for best fit between holistic assessment of family, best practices, and system constraints
  – Specific theoretical approaches, practice models, and best practices
  – Approaches to family involvement
  – Evidence of effectiveness and responsiveness to violence and juvenile offending

- Areas in need of advocacy and reform
- Discipline-specific approaches and potential tensions for social workers


**Field Experience:** Assessing and improving agency responsiveness to violence and juvenile offending

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**Week 6, Feb. 16: Child and Adolescent Mental Health; Youth and Family Substance Use and Abuse**
**Reading Group 2**

- Intervention approaches in Child Welfare, Education, Mental Health and Substance Abuse, and Juvenile Justice systems
    - Ongoing and deep assessment of strengths and needs
    - Strategizing for best fit between holistic assessment of family, best practices, and system constraints
    - Specific theoretical approaches, practice models, and best practices
    - Approaches to family involvement
    - Evidence of effectiveness and responsiveness to mental health concerns and substance use and abuse
    - Areas in need of advocacy and reform
    - Discipline-specific approaches and potential tensions for social workers

**Field Experience:** Assessing and improving agency responsiveness to mental health concerns and substance use and abuse

**Readings on D2L:**
- Bishop (2005)
- Lindsey et al (2008)

**Listen:** "Guilty and Charged that looks at how individuals, often poor, are being imprisoned for being unable to pay debts and fines and then asked to pay for the cost of being in prison."
http://www.npr.org/series/313986316/guilty-and-charged

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**Week 7, Feb. 23: Culturally Specific Social Work (1)**
**Reading Group 3**

- Revisiting Intersectionality and Identity
- The social worker's role in mitigating the effects of structural oppression in agency settings
- Social work with marginalized youth and families

**Field Experience:** Cultural responsiveness and field work

**Readings on D2L:**
- McGoldrick chapt 9
- Bronson & Merryman (2009) chapter 3

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**Week 8, Mar. 2: Culturally Specific Social Work (2)**
**Reading Group 4**

- Social work with marginalized youth and families

**Field Experience:** Cultural responsiveness and field work; Advocacy and reform

**Readings on D2L:**
- Ungar chapt 4
- Ungar chapt 5

**Listen:** This American Life: Year 2009, 374: Somewhere Out There: Act Two. Tom Girls
http://www.imatyfa.org/wp-content/uploads/2012/09/tomgirls.mp3

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**Week 9, Mar. 9: Collaboration and Teamwork with Families and Multiple Systems and Disciplines**
**\*Collaboration and Teamwork with Families and Multiple Systems and Disciplines Due\***

- Student Presentations on intersectionality, trauma and field placement – separate assignment criteria to be distributed

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**Week 10, Mar. 16: Collaboration and Teamwork with Families and Multiple Systems and Disciplines**
**\*Collaboration and Teamwork with Families and Multiple Systems and Disciplines Due\***

- Student Presentations continued
- Reflections on the term and thoughts about moving forward

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**Framework for analyzing service systems**
- Etiology of a system – perceived need
- Ecology
- Assumptions
- Mandate(s)

- Functions and roles
- Funding sources and adequacy of funding
- Pathways into a system
- Approaches to assessment
- Best practices
- Responsiveness to service user feedback and community input
- Responsiveness to trauma
- Evidence of impact
- Cultural responsiveness, sensitivity, and specificity
- Social justice versus social control
- Mapping multiple systems

# Children, Youth, and Families III (3 credits)

The Children, Youth and Families (CYF) concentration builds on the foundation year and provides advanced training in practice, intervention and advocacy for children, youth and their families. CYF prepares MSW students to advance their clinical skills and competency in delivering theory-informed best practice models to engage, intervene, collaborate and advocate with and on behalf of children and youth. While the primary identified clients will be children and teens, students will learn skills for partnering with adults, such as parents, caregivers, caseworkers, therapists and teachers. The theoretical models examined will be grounded in strength-based, trauma-informed, and collaborative perspectives. Students will develop a systemic and family-focused understanding of the developmental and contextual factors affecting youth. This sequence will examine micro practice as well as key macro influences to prepare students for practice in various settings, including schools, early intervention, child welfare, juvenile justice, community-based mental health, integrated healthcare and direct practice.

## Course Description

Advanced concentration course for students interested in working with children, youth, and families. The course will require a deepening of practice skills. The course will examine impact of policy on service-users; creative implementation of policy in best interests of service users; promoting service user influence on policy. Students will discuss consumer advocacy groups and other forms of advocacy and evaluation. Transitions will be discussed and addressed. Pre-requisite of this course is SW 587 and co-requisite is SW 512.

## Course Objectives

Students in this course will be assisted in developing the following social work competency and practice behaviors as they relate to social work practice with children, youth, and families:

**Course objectives:**
- Research, advocate, and influence policy change at multiple levels aimed at meeting service user-identified needs. (macro)
- Promote the ability of service users to influence each level of policy development and implementation as well as service delivery for children, youth, families, and their communities. (micro)
- Assess and intervene with individuals, families, groups, organizations and communities using culturally-sensitive, theoretically-supported and research-informed practices.
- Collaborate with service users, communities, and service systems to develop and apply reliable, valid, and culturally sensitive measures and outcomes that are meaningful and acceptable      to service users for service plans and interventions. (macro)
- Demonstrate an ability to critically analyze, monitor, and evaluate one's own practice with children, youth, families, and their communities. (micro)

**The objectives and course content support the development of the following advanced Children, Youth and Families competencies.**

**Competency 5. Engage in policy practice.**
Advanced CYF social workers participate in local, state, tribal and federal policy development, maintenance and change through their positionality and use of power and privilege. Advanced CYF social workers understand they have an obligation to be aware of current policy structures and the role of policy in delivery of services to children and families. Services and supports are situated within an ever-changing organizational and community policy environment; the political impacts of services at the micro, mezzo and macro level are evaluated. Advanced CYF social workers understand how they are uniquely situated to advocate with and on behalf of clients requesting or receiving services.

**Competency 7. Assess Individuals, Families, Groups, Organizations and Communities**
Advanced CYF social workers understand that assessment is a continuous component of effective with children, families and their respective communities. Assessments are multi-dimensional (bio-psycho-social-spiritual) and are grounded in evidence-based theoretical practice models. Advanced CYF practitioners acknowledge the complexities of the practice context and conduct assessments with attention to strengths, diversity, experiences of historical oppression and trauma, resources, and systemic barriers. Advanced CYF practitioners understand how to critically incorporate theory into their assessment of children and family systems and recognize the impact communities and macro systems have on development, family functioning, parenting and service accessibility. Advanced CYF social workers recognize how their personal experiences and use of self in the practical or clinical interaction constrain or expand assessment with children, families, organizations and communities.

**Competency 8. Intervene with Individuals, Families, Groups, Organizations and Communities.**
Advanced CYF social workers critically evaluate, select, and implement evidence-based interventions that are culturally relevant for the diverse groups of children and families served and attend to the influence of contextual setting where services are offered. Advanced CYF social workers attempt to always work collaboratively with families and support systems available to children and youth; if those supports aren't available, intervention approaches will focus on building those systems through collaboration with and advocacy for clients. Services offered to children and families are situated in family and ecological models of intervention; they are strengths-based and culturally responsive. Advanced CYF social workers engage in constant self-reflection and seek supervision in order to provide culturally relevant, developmentally appropriate and context specific interventions to children, youth and families.

**Competency 9. Evaluate practice with individuals, families, groups, organizations, and communities.**
Advanced CYF social workers understand that evaluation of practice is an ongoing and an integral part of practice with individuals, families, groups, organizations and communities. Advanced CYF social workers consistently use standardized assessments, outcome measures, and other tools to evaluate outcomes. Children, families and their support systems are each given voice to evaluate the impact of intervention on an individual and systemic levels. Advanced CYF social workers are aware of evaluation bias and validity issues, especially with children and

youth, and carefully select and use evaluation tools appropriate for diverse client groups. The limitations of evaluation practices to measure behavioral or psychological progress in children are understood.

## Access and Inclusion for Students with Disabilities

PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu,  https://www.pdx.edu/drc.

- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage(https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

## Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole.  Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination.  If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

**Names and Gender Pronouns**

Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

**Populations at Risk**

Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk. Course content (including readings, lectures, class discussions and assignments) educate students to identify how social group membership influences access to resources, and covers the dynamics of risk factors to include responsive and productive strategies to redress them. Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice, e.g. distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege. Vulnerable, oppressed and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed. Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW code of ethics.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor. All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously and are outlined in the current student handbook and PSU Academic Misconduct. It is your responsibility to familiarize yourself with these guidelines.

**Grading**

The following PSU grading scale is employed at the graduate level:

| A | 4.00 | C+ | 2.33 | D- | .67 | The grading system at the graduate level is defined as follows: |
| A- | 3.67 | C | 2.00 | F | 0 | A—Excellent  B—Satisfactory |
| B | 3.33 | C | 1.6 | | | C—Below graduate standard |

| + |      | - | 7   |  |  | D/F—Failure |
|---|------|---|-----|--|--|-------------|
| B | 3.00 | D+ | 1.33 |  |  |  |
| B- | 2.67 | D | 1.00 |  |  |  |

**Incompletes**

An incomplete grade is only given when students, due to circumstances beyond their control, have not completed <u>some</u> definite course requirement. **The initiative rests with the student to request an incomplete grade.** Students do not have a right to receive/demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met: (see the full policy in the MSW Student Handbook)

● The quality of the work to date is satisfactory, but some essential work remains. In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of B-.
● Reasonable justification for request. Reasons for assigning the Incomplete must be acceptable by the instructor. The circumstances should be unforeseen or be beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
● Incomplete grade is not a substitute for a poor grade.
● Written agreement. A written or electronic agreement will be endorsed by both the instructor and student.. A template "Incomplete Contract" is available on Registrar's website http://www.pdx.edu/registration/sites/www.pdx.edu.registration/files/Incomplete_Guidelines_Contract.pdf

**Confidentiality and Privacy**

It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to Date follow the NASW Code of Ethics in regard to confidentiality. www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private. However, if the instructor has reason to believe that your professional and/or academic development or client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution.

**PSU and SSW Policies that Guide Faculty and Student Behavior**

All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting. PSU requires work and study free from discrimination and harassment. PSU Office of Equity and Compliance has adopted a formal

Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/diversity/office-of-equitycompliance.

**Access to Instructor**
Email is best: brookner@pdx.edu
Phone: 503.725.5067
Office hours: Monday and Wednesday mornings and afternoons; and by arrangement

**Required Texts**
Bronson, P. & Merryman, A. (2009). *NurtureShock: New thinking about children*. Twelve
        Publishing: New York, NY.

Readings posted on D2L

**Instructional Methods**
This class blends readings, lecture, role-plays, small group discussion and case presentations. The class will be divided into smaller "consultation" groups of 3 - 4 students that will work together throughout the term on in class exercises. Due to the variety of methods utilized to teach this course, your completion of reading, homework, attendance, and participation is crucial to your learning.

**Attendance, Participation and Professional Behavior**

Social work is a profession that requires a high level of professionalism and self-awareness. You will be expected to demonstrate that in the classroom, in the same manner as you would in the work place. This will require you to be present and engaged in classroom activities and to maintain a respectful learning environment (i.e., **arrive to class on time, turn off your cell phone, NO TEXTING, no side conversations, maintain confidentiality, complete the exercises, and stay for the entire class**). Two late-to-class arrivals will count as one absence.

A significant amount of learning takes place during class and consistency and trust are major factors in facilitating your development, thus attendance and participation are expected and you are to inform me if you will be absent. You are responsible for finding out what happened in the class you missed and getting any handouts.

**Assignment and Grading**
**Media presentations (weeks 2, 6 and 8)**

Students will present a current/recent media publication or event related to children or families (the connection can be overt or more nuanced) and offer a theoretical explanation to further explore the possible causation or consideration of the topic being explored. Students are to add theoretical insight into a contemporary social issue. Four minutes maximum!
        Presentations to include:
                            - A brief summary of the article
                            - Identification of any biases (obvious or subversive)

- Explanation of a theoretical perspective that helps to better understand either (a) the social issue being discussed or (b) the author's perspective or bias.

**Ongoing Group Work and Reading Groups (weeks 2, 4, 6 and 8)**

Students will participate in regular groups to depict a multi-service system "case staffing" of the service user system and/or assess case studies. Students will be assigned to a group that will conduct a case staffing for a service user who is involved in multiple systems. The instructor will provide each group with a case scenario for completing this assignment. Students should adopt the stance of working with the service user system from the point of view of a particular type of agency (e.g., child welfare, school, mental health). Many students will probably wish to develop their response based on their field placement agency. However, students may choose to take a stance based on work in a different type of agency from their field agency. The instructor may negotiate with individual students to take on the role of someone working in an agency different from the field placement in order to ensure all relevant service systems are represented in the role-play. In the role-play each team member must demonstrate that they:

1. Are advocating for and promoting culturally responsive and equitable services for the service-user.
2. Demonstrate culturally responsive and developmentally grounded interpersonal skills to engage effectively and collaboratively with CYF and their communities and with service systems.
3. Demonstrate skills that illustrate one's ability to collaborate with multiple services to develop and apply a comprehensive service plan that is guided by families' goals and preferences.

Additionally: The weekly reading group discussion may take up to 45 minutes and must include a summary of the week's readings and key concepts relevant to the course. Be ready to engage other students in a discussion of the work to date in relation to the class readings on the day chosen. When it is your week to facilitate, it is your responsibility to do the following:

1. Briefly summarize the main points of the readings for that week; identify and define key ideas, concepts, theories, and/or vocabulary
2. Create a 1 page handout of your summary and bring 4 copies to class (one will also be turned in to me)
3. Suggest how the main points are linked to other class readings/discussion, your own interests, field placement and/or the field of social work.
4. Come prepared with questions, an activity, a media clip, or some way to engage your small group in a discussion about the readings/topic of the week.
5. You must supplement the readings with some additional content that you bring to class.
6. Be creative! Have fun! This is an opportunity for you to engage with class material in a different way!

After spending time discussing in small groups, we will come back to the large group and facilitators will report back to the whole class about what key points, questions, or highlights

came up in the discussion. This should be done with the group's input and can be as creative as you like!

## Assignment 1: Integrating Learning, Practice, and Professional Development

The assignment will be completed in multiple parts over the course of the term. The assignment is designed to guide students, as they prepare to enter MSW-level professional practice, towards:

5. ability to evaluate the impact of their work with service users;
6. ability to assess the impact of policy and other contextual factors on service users;
7. integration of their learning in the MSW program and how learning guides their practice;
8. articulation of a personal framework for practice (e.g., theoretical orientations, value base, guiding principles); and
9. formulation of a professional development/continuing education plan for lifelong learning.

The final two weeks of the term will be devoted to presentations by each student during which they articulate key elements of this culminating assignment.

## Integrating Learning, Practice, and Professional Development: Evaluating Practice

Consider your work with a single client or client system in your field placement (this can be the same service user from winter term's final presentation or a different one). Ideally, this will be a service user with whom you expect to continue working for much of spring term. The aim of the assignment is to assess formally the impact of your work with this service user. Due to the variety of settings in which students are placed, some of you may not be able to complete all elements of this assignment. If you encounter challenges around this, please schedule a time to meet with me by the second week in the term to discuss alternatives.

1. Brief presentation of client or service user.

2. *Intervention Plan. Provide a description of the intervention you are using. This should include information about the rationale, theoretical base, and empirical status of the intervention with citations of appropriate references. It should also include information about the process of the intervention, such as format (e.g., one-on-one sessions, family work, group work, case management contacts), frequency, and duration. This section should include a demonstration or role play of a selected intervention.*

3. Goal. For the selected goal, identify at least two measurable indicators (e.g., an observable behavior, self-report, report by parent teacher or peer, service user narrative, etc.) that you and the service user will use to determine if progress towards the goal is occurring. Provide evidence that these indicators are reliable and valid, culturally sensitive, and meaningful to the service users, citing appropriate references. If you are constructing entirely new indicators (as opposed to using established measures) it may be difficult to provide evidence of reliability and validity. If this is the case, describe how you might assess reliability and validity if you had the capacity to do so. Describe how

and when you will collect data on the indicators. This section should be at most three paragraphs.

Grading criteria for **Evaluating Practice** assignment will include an assessment of the level of competence demonstrated in meeting the following practice behaviors:

- Demonstrate an ability to critically analyze, monitor, and evaluate one's own practice with children, youth, families, and their communities
- Apply knowledge of research and evaluation methods to selecting and evaluating impact of advanced social work practice with children, youth, families, and their communities. (micro)
- Apply understanding of theory and how it informs practice

**Due Week 3: A "thus far" presentation**: share as much as you have on your client, intervention plan and goal. If you are experiencing challenges or barriers, share those as well. What practice obstacles are arising? Are you finding that the assignment is difficult because of structural/agency barriers? What other issues have arisen? No more than 10 minutes, no visual materials required.

**Due Week 4:** demonstration of practice skill, role play or therapeutic scenario (see #2 above). Name the intervention, skill or tool – show how it works in practice. Five minutes.

**Due week 10:** Evaluating Practice Paper (summarizing 1 – 3 above). Three pages.

**Assignment 2: Integrating Learning, Practice, and Professional Development: Policy Eco Map**

The aim of this part of the assignment is to identify the key policies that shape practice in your field setting (or in a specific unit of the setting). The format of this assignment will resemble an eco map, with the agency at the center. Construct a "policy map" that lays out two or three major policies that influence work in your setting or unit. Each policy (or "policy area") should be depicted as its own system on the map, with brief bullet points identifying the following:

1. Origins (when established, ever revised)
2. Scope (national, state, local, agency)
3. Impact (intended and unintended)

The map should include connectors from the policy to the setting, indicating the nature of the relationship (e.g., strong/weak, supportive or conflictual). Visually demonstrate the extent to which a particular policy is in alignment with social work values (e.g., with different colors).

Indicate on the map strategic points where you as a multi-level social worker might contribute to needed policy changes. Policies can be agency-based, state, or federal.

Grading criteria for the **Policy Eco Map** assignment will include an assessment of the level of competence demonstrated in meeting the following practice behaviors:

- Recognize, research, advocate, and influence policy change at multiple levels aimed at meeting service user-identified needs.
- Promote the ability of service users to influence each level of policy development and implementation as well as service delivery for children, youth, families, and their communities.

**Due Week 7 in class, with presentation of Map to class**

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**Final presentation: Integrating Learning, Practice, and Professional Development: Student Presentations/"Job Talk"**

Each student will prepare and deliver a 12 – 15 minute oral presentation with a visual component. This is an integrative learning experience the aim of which is help students:

1. reflect on what they have learned in the MSW program including the influence of contextual and individual factors on the health and well being of children, youth, and families and their communities;
2. describe how they have applied their learning in the field placement and evaluated their impact;
3. articulate a theoretical framework for practice
4. identify future professional development priorities

After a presentation, other students in the class will ask clarifying questions and discuss salient issues with the presenter for about 5 minutes.

**Due week 9 or 10**

**The distribution of grades for assignments is as follows:**

Note that late work is not accepted and paper-based assignments must be turned in in class.

| | |
|---|---|
| Attendance, participation and professionalism | 30% |
| Assignment 1 | 15% |
| Assignment 2 | 15% |
| Assignment 3 | 20% |
| Reading Group Facilitation | 10% |
| Media presentation | 10% |

**Weekly Topical Outline**

**Week 1: Introductions**
- Overview of syllabus and spring term expectations

- Group assignment
- Evaluation of practice – getting started
  - Remembering Foundation Research and Evaluation Courses
  - Protecting human subjects and obtaining consent (service user and agency)
  - Avoiding "research anxiety"
  - Connecting practice with theory and outcomes

- **Field Experience:** Field placement and priorities for spring term

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## Week 2:  Evaluation of Own Practice *reading group*

- Framework for Evaluating own Practice (appears near end of this course outline)
  - Evaluation of practice in the context of social work practice
  - Aligning evaluation with the Evidence Based Practice model
  - Aligning evaluation with agency logic model
  - Evaluation of practice, self-reflection, and professional development

- **Field Experience:** Developing an evaluation plan

- **Readings:**
  - Gambrill, E. (2007). Special section: Promoting and sustaining Evidence-Based Practice. *Journal of Social Work Education, 43,* (447 – 462).
  - Entering Another's World – chapter 4

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## Week 3: Secondary Traumatization, Burnout, and Self-Care *"Thus far presentations"*

- **Secondary Traumatization**
  - What is secondary trauma?
  - Common precursors to secondary trauma (general; setting/population-specific)
  - Worker predispositions

- **Field Experience:** Agency-specific precursors to secondary trauma; self-care strategies

- **Reading:**
  - Zimering, R., Munroe, J., & Gulliver, S. B. (2003). Secondary traumatization in mental health care providers. *Psychiatric Times, 20*(4), 43-47.
  - NurtureShock chapters 1 and 2

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## Week 4:  Policy Practice *reading group* * intervention demonstrations*

- Overview of policy context for social work practice with CYF
  - Child welfare
  - Education
  - Health, Behavioral health, Substance use and abuse

- Juvenile justice
- Family law and policy
- Cross-national comparisons
- Policy practice from a multi-level approach
  - Policy practice knowledge and skills
  - Promoting service-user voice in policy development and implementation
  - Assessing policy impact

- **Field Experience:** Identifying and influencing the policy context of the field setting.

- **Readings:**
  - Thyer, B. A. (2008). Evidence-based macro practice: Addressing the challenges and opportunities. *Journal of Evidence-Based Social Work, 5,* 453 – 472.
  - Gammonley, D., Rotabi, K. S., Forte, J., & Martin, A. (2013). Beyond study abroad: A human rights delegation to teach policy advocacy. *Journal of Social Work Education, 49,* 619 – 634.
  - Clemons, J. W. (2014) *Client system assessment tools for social work practice.* Presentation at NASCSW, Annapolis MD.

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**Week 5: Advocacy and Radical Approaches to Practices *guest lecture***
- Advocacy in CYF practice from a multi-level approach
  - Recognizing the need for advocacy
  - Barriers to advocacy
  - Knowledge and skills for advocacy
  - Allying with advocacy groups
  - Assessing impact

- Radical social work with Children, Youth, and Families
  - What is radical social work?
  - Social work, social change, and social control
  - Radical social work, managerialism, and professionalism
  - Positionality
  - International perspectives
  - Direct political action and social work practice

- **Field Experience:** Identifying opportunities for and doing advocacy and radical social work in the field setting.

- **Readings:**
  - Kilbane, T., Pryce, Hong, P. Y. P. (2013). Advocacy week: A model to prepare clinical social workers for Lobby Day. *Journal of Social Work Education, 49,* 173 – 179.

- Rogowski, S. (2008). Social work with children and families: Towards a radical/critical practice. *Social Work in Action, 10,* 17 – 28.

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## Week 6: DSM-5: Review and Considerations for CYF *reading group*
- Diagnostic implications for children
  - DSM-IV-TR and DSM-5 – significant changes for children and families
  - Consideration of trauma and culture in assessment and diagnosis
  - Critical considerations of historical diagnoses

- **Field Experience:** Identifying diagnostic challenges in practice; reconsidering client presentation; understanding treatment direction based on diagnostic criteria.

- **Readings:**
  - Carlon, J. (2013). Clinical and counseling testing. *American Psychological Association*, volume 2, 3 – 17.
  - Leffler, J., Riebel, J. & Honore, H. (2015). A review of child and adolescent diagnostic    interviews for clinical practitioners. *Assessment*, 22, 6, 690 – 703.
  - Dugdale, A. (2014). Disease mongering. *Journal of Paediatrics and Child Health*, 2015, 150 – 151.
  - Nurtureshock chapters 7 & 8

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## Week 7:  Policy Eco Map Presentations
- Understanding the impact on policy on practice
  - Assessing agency performance
  - Recognizing significance of funding and policy on services
  - Identifying ways in which clients are affected by policies of which they are unaware.
  - Social worker's call to advocacy and policy change
  -
- **Field Experience:** Analyzing placement setting to understand impact of federal, state, organizational or agency-level policy. Seek opportunities to consult with supervisor and agency stake-holders to determine practice-level implications.

- **Readings:**
- Nurtureshock chapters 9 & 10

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## Week 8:  Ethical considerations in direct practice *reading group*
- Ethics with children and families
- Responsibilities to clients who are not "of age" and implications in practice
- Using the NASW Code of Ethics in case planning and consultation

   - Planned endings

   - **Field experience:** Applying ethics to direct practice/clients; terminations; case planning.

   - **Readings:**
     − Strom-Gottfried, K. (ND). Understanding and using the NASW code of ethics. *Social Work Practice*, exercise 4, 26 – 49.

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**Week 9:  Practice Showcases**

**Week 10: Practice Showcases**

### Framework for Evaluating Own Practice

I. What is the *target* of the work?
   A. *Who*?
      1. An individual child or youth?
      2. A family system?
      3. A specific group of service users (e.g., members of a psychoeducational group, members of a parents' group)?
      4. A collection of service providers (e.g., an agency; unit within an agency)?
      5. Other?
   B. *What*?
      1. A particular type of behavior?

      2. An emotion or emotional state?

      3. A set of beliefs?

      4. Symptoms of a disorder?

      5. A way of interpreting social cues?

      6. A way of responding? To whom? Under what conditions?

      7. A way of interacting? With whom?

      8. Other?

II. More about the target

    A. *How long* has been a problem or issue?

    B. *Who thinks* is a problem or issue? Why? Who disagrees?

    C. *What contributes* to the problem or issue?

      1. Service use positionality (e.g., impact of inequity, poverty, racism, classism, sexism, other phobias, institutionalized discrimination)

      2. Other service user factors (e.g., current or past trauma experience, health concerns, stress level, mental health disorder)

      3. Family influences

      4. Contextual demands (e.g., caregiver, breadwinner)

      5. Other

    D. *Formulate* a working assessment (subject to ongoing reformulation)

III. Identifying the goal(s) of the work

    A. Service user values, experiences, preferences

    B. Worker capacities and practice experience

    C. Setting/agency mandate

    D. Evidence base

    E. Process for collaboration

IV. Planning

    A. Assemble a team as needed (e.g., family members, other service providers, advocates)

    B. Identify and mobilize service user capacities and resources

    C. Identify and mobilize contextual capacities and resources

    D. Negotiate the nature of the work

      1. Selecting practice model(s) or intervention approach(es)

      2. Service provider roles and actions

      3. Service user roles and actions

      4. Others' roles and actions

    E. Specify measurable indicators for each goal

      1. Clear

      2. Meaningful and acceptable to service user

      3. Reliable and valid indicators

        a) service user report (e.g., checklists)

        b) service user narrative

        c) standardized instruments

        d) others' narratives

      4. Target timeline for assessing progress

    F. Align with agency logic model if available

V. Intervention

   A. Monitor process and content
   B. Gather data (ongoing) from service user on acceptability of intervention and on satisfaction
   C. Gather data (ongoing) on impact
      1. from service user
      2. from family members
      3. workers' perceptions
      4. others (e.g., teachers, peers)
   D. Make "midstream" corrections in work based on feedback
   E. Review plan regularly and revise as needed

VI. Analyze data
   A. Single subject design when appropriate
   B. Descriptive results pre and post
   C. Narrative themes
   D. Process evaluation (e.g., was the intervention implemented as intended?)
   E. Interpret results (driven by service user)

VII. Reflection (service provider)
   A. What worked well, what didn't?
   B. What did I know how to do well, what areas do I need to develop further?
   C. Were there surprises? What were they? What can I learn from them?
   D. What constraints emerged to implementing the intervention?
      1. Agency policies or practices?
      2. Service provider capacities?
      3. Service users capacities and preferences?
      4. Other?

VIII. Planning Professional Development
   A. Continuing education on practice models or interventions
   B. Stronger advocacy skills; increased readiness to advocate
   C. Greater understanding of worker positionality and its impact
   D. Greater understanding of contextual influences
   E. Greater understanding of impact of service users' experience (e.g., trauma experience, poverty)
   F. Greater understanding of how to identify and mobilize capacities of service user and context

## Weekly Reading Group

The reading group discussion should take 45 minutes and must include a summary of the week's readings and key concepts relevant to the course. Be ready to engage other students in a discussion of the work to date in relation to the class readings on the day chosen. When it is your week to facilitate, it is your responsibility to do the following:

1. Briefly summarize the main points of the readings for that week; identify and define key ideas, concepts, theories, and/or vocabulary

2. Create a 1 – 2 page (max) handout of your summary and **bring 4 copies to class** (one will also be turned in to me)

3. Suggest how the main points are linked to other class readings/discussion, your own interests, field placement and/or the field of social work.

4. Come prepared with questions, an activity, a media clip, or some way to engage your small group in a discussion about the readings/topic of the week.

5. You must supplement the readings with some additional content that you bring to class.

6. Be creative!  Have fun!  This is an opportunity for you to engage with class material in a different way!

After spending time discussing in small groups, we will come back to the large group and facilitators will report back to the whole class about what key points, questions, or highlights came up in the discussion.  This should be done with the group's input.

# Practice and Leadership with Communities and Organizations Specialization Courses

## Practice & Leadership with Communities & Organizations I (3 credits)

The Practice and Leadership with Communities and Organizations concentration builds on the foundation year and provides advanced learning opportunities that are grounded in community and organizational practices and perspectives, values and ethics. Students are prepared for working with individuals, communities and organizations in various settings which are focused on addressing disparities, community responses to social problems, policy practice and leadership. The theoretical models put forth will be grounded in strength based, critical race theory, structural social work, anti-oppressive, feminist, empowerment and collaborative perspectives. Engagement in multi-dimensional assessment processes such as racial equity, community and organizational assessment will be explored, with specific attention to community voice, hierarchical structures, and cultural humility and responsiveness. The three term sequence will familiarize students with intervention modalities that make use of evidence based practice and practice based evidence. The approaches explored and enacted in this concentration will be grounded in the principles of racial, economic and social justice practices and will include policy practice, advocacy, activating community members and community and organizational leadership practices.

### Course Description
This course is the first of the three-quarter advanced concentration for social work practice and leadership in community and organizational contexts, advancing skills in mobilizing empowering and just solutions to individual and social problems.

### Learning Objectives
This course has the following learning objectives. Students will be able to:
- Recognizes complex ethical dilemmas in community and organization practice and identify strategies for resolving them.
- Articulates how personal values, beliefs, and thoughts impact community and organizational practice and develop strategies for addressing these
- Demonstrates an advanced ability to identify organizational values and beliefs to improve equity amongst staff and community members.
- Identifies the need to build collaborations across all stakeholder groups, where power is shared in ways that increase the visibility, voice and influence of community members.


These objectives will support students to develop the following advanced competencies:

### Competency 1: Demonstrate ethical and professional behavior
Ascribes to the values and ethics advanced by NASW and CSWE for professional conduct, engage in ethical decision making in working with communities and organizations. Advanced

ethical and professional practice prioritizes the context of events, as well as the subjectivity of the worker and their organization. In response, the advanced practitioner astutely identifies options, weighs these in light of issues related to oppression, privilege and power, including positional privilege as social worker, and engages in practice in ways that both aligns with the profession's standards, and aims to maximize respect, inclusion, and the leadership and visibility of clients and their communities. To support this competency, practitioners are expected to be involved in critical self-reflection, and make effective use of formal supervision and consultation with colleagues through critical friendships to review one's practice and identify areas of improvement. As a result, lifelong learning is integral to advanced community and organizational practice.

**Competency 2: Engage diversity and difference in practice**
Beginning with critical self-reflection in terms of how positionality (array of identities, bias, privilege, and legacies of oppression) influences one's lens and subjectivities, the advanced practitioner is able to analyze dynamics of distress, resistance (which has allowed communities to survive despite oppression), and assets within communities and organizations. The practitioner will build an array of approaches to build respectful relationships and partnerships with diverse stakeholders. Examples can include democratic participation strategies, collaborative decision making practices, organizational equity initiatives, cultural matching in services and staff, culturally responsive use of self, inter-subjective approaches to practice, and instrumental supports such as interpretation, child care provision and gender-sensitive accessibility considerations. The caliber of one's capacity is clearly demonstrated via a culturally responsive, partnership-orientation to all interventions.

**<u>Access and Inclusion for Students with Disabilities</u>**
PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.
If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.
- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the <u>Fire and Life Safety webpage</u> (https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

**<u>Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking</u>**

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

## Names and Gender Pronouns
Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

## Populations at Risk
Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk. Course content (including readings, lectures, class discussions and assignments) educate students to identify how social group membership influences access to resources, and covers the dynamics of risk factors to include responsive and productive strategies to redress them. Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice, e.g. distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege. Vulnerable, oppressed and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed. Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW code of ethics.

## Academic Honesty and Integrity
All work submitted in this course must be your own, and it must be produced specifically for this course. If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor. All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously and are outlined in the current student handbook and PSU Academic Misconduct. It is your responsibility to familiarize yourself with these guidelines.

## Grading

The following PSU grading scale is employed at the graduate level:

| A | 4.00 | C + | 2.33 | D - | .67 | The grading system at the graduate level is defined as follows: |
|---|------|-----|------|-----|-----|---|
| A - | 3.67 | C | 2.00 | F | 0 | A—Excellent |
| B + | 3.33 | C - | 1.67 | | | B—Satisfactory<br>C—Below graduate standard |
| B | 3.00 | D + | 1.33 | | | D/F—Failure |
| B - | 2.67 | D | 1.00 | | | |

## Incompletes

An incomplete grade is only given when students, due to circumstances beyond their control, have not completed some definite course requirement. **The initiative rests with the student to request an incomplete grade.** Students do not have a right to receive/demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met: (see the full policy in the MSW Student Handbook)

- The quality of the work to date is satisfactory, but some essential work remains. In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of B-.
- Reasonable justification for request. Reasons for assigning the Incomplete must be acceptable by the instructor. The circumstances should be unforeseen or be beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
- Incomplete grade is not a substitute for a poor grade.
- Written agreement. A written or electronic agreement will be endorsed by both the instructor and student.. A template "Incomplete Contract" is available on Registrar's website http://www.pdx.edu/registration/sites/www.pdx.edu.registration/files/Incomplete_Guidelines_Contract.pdf

## Confidentiality and Privacy

It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to follow the NASW Code of Ethics in regard to confidentiality. www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private. However, if the instructor has reason to believe that your professional and/or academic development or client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other

faculty, your advisor, or any other person who may need to be involved as part of the process of resolution.

**PSU and SSW Policies that Guide Faculty and Student Behavior**
All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting.
PSU requires work and study free from discrimination and harassment. PSU Office of Equity and Compliance has adopted a formal Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/diversity/office-of-equity-compliance.

**Access to instructor**
By appointment, before or after most classes or via email.

**Instructional Methods**
This course will use a variety of instructional methods, including instructor presentations, films, case study, student-led seminars, small group and critical friendship dialogues.

**Attendance**
Please contact the instructor if you will miss a class. More than two unexcused absences from class and/or assignments submitted after the due dates may result in as much as ½ grade drop. Additional absences may jeopardize successful completion of the course.

**Assignments:**
**Assignment 1:  Fiscal Analysis in the Context of Social Work Values          35% of term grade**

*Measured in this assignment = Competency 1. Demonstrate ethical and professional behavior*: Demonstrate advanced capacity for professional practice and ethical behavior, and navigate related dilemmas and complexities

This assignment is written as a portfolio entry; 2-3 pages in length (recommendations should be at least ½ page in length).

Working with your Field Instructor at your field placement (or) co-worker in your workplace, learn about the financial planning and budget process of the organization. Request copies of the agency's budget and/or any budget analysis or tracking reports and critically examine these documents using principles presented in class and/or gleaned from the organization. The following must be addressed; *utilize the topic headings in your summary*:

*Fiscal viability and sustainability:*
- Is the anticipated income vs. expenses sustainable in the near and anticipated long run?
- Is there sufficient investment in the core administrative support functions as well as programmatic services.
- Does the organization have adequate working capital; enough money to do the organization's work over the long term.

*Programmatic viability and sustainability:*
- Does the organization have the ability to generate resources to meet the needs of the present without compromising the mission now and in the long run?
- How would you assess the alignment of the organization's funding sources (with the programmatic commitments and constraints these funding streams represent) and the programmatic mission?
- Are there funds available to support programmatic evolution, development, and individual and organizational learning to meet the needs of constituents over time?

*Transparency:*
- To what degree were you able to access the information, reports, and analysis needed to conduct your assessment?

*Agency values and culture:*
- What values are reflected in the absolute and relative allocation of resources?
- What values are reflected in the transparency of the agency's approach to its financial statements?
- How does the organization use its resources to advance equity and social justice?
- From the limited knowledge you have, what areas of fiscal practice would you recommend for further exploration?

Close your report with recommendations for the organization, and a brief statement about how you could bring this forward for deliberation.


**Assignment 2:  Portfolio Entry on Personal Philosophy of Practice      35% of term grade**

*Measured in this assignment = Competency 2.  Engage diversity and difference in practice*.
Demonstrate advanced ability to identify how organizational foundations reflect values and beliefs, and identify how to revise these foundations to improve equity and wellbeing for staff, clients and community members

*Details:* Write a three-page summary of your personal philosophy of practice, as applied (primarily) to the context of working with communities and organizations. This is a summary of students' personal conception of "good" social work practice that draws on the learnings and experiences that have taken place for them during the program (particularly over this course) and during practicum. In particular, students are expected to articulate the following in their approaches to practice:
- Key principles, and demonstration of these principles
- Insights on the assets and challenges that accompany their identities, and how they intend to navigate these in ways that are expected to benefit service users and their communities
- Key practice theories that guide their work, and why these theories are helpful to their work
- Key practice dilemmas that they encounter, and how they have navigated them so far
- The leadership style that they are most drawn to, and description of the type of leader they would like to become

- Intentions for moving forward, highlighting the area of practice they intend to strengthen, and how they intend to achieve these skills

**Activities Assignments (ongoing / as assigned):**                    **30% of term grade**
You will be asked to engage in activities in and outside of class throughout this term. One example of an activity is the critical dyad relationship you have with your peer(s). You may be asked to provide a brief one page summary of a focused conversation (same parameters as assignments - ie; 1.15 font, etc) to be submitted the following week in class or via D2L dropbox.

*Evaluation:*
Assignment 1: Fiscal Analysis                                               35%   DUE
Week 8

Assignment 2: Personal Philosophy of Practice                               35%   DUE
Week 10

Assignment 3: Activities – in class/out of class as assigned          30%   Varies

## Required Texts and Readings
There are no textbooks to purchase for this course.  All readings within weekly topics are required unless noted *optional.* Readings may be accessed via our course D2L site.

## Topics and Assigned Readings
Field placement learning and discussions will be integral to class discussions and activities. Every other week students will be paired to work within critical friendship dyads with peers, which will support the critical practice reflections of students and contribute one another's learning and ideas for improving practice.

**Class 1:  Get to know one another; explore areas of interest; field placements**

**Class 2:  Social work ethics in community and organizational settings**

Finn, J. & Jacobsen, M. (2007). Chapter 4: Values, Ethics and Visions (pp. 109-162)

*Optional / to explore:*
http://ctb.ku.edu/en/table-of-contents/analyze/choose-and-adapt-community-interventions/ethical-issues/main

**Class 3:  Community practice theory, values, principles and relationships / introduce critical dyads**

Advanced practice principles - handout provided *(accessible via D2L)*

Hardina (2013). Entering the community and using interview skills to find out about each other. In *Interpersonal social work skills for community practice* (pp. 25-48). New York: Springer


**Class 4:  Critical self-reflection and critical use of self in a community/organizational practice context**

Tool kit by Dr. Ann Curry-Stevens *(packet handed out in class; also accessible via D2L)*

Curry-Stevens, A., Ng Ping Cheung, S., Davis, R. & Deloney, G. The assets of social workers of color: Imperatives for higher education and employers. ["revise and resubmit" to the *Journal of Ethnic and Cultural Diversity in Social Work*].

Fook, J. & Gardner, F. (2007). Critical reflection and direct practice. In J. Fook & G. Gardner, *Practising critical reflection: A resource handbook* (pp.174-187). Maidenhead, England: McGraw Hill

Gray, M. & Webb, S. (2013). Critical reflective practice. In *The new politics of social work* (pp.79-97). New York: Palgrave Macmillan.

**Class 5:  Value driven budgeting and fiscal analysis**

Budget documents from Sisters Of The Road *(accessible via D2L)*

Hardina, D., Middleton, J., Montana, S., & Simpson, R. (2006) Chapter 12: Securing Resources for the Organization: Funding and Budgeting (pp. 287 – 312)


**Class 6:  Community practice and engagement through an equity lens**

Finn, J. & Jacobsen, M. (2007), Chapter 6: Just Get Started: Engagement (pp. 211-264)

Baines, D. (2007). *Doing anti-oppressive practice: Building transformative politicized social work* (2nd Ed, pp. 83-94).  Halifax: Fernwood.

Fay, J. (2011). Let us work together: Welfare rights and anti-oppressive practice. In D. Baines (Ed.) *Doing anti-oppressive practice: Social justice social work* (2nd Ed, pp.64-78). Black Point, NS: Fernwood.

**Class 7:  Organizational and leadership theory**

Hardina, D., Middleton, J., Montana, S., & Simpson, R. (2006). Chapter 2: Theories for organizational - management: Toward an empowering approach (pp. 19 – 46)

Stone, A.G., Russell, R.F, Preston, K. (2004), Transformational versus servant leadership: a difference in leader focus, *Leadership & Organization Development Journal,* Vol. 25:4, p. 349-361.

Ospina, S., & Foldy, E. (2010). Building bridges from the margins: The work of leadership in social change organizations. *The Leadership Quarterly, 21,* 292-307.

## Class 8:  Organizational structure and its impact on practice

Hardina, D., Middleton, J., Montana, S., & Simpson, R. (2006) - Chapter 4: The Structure of Social Service Organizations (pp.69-89)

Boyes, C. (2006).   Community is not a place but a relationship:  Lessons for organizational development.  *Public Organization Review:  A Global Journal, 5*, 359-374.

Gray, M. & Webb, S. (2013). Critical management. In *The new politics of social work* (pp.98-115). New York: Palgrave Macmillan.

## Class 9:  Organizational culture and its impact on practice; human resources and unions

Community presenters:  social workers as administrators, community organizers, board members.

## Class 10:  Supervision practices in community social work settings

**In class presentations; no readings required**

PORTLAND STATE UNIVERSITY              **SW 594**
School of Social Work                   **Instructor Information**
MSW Program

### Practice & Leadership with Communities & Organizations II (3 Credits)

The Practice and Leadership with Communities and Organizations concentration builds on the foundation year and provides advanced learning opportunities that are grounded in community and organizational practices and perspectives, values and ethics. Students are prepared for working with individuals, communities and organizations in various settings which are focused on addressing disparities, community responses to social problems, policy practice and leadership. The theoretical models put forth will be grounded in strength based, critical race theory, structural social work, anti-oppressive, feminist, empowerment and collaborative perspectives. Engagement in multi-dimensional assessment processes such as racial equity, community and organizational assessment will be explored, with specific attention to community voice, hierarchical structures, and cultural humility and responsiveness.  The three term sequence will familiarize students with intervention modalities that make use of evidence based practice and practice based evidence. The approaches explored and enacted in this concentration will be grounded in the principles of racial, economic and social justice practices and will include policy practice, advocacy, activating community members and community and organizational leadership practices.

### Course Description
The second course of a three-term sequence is focused on group work, organizational and community assessments. This course is designed to look at features of organizational and community action planning including building coalitions, with emphasis on popular education, increasing equity, and reducing disparities.

### Course Objectives
This course has the following learning objectives. Students will be able to:
- Demonstrates advanced levels of constituency engagement, with effective participatory methods of empowerment practices, to build responsive human services.
- Demonstrates effective methods for practice improvements and relational skills that are rooted in partnership
- Demonstrates advanced capacity to understand the needs of communities and organizations with effective abilities to advance equity across an institution.
- Conduct assessment (racial equity, community or organizational) of an organization that includes recommendations for reducing disparities and advancing equity.
- Demonstrates advanced capacity to design interventions that are likely to advance community empowerment, culturally responsive organizations and improved outcomes for those served by the organization.

- Integrate advanced practice theories that expand and align interventions towards collaboration, culturally responsive and justice oriented practices.

These objectives will support students to develop the following advanced competencies:

## Competency 6:  Engage with individuals, families, groups, organizations and communities

The advanced community and organizational practitioners are highly skilled at engagement with groups, organizations and communities, guided by practice principles that are collaborative, democratic, equitable, inclusive and empowering. Such practitioners understand participatory methods and the importance of the worth and dignity of persons in all engagement efforts. They use a range of interventions to advance organizational and community wellbeing, including efforts to prevent distress before it arises. The scope of interventions includes those that are relationally based, and that work collaboratively and strategically to increase the power of communities and their members, and that build power-with (as opposed to power-over) approaches to social change. These advanced-level practitioners invite feedback on the caliber of their practice from those they serve and work within a continuous quality improvement model to improve their own practices, as well as those of the organizations in which they work and lead.

## Competency 7: Assess individuals, families, groups, organizations and communities

Heightened assessment capacity exists for mezzo and macro practitioners in the organizational and community levels. The advanced community and organizational practitioners are equipped to identify needs and strengths through such assessments, using tools that gather the insights of those involved across the community and organization, and integrating diverse perspectives in an assessment. Additionally, community and organizational practitioners approach such work in a holistic manner, integrating the upstream factors of downstream distress. These same advanced practitioners are adept at understanding how their own experiences and internalized discourses about who is self, and who is "other" (meaning the communities and organizations with whom one works) and they implement a range of strategies to limit the ways one's own subjectivity influences how one understands the community and organization.

## Competency 8: Intervene with individuals, families, groups, organizations and communities

Advanced community and organizational practitioners and leaders are able to both design and implement practices that empower stakeholders (particularly clients and their communities, but also including staff) to gain more influence over their lives. They are able to identify the full range of organizational interventions that hold potential to advance social justice, across areas of administration include budgets, fiscal systems, human resources, board governance, policies, strategic planning, supervision, and organizational structures. They also collaborate with stakeholders in a community setting (either as part of organizational practice or informally) to address factors impeding self-determination and social justice. Methods such as popular education, coalition building, transformative learning and social justice campaigns are approaches in which these advanced practitioners build capacity.

**Access and Inclusion for Students with Disabilities**
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- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
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If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

**Populations at Risk**
Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk. Course content (including readings, lectures,

3

10/10/17

class discussions and assignments) educate students to identify how social group membership influences access to resources, and covers the dynamics of risk factors to include responsive and productive strategies to redress them. Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice, e.g. distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege. Vulnerable, oppressed and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed. Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW code of ethics.

## Academic Honesty and Integrity
All work submitted in this course must be your own, and it must be produced specifically for this course. If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor. All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously and are outlined in the current student handbook and PSU Academic Misconduct. It is your responsibility to familiarize yourself with these guidelines.

## Grading
The following PSU grading scale is employed at the graduate level:

| A | 4.00 | C+ | 2.33 | D- | .67 | The grading system at the graduate level is defined as follows: |
|---|------|----|------|----|----|---|
| A- | 3.67 | C | 2.00 | F | 0 | A—Excellent |
| B+ | 3.33 | C- | 1.67 | | | B—Satisfactory |
| B | 3.00 | D+ | 1.33 | | | C—Below graduate standard |
| B- | 2.67 | D | 1.00 | | | D/F—Failure |

## Incompletes
An incomplete grade is only given when students, due to circumstances beyond their control, have not completed some definite course requirement. **The initiative rests with the student to request an incomplete grade.** Students do not have a right to receive/demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met: (see the full policy in the MSW Student Handbook)

- The quality of the work to date is satisfactory, but some essential work remains. In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of B-.
- Reasonable justification for request. Reasons for assigning the Incomplete must be acceptable by the instructor. The circumstances should be unforeseen or be beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
- Incomplete grade is not a substitute for a poor grade.
- Written agreement. A written or electronic agreement will be endorsed by both the instructor and student.. A template "Incomplete Contract" is available on Registrar's website http://www.pdx.edu/registration/sites/www.pdx.edu.registration/files/Incomplete_Guidelines_Contract.pdf

## Confidentiality and Privacy

It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to follow the NASW Code of Ethics in regard to confidentiality. http://www.socialworkers.org/pubs/code/default.asp.

For all assignments, your work is respected as private. However, if the instructor has reason to believe that your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution.

## PSU and SSW Policies that Guide Faculty and Student Behavior

All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting.
PSU requires work and study free from discrimination and harassment. PSU Office of Equity and Compliance has adopted a formal Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/diversity/office-of-equity-compliance.

## Access to instructor

By appointment, before or after most classes or via email.

## Instructional Methods

This course will use a variety of instructional methods, including instructor presentations, films, case study, student-led seminars, small group and critical friendship dialogues.

## Attendance

Please contact the instructor if you will miss a class. More than two unexcused absences from class and/or assignments submitted after the due dates may result in as much as ½ grade drop. Additional absences may jeopardize successful completion of the course.

## Assignments

## Assignment 1: Racial Equity, Community or Organizational Assessment

Choose one type of assessment for this project                                    Due: Week 8

*Racial Equity Assessment:* In collaboration with colleagues explore equity practices within the organization. Students may use the Coalition of Communities of Color / All Hands Raised (2013) or the Dancing on Live Embers racial equity tool. Students may use a different racial equity tool but must submit a copy of the tool with write up.

*Community Assessment (or) Organizational Assessment:* determine three tools (minimum of three required) from the packet provided for a community or organizational assessment. Completed tools must be submitted with your summary. Coordinate thoughtful engagement with community members, colleagues and/or peers to collect and compile the assessment information.

### Summary must address the following:

- Observations and recommendations for next steps;
- Ensure diversity knowledge is clearly exhibited;
- Include an intervention action plan (recommended program change or new program proposal);
- Number pages; include title page; utilize endnotes; headings listed in bold;
- This assignment should be 3-4 pages in length; intervention action plan = one page.


## Assignment 2: Create your own project / learning opportunity          Due: Week 10
Utilize this learning and report back opportunity to expand on an area specific to your individual learning needs or with a small group of peers (up to five students).

## Project Proposal*:*                                                          DUE: Week 3

- Submit a one page proposal outlining your project;
- Specify any/all competencies that will be addressed with this project (see page 1 of syllabus: Competency 6, 7, and/or 8)
- Identify the report back format (eg, summary paper (up to 3 pages); video presentation; voiceover powerpoint;   in-class presentation);
- Individuals/groups will receive feedback on their proposal by week 4   and feedback must be incorporated into project design

*As you determine your individualized (or small group) project think about:*   Individual skill development and learning needs; implementation of your project; highlight the critical

decisions made individually and with allies; identify decision making process(es); note the connections between field placement and classroom learning - bring forward and cite any readings, resources, materials used in the project; describe engagement in critical self-reflection (or as a group) - what worked well, what might be improved.

*Evaluation:*

Assignment 1: Racial Equity, Community and/or Organizational Assessment     40%
    DUE Week 8

Assignment 2: Create your own project / learning opportunity     30%
    DUE Week 10

Assignment 3: Activities – in class/out of class as assigned     30%     Varies

<u>**Topics and Assigned Readings**</u>

**Required Readings**: All required readings will be accessible via course reserve at the PSU library

## Week 1: Popular education / facilitation

Carroll, J. & Minkler, M. (2000). Freire's message for social workers. *The Journal of Community Practice,* 8(1), 21-36.

Freire, P. (2005). *Pedagogy of the Oppressed.* (Ramos, M.B. Trans.) (pp. 71-124). New York, NY: Continuum.

Weil, M., Reisch, M., Ohmer, M (2013). Participatory Methods in Community Practice. In *The Handbook of Community Practice* (327-344). Los Angeles: SAGE

## Week 2: Community Assessment

Curry-Stevens, A. (2003). Models of social transformation in *An educator's guide for changing the world: Methods, models and materials for anti-oppression and social justice workshops* (pp.48-51). Toronto, ON: Centre for Social Justice.

Finn, J. & Jacobson, M. (2007). Chapter 7: Just Get Started: Engagement and Just Understanding: Teaching-Learning. In *Just practice: A social justice approach to social work* (pp. 211-312). Peosta, IA: Eddie Bower.

Hardina, D. (2013). Chapter 6: Engaging participants in the discovery, assessment, and documentation of community strengths and problems. In *Interpersonal Social Work Skills for Community Practice* (pp. 125-162). New York: Springer.

## Week 3: Racial Equity Assessment Week 2: January 13th

Trenerry, B. & Paradies, Y. (2012). Organizational assessment: An overlooked approach to managing diversity and addressing racism in the workplace. *Journal of Diversity Management, 7*(1), 11-26.

Explore: Racial Equity Resource Guide via

http://www.racialequityresourceguide.org/resources/resources  Explore: Racial Equity Tools via h ttps://www.racialequitytools.org/home#

## Week 4: Organizational Assessment

Hardina, D., Middleton, J., Montana, S., & Simpson, R. (2006). Chapter 8: Administrative Leadership in *An empowering approach to managing social service organizations (pp. 193-222).* New York: Springer.

## Week 5: Organizational Strategic Planning

Bryson, J. M. (2011). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement* (Vol. 1). John Wiley & Sons.

Kettner, P., Mornoey, R., & Martin, L. (2013). Chapter 7: Setting Goals and Objectives. In *Designing and Managing Programs: An Effectiveness-Based Approach* (pp.121 - 151). Los Angeles: Sage.

## Week 6: Community Intervention

O'Connor, M. & Netting, F., (2007). Emergent program planning as competent practice. *Journal of Progressive Human Services*, 18(2), 57-75.

## Week 7: Group work: decision making / modified consensus

Hardina, D. (2013). Facilitating Leadership Development and Group Decision Making. Encouraging Public Participation in Planning and Engaging Constituents in the Development of Action Plans . In *Interpersonal Social Work Skills for Community Practice* (pp. 97 - 121). New York: Springer.

Daniels, T.L. (2012). Decision making in Eurocentric and Afrocentric organizations. *Journal of Black Studies,* 43(3), 327-335.

Sisters Of The Road: Consensus Decision Making Packet (accessible via D2L)

## Week 8: Lobbying and Advocacy

Weil, M., Reisch, M., Ohmer, M (2013). Political, Social and Legislative Action. In *The Handbook of Community Practice* (345-360). Los Angeles: SAGE.

Weil, M., Reisch, M., Ohmer, M (2013). Coalitions, Collaborations and Partnerships. In *The Handbook of Community Practice* (383-402). Los Angeles: SAGE.

Weil, M., Reisch, M., Ohmer, M (2013).Cultural Competency: Organizations and Diverse Populations. In *The Handbook of Community Practice* (425-444). Los Angeles: SAGE.

Explore: The Alliance for Justice / Bolder Advocacy via http://www.bolderadvocacy.org/ *(Navigate the Rules & Tools for Effective Advocacy)*

## Week 9: Organizational Policy Development

Schmid, H. (2010). Organizational Change in Human Service Organizations. *Human Services as Complex Organizations.* Sage Publications *(*pp. 455-479).

## Week 10: Group / individual project presentations / course wrap-up

## Practice & Leadership with Communities & Organizations III (3 credits)

The Practice and Leadership with Communities and Organizations concentration builds on the foundation year and provides advanced learning opportunities that are grounded in community and organizational practices and perspectives, values and ethics. Students are prepared for working with individuals, communities and organizations in various settings which are focused on addressing disparities, community responses to social problems, policy practice and leadership. The theoretical models put forth will be grounded in strength based, critical race theory, structural social work, anti-oppressive, feminist, empowerment and collaborative perspectives. Engagement in multi-dimensional assessment processes such as racial equity, community and organizational assessment will be explored, with specific attention to community voice, hierarchical structures, and cultural humility and responsiveness.  The three term sequence will familiarize students with intervention modalities that make use of evidence based practice and practice based evidence. The approaches explored and enacted in this concentration will be grounded in the principles of racial, economic and social justice practices and will include policy practice, advocacy, activating community members and community and organizational leadership practices.

### Course Description
This term involves building skills in social transformation, at both the organizational and community level, with heightened focus on improving public policy. Students will build skills for practicing policy advocacy from inside and from outside the system.

### Course Objectives
 This course has the following learning objectives.  Students will be able to:
- Demonstrates engagement in social transformation within organizations and communities.
- Demonstrates a well-developed capacity for strategic assessment and planning to advance social justice in organizations and communities.
- Actively engage in public or institutional policy change, ensuring community-identified needs are being addressed.
- Collaborate with clients, communities and colleagues to lead policy change efforts that promote social and economic justice
- Demonstrates advanced ability to assess the effectiveness of public policy or institutional policy practice, including methods for ensuring continuous quality improvement.

- Uses participatory methods to elicit, explore and respond to feedback from community members and staff to ensure that interventions are responsive, respectful and effective.

These objectives will support students to develop the following advanced competencies:

**Competency 3. Advance human, social, economic and environmental justice**
Advanced community and organizational practitioners are knowledgeable of the global interconnections of oppression and theories and strategies to promote social justice and human rights. They are also aware of change efforts in the arenas of human rights, economic, social and environmental justice at the local, national and international arenas, being able to identify opportunities for engagement and to share such information with relevant communities and organizations with whom they work. Advanced community and organizational practitioners and leaders both identify strategies to advance justice and equity, and actively participate individually and collectively (as organizations, communities and coalitions) to enact an equitable and just society.

**Competency 5. Engage in policy practice**
Advanced community and organizational practitioners recognize that social work is a non-partisan political profession, and understand the macro constraints on individual and community wellbeing. Such practitioners are committed to improving the upstream conditions that generate downstream distress, as well as advancing community/organizational-level policies and interventions that are preventative in nature. They involve the community (be it a community of interest, geography or identity) in policy practice, building long-term capacity for influencing public and institutional policy.

**Competency 9: Evaluate practice with individuals, families, groups, organizations and communities**
Advanced community and organizational practitioners understand that service providers can benefit from critical reflections about practice, as are typically rooted in program and organizational evaluation efforts. Increasingly, such practitioners also ensure that evaluation methods are culturally responsive, empowering and actionable, such that learnings can improve client and community outcomes over time. These community and organizational practitioners and leaders ensure that organizations identify continuous quality improvement systems and structures to maximize the positive outcomes of the interventions and the self-learning capacity of the organization. In participating in evaluation activities, community and organizational practitioners contribute to the building of practice-based evidence that helps advance best practices within the social work profession.

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http://www.socialworkers.org/pubs/code/default.asp.

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**Access to instructor**
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**Instructional Methods**
This course will use a variety of instructional methods, including instructor presentations, films, case study, student-led seminars, small group and critical friendship dialogues.

**Attendance**
Please contact the instructor if you will miss a class. More than two unexcused absences from class and/or assignments submitted after the due dates may result in as much as ½ grade drop. Additional absences may jeopardize successful completion of the course.

**Weekly Topics:**

**Class 1: Policy Foundations for Economic, Racial and Environmental Justice**

This course aims to prepare students for understanding the multiple ways in which public and institutional policy can be improved, and redirected to strengthen equity and social justice. It has been a while since policy was the focus of your classes, so we need to begin by ensuring that we are rooted in the ways that policy influences our daily lives, and the roles that social movements have in influencing public policy. We will also ground ourselves in the specifics of the trends in public policy practice, and the varying trends exhibited across time on inclusion of public voice, and exclusion of public voice.

**Class 2: Policy Advocacy from Within the System**

We aim to explore with students the options for working in government in policy roles, as well as the types of influence that can be built in working in such roles. We will also identify the distinct expertise that social workers can bring to an issue.

Hardina et al, Chapter 11 (Advocacy for Improvement in Services and Policies)

Weiss-Gal, I. (2013). Policy practice in practice: The inputs of social workers in legislative committees. *Social Work, 58*(4), 304-313.

Lane, S. R., & Humphreys, N. A. (2011). Social workers in politics: A national survey of social work candidates and elected officials. *Journal of Policy Practice, 10*(3), 225-244.

**Class 3: Preparing for Policy Practice**

This class identifies key practices that support the building of influence, credibility and leverage for social justice practice in the public policy advocacy arena. The tasks center on building a knowledge base on which advocacy practice stands, on creating a constituency of advocates to both lead and also participate in advocacy work, and strategic considerations about how to craft communications in ways that heighten the leverage that advocates hold. Class this week also provides key messages for supporting policy communications inside government itself.

Chapman, S. (2015). Reflections on a 38-year career in public health advocacy: 10 pieces of advice to early career researchers and advocates. *Public Health Research and Practice, 25*(2), 1-5.

Rome, S. H. & Hoechstetter, S. (2010). Social work and civic engagement: The political participation of professional social workers. *Journal of Sociology & Social Welfare, 37*(3), 107-129.

Ospina, S. & Su, C. (2009). Weaving color lines: Race, ethnicity and the work of leadership in social change organizations. *Leadership, 5*(2), 131-170.

Chapin, R. (2007). Social policy development and policy practice. In *Social policy for effective practice: A strengths approach* (pp.145-182). New York: McGraw Hill.

## Class 4: Building campaigns, strategies, and tactics for advocacy practice from outside the system

This week's class aims to build students' exposure to social justice campaigns. Please don't confuse this with political campaigns that aim to get candidates elected! These are campaigns typically organized by social movement organizations and aim to align efforts and build strategies to gain an improvement in public policy. This content was introduced in the first year's "society, community and organization" course, and it aligns with the "social action" type of community change. While our focus is on community change efforts to influence public policy (ie. working from outside the organization, and focusing on public policy) there will be applications of this content to working from inside the system and to working on institutional policy reforms.

Hardina (2013)

Chapter 8 (Taking action: Group processes for implementing action campaigns)

Chapter 11 (Using interpersonal skills to advocate for legislation)

Ross, M. (2011). Social work activism amidst neoliberalism: A big, broad tent of activism. In D. Baines (Ed.) *Doing anti-oppressive practice: Social justice social work* (2nd Ed, pp.253-264). Black Point, NS: Fernwood.

**Optional**, and encouraged for those who are unfamiliar with campaign practice:
Homan, M. (2008). Taking action: Strategies and tactics. In *Promoting community change: Making it happen in the real world* (pp.331-364). Belmont, CA: Thomson. (Available on Course Reserves

## Class 5: Strategic Communications

This class emphasizes how to get outside of our own frame of reference and consider how to influence (with our messages) those who have the ability to respond to our proposed policy changes. To exert such influence, we need to consider how to strategically reach others who we want to influence. This class provides such content – a relatively new focus of social justice practice – in order to leverage influence over public policy.

Pyles, L. (2009). Language matters: Issue framing and communication. In *Progressive community organizing: A critical approach for a globalizing world* (pp.113-124). New York: Routledge. (Available as an e-book via PSU library)

Fenton Communications (2001) *Now hear this: The nine laws of successful advocacy communications.* Washington, DC: Fenton Communications. (Available on Course Reserves)

Lens, V. (2005). <u>Advocacy and argumentation in the public arena: A guide for social workers</u>. *Social Work, 50*(3), 231-238.

Bales, S. (2015). <u>The culture of inequality</u>. Non-profit Quarterly (Spring). Downloaded from Nonprofit Quarterly website.

## Class 6: Building Effective Coalitions

Our focus is to strengthen your ability to both understand how coalitions are an effective way to bring advocates together as well as to coordinate and strengthen the influence of campaigns. We will also explore the necessity of coalitions for advancing the priorities of policy practitioners inside the governme Raynor, J. (2011). *<u>What makes an effective coalition? Evidence-based indicators of success</u>.* Los Angeles, CA: The California Endowment. Downloaded from Minnesota council on foundations' website.
Leondar-Wright, B. (2005). Obstacles to alliances. In *Class matters: Cross-class alliance building for middle-class activists* (pp.88-130). Gabriola Island, BC: New Society Publishers. (<u>Available on Course Reserves</u>)

## Class 7: Evaluating Policy Practice, Personal Practice and Lifelong Learning

We continue to deepen our understanding of policy practice and consider the ways in which we can gauge "success." Extending this somewhat, we also consider the ways in which community practice more broadly can be assessed. We then turn to the concrete issues tied to ongoing personal learning about effective practice, and the ways on can 'stay the course' and continue to rigorously continue to learn.

Finn & Jacobson – Ch.9 (Evaluation)

Hardina (2013) – Ch.9 (The post engagement phase)

## Class 8: Human Rights and Social Movements

This week's focus moves us up to a 30,000 foot view of social change and exploring how larger numbers of campaigns and advocacy activities align quite often in a larger force for social change: that of 'social movements.' We will examine the conditions for movements and the features that distinguish them from campaigns. We also look at another framing of social justice – that of 'human rights' and the concrete ways that this frame has been useful for campaigns. Examples will draw less predominantly from the USA which has only recently embraced human rights as a framework for social justice, and more so from international examples where they have a long-standing tradition in advancing social justice.

Pyles, L. (2009). Learning from social movements. In *Progressive community organizing: A critical approach for a globalizing world* (pp.43-58). New York: Routledge. (<u>Available on Course Reserves</u>)

Beck, E. & Eichler, M. (2000). Consensus organizing: A practice model for community building. *Journal of Community Practice, 8*(1), 87-102.

Hardina, Ch.14 (Interpersonal skills in a global context: Advocating for human rights)

Wittner, L. (2015, February 9). A fair start? Will the US government stand alone in rejecting children's rights? *Counterpunch.* Downloaded from Counter Punch's website.

## Class 9: Social Justice Applications within Organizational Life: Organizational Empowerment and Client Bill of Rights

Turning back to organizations for our last two classes, we identify forms of organizational empowerment that can generate both more innovative environments to address the needs of communities, and a specific innovation – that of a client "bill of rights" that can create a positive discourse on clients as well as concrete methods for addressing concerns.

Hardina et al, Chapter 15 (The Empowering Model of Management: Is it Realistic?)

Noll, J. (1974). Needed--A bill of rights for clients. *Professional Psychology, 5*(1), 3-12.

Shapiro, T. (2007). *A map of ruling relations at CAMH as uncovered through the Bill of Client Rights.* York University. Unpublished.

## Class 10: Organizational Empowerment Innovations: Consumer-led Organizations and Culturally-Specific Organizations

This course returns our attention to organizational content and alternatives that can deepen the empowerment of both service users and their communities. These two alternatives are those of consumer-led organizations and culturally-specific organizations.

Curry-Stevens, A. & Muthanna, J. (2016). In defense of culturally-specific organizations: Understanding the rationale and the evidence. *Advances in Applied Sociology, 2*(16), 67-80.

Janzen, R., Nelson, G., Trainor, J & Ochacha, J. (2006). A longitudinal study of mental health consumer/survivor initiatives: Benefits beyond the self? A quantitative and qualitative study of system-level activities and impacts. *Journal of Community Psychology, 34*(3), 285–303.

Doughty, C. & Tse, S. (2010). Can consumer-led mental health services be equally effective? An integrative review of CLMH services in high income countries. Journal of Community Mental Health, 47, 252-266.

**Assignments:**

**Assignment #1: Campaign to Affect Policy**
**Worth:** 50% of the course grade                                   **Due date:** Week 8
**Assignment Length:** 5 pages, professional report style, with required appendix of completed tool

This assignment is a group assignment. In a selected area of focus, students are to conduct a 2-part assignment that is designed to build strategic insights into how to influence public policy. Working in a group, and with support from course materials, students will build a comprehensive campaign.

Campaigns are organized by advocates who work outside the government, typically in an advocacy organization or coalition. The advocates consider core areas of what has become known as "campaigning" wisdom about the key areas of how to build and move a campaign towards its goal.
To support the design of this campaign, the instructor has developed a "worksheet to build an advocacy campaign" that students will complete as part of their project, submitting it as an appendix. She is also uploading a one-pager of the core elements of a campaign strategy that can also serve to guide your work.

The topics for student projects in Spring 2017 are as follows – other topics may be explored as well:

1. **Undocumented Residents:** Can focus on the current policy of deportation of undocumented residents or on Dreamers and the DACA policy that provided a pathway to citizenship for young people, or an alternative focus in this general theme of approaches to immigration reform to address undocumented residents.

2. **Islamophobia backlash:** This discourse has informed public policy in terms of the Executive Order that bans immigrants from Muslim countries. There are also proposals circulating for creating a registry for Muslim Americans. Students in this group will design a campaign that focuses on some element of this issue.

3. **Sanctuary Cities/Institutions:** Numerous cities are proclaiming themselves "sanctuary cities" and so too have several schools districts, including PSU. While at one level this involves refusing to comply with ICE and deportation efforts of undocumented residents, there are numerous issues here, such as what types of protections are really being offered, and the current government threat to cut funding to such jurisdictions.

4. **Refugee bans:** By Executive Order, Trump has halted all refugee arrivals into the USA. While the first order was overturned, the second has remained in place. Syrian refugees have been banned completely, and the ceiling on refugee numbers has been cut in half by the federal government (from 110,000 to 50,000 in 2017). Students building a campaign in this area may decide to focus on local or national initiatives.

5. **Environmental Advocacy:** Students are encourage to focus on water rights and indigenous rights to water… which has been a contemporary issue in the Standing Rock protest and it also links to the video being watched for Class #1. The group who selects this issue will need to specify their focus, and seek approval from the instructor for this decision. Examples might be to challenge the Nestle effort to build a water bottling plant in the Columbia Gorge, or the Klamath Tribe effort to assure water access. An alternative can be proposed to the instructor.

***There are two required major components of the assignment:***

1. Design a campaign for the project that holds real potential to advance your project's goals. You have a budget of $100,000 to work with, if you need it.  You will need to become familiar with the "worksheet to build an advocacy campaign" that is in the assignment folder. This document must be completed and submitted as an appendix item with your assignment

2. Create a policy brief on the existing policy conditions facing the community, how it is affecting the community, and identifying one policy option that can address the problem. You must provide a thorough rationale for the policy being proposed.

**Assignment #2: Self-Defined Assignment**
**Worth:** 50% of the course grade                                    **Due date:** Week 10
**Assignment Length:** Depends on nature of the assignment

You are asked to identify a project of interest to you that you believe will expand your community/organizational practice skills.

Alternatively, you may instead do one of the following two assignments:
- A resume and cover letter for a real job opportunity that you intend to apply for. This assignment requires you to first find such a job, and the craft your resume in ways that respond to the specific opportunity, and to also prepare a cover letter highlighting your qualifications for the position.
- A concluding briefing note about your experiences and insights about your practicum that will be shared with either of two options:

1. Given to the incoming practicum student who is at this site next year, with "insider advice" on how the organization operates, a bit about its culture, and a sense of its strengths and challenges,
2. Given to leaders in the practicum site itself, in which case the briefing should focus on advice for avenues to affirm and that those that could improve the organization

If you are not doing one of the above two, you need to get approval from the instructor for your assignment. This must be submitted in writing to the instructor by Week 5 and must be submitted via email. This proposal must also include a section on how you would like the assignment to be grade. This means identifying the elements that you believe are most important for the instructor to focus on in the grading of the assignment.
Due to the variety of your assignments, no grading rubric is available.

*Evaluation:*

Assignment 1: Campaign to Affect Policty                           50%   DUE
Week 8

Assignment 2: Self defined project                                 50%   DUE
Week 10

**PORTLAND STATE UNIVERSITY**        **SW 553**
School of Social Work        **Instructor Information**
MSW Program

## Racial Disparities: Analysis and Action for Social Workers

### Course Description

Reduce racial inequities in organizations requires gaining theory and practice skills. This course provides both, integrating heightened attention to policy, research and intervention approaches to reduce racial disparities in a wide array of human service systems. The course focuses on building individual, organizational and leadership efficacy for advancing racial equity.

Working within the mandates that are typically available to social workers (as front-line service providers, supervisors and managers, Board members, equity and diversity managers, and human service executive directors), the course will focus on building individual, organizational and leadership efficacy for advancing racial equity. We will explore the nature of disparities, sociological explanations for such disparities, various reform frameworks, sector-specific disparity reduction efforts, and research skills for building both the evidence on the nature of racial disparities as well as systems for monitoring improvements.

Racial disparities are urgent problems in health and human services, resulting in deep inequities in both entry into various systems and in the outcomes of institutional and systemic interventions. Accordingly, social workers need to build both analysis and action skills at the personal, institutional and societal levels. This course prepares students for rigorous engagement in these efforts.

### Course Objectives

- For students to understand the field of racial disparities – one of the most pressing in health and human services – and build proficiency in skills to understand, research and reduce disparities in their own fields of interest
- To understand the best/emerging practices in this field and the literatures that exist within them
- To build practice skills in disparity reduction at the individual, institutional and societal level
- To practice developing a disparity identification and elimination work plan for their own practicum site (or other relevant workplace)
- To build research skills in disparity identification, reduction and monitoring

### Listed as

- *One of two required research courses for the Practice and Leadership in Communities and Organizations concentration.* Students taking this course as an advanced research course must conduct a research-based final assignment

**The objectives and course content support the development of the following advanced competency:**
**Competency 4 - Engage in research-informed practice and practice-informed research**

4a. Conducts research that is informed by the knowledge, participation and influence of community members and strives to advance equity.
4b. Customizes evidence-based practices to work inclusively with communities and organizations, ensuring that disparities in outcomes for various cultural groups are readily identified and addressed.

## Access and Inclusion for Students with Disabilities

PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage(https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for information.

## Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole.  Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination.  If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

## Names and Gender Pronouns

Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

 If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

## Populations at Risk

 Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk.   Course content (including readings, lectures, class discussions and assignments) educate students to identify how social group membership influences access to resources, and present content on the dynamics of risk factors and responsive and productive strategies to redress them.  Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice, e.g. distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege.   Vulnerable, oppressed and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power.  Diverse population that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed.   Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW social work code of ethics.

## Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course.  If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor.  All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

Violations of academic honesty will be taken seriously and are outlined in the current student handbook and PSU Academic Misconduct. It is your responsibility to familiarize yourself with these guidelines.

## Grading

The following PSU grading scale is employed at the graduate level:

| A | 4.00 | C+ | 2.33 | D- | .67 | The grading system at the graduate level is defined as follows: |
|---|---|---|---|---|---|---|
| A- | 3.67 | C | 2.00 | F | 0 | A—Excellent |
| B | 3.33 | C | 1.6 | | | B—Satisfactory |

| + | | - | 7 | | | C—Below graduate standard |
|---|---|---|---|---|---|---|
| B | 3.00 | D+ | 1.33 | | | D/F—Failure |
| B- | 2.67 | D | 1.00 | | | |

## Incompletes

An incomplete grade is only given when students, due to circumstances beyond their control, have not completed some definite course requirement. **The initiative rests with the student to request an incomplete grade.** Students do not have a right to receive/demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met: (see the full policy in the MSW Student Handbook)

The quality of the work to date is satisfactory, but some essential work remains. In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of B-.

- Reasonable justification for request. Reasons for assigning the Incomplete must be acceptable by the instructor. The circumstances should be unforeseen or be beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
- Incomplete grade is not a substitute for a poor grade.
- Written agreement. A written or electronic agreement will be endorsed by both the instructor and student.. A template "Incomplete Contract" is available on Registrar's website http://www.pdx.edu/registration/sites/www.pdx.edu.registration/files/Incomplete_Guidelines_Contract.pdf

## Confidentiality and Privacy

It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to follow the NASW Code of Ethics in regard to confidentiality. www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private. However, if the instructor has reason to believe that your professional and/or academic development or client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution.

## PSU and SSW Policies that Guide Faculty and Student Behavior

All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting.

PSU requires work and study free from discrimination and harassment. PSU Office of Equity and Compliance has adopted a formal Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/diversity/office-of-equity-compliance.

## Access to Instructor
Please contact the instructor to set up an appointment. Please use the Blackboard course website to connect with her electronically.

## Instructional Methods
This class blends lecture, discussion, films, role-plays, and small group process.

## Expectations for Attendance and Classroom
PLEASE TURN CELL PHONES OFF OR TO SILENT RING DURING CLASS.
The profession of social work requires a high level of personal integrity and self-awareness.  The demonstration of professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected in this class. Your participation in a respectful learning environment includes: arriving to class on time, coming back from breaks on time, turning off your cell phones, not talking to another student(s) during lecture(s) or when a classmate is speaking, and staying for the entire class.  In other words, please be mindful of what might detract from the learning experiences of students and the teacher alike.

Course content, class discussions, and assignments for this class rest on an assumption that human diversity is normative. This course and our profession require and expect critical thinking about, and sensitivity to, the impact of diversity (race, class, gender, sexual orientation, religion/faith, culture, ethnicity, physical and cognitive ability, and other considerations), both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences.

I expect you to be in class and stay for the entire class. I do not make judgments about what is a permissible reason to miss class.  Please ask your colleagues for missed notes and/or handouts as you are responsible for course content when you are absent. If you miss a video, that material cannot be borrowed unless it is a video available through PSU's library, or if it can be viewed online.

## Attendance
If you miss more than two full class sessions, your grade is likely to be lowered by one half letter grade. If this occurs, you must contact the instructor and establish how you will make up the material, if possible. If you miss four full class sessions or the equivalent, you are unlikely to get credit for the course.

## Assignments and Evaluations
There are two assignments in the course.

1. **Self-Assessment of your Practice Capacity (40%).**                              **DUE: Feb 15th**
   **Page Length = 5 pages maximum, not including cover page or appendix items**
This assignment is designed to deepen your critical self-awareness of your own strengths and challenges to advance racial disparities and to explore your ethical commitment to racial equity in

organizational change work in social work contexts. Its grading emphasis will focus on both the depths of exploration as well as the rigor of one's intention.

Your assignment is to provide a rigorous narrative of your practice capacity for working on racial disparities. From this perspective, your task is to deeply assess your own practice capacity. While few of us end up with jobs that are responsible for such work, most of us will have opportunities to sit on such committees in our organizations and in our volunteer work. It is also a relevant lens to bring to any form of social work practice and thus "knowing self" in this area renders us more capable to address disparities in our own practice. Your assignment is to include answers to these questions:

a. Critical Self-Reflection. Do a frank assessment of your strengths, shortcomings, blind spots, hidden (shameful or otherwise) and unknown issues that covers the following:
   - Name the blocks and barriers you face (explicitly, honestly and deeply) in being active. Aim for self-revelation.
   - Where is your optimism and excitement? Passion for this work?
   - What can you do to identify your blind spots?
   - Identify your values and ethics related to this topic.
   - What do you want to stop? To build?
   - What dangers do you experience in taking action? In not taking action?

b. Motivation
   - What optimism for recovered integrity exists for you in dismantling racial inequity?
   - What are your investments in anti-racism?
   - What are your investments in "power over"?
   - What self-interest exists for you to work to undo racism? What community self-interest exists?

c. Accountability
   - How do you intend to commit, to practice and to be accountable?
   - How do you intend to gather input on your practice capacity from those you serve? Others?
   - In your likely field of practice (please specify this), identify the standards you will set for yourself in terms of racial equity
   - How do you intend to continue your learning path in this area of practice?

Please make sure you integrate relevant readings. Additional resources beyond those used in class are not needed. Please also note that there are two sample papers provided on D2L: one is written by a student of color and the second by a white student.

As appendix items, you are to include one or two completed self-assessment tools that you used in this assignment. This does not count as part of the six-pages of the assignment. These documents are included at the end of this syllabus.

2. **Research practices to reduce disparities (60%).          Due in one of final 2 classes**
   Students will select one of the following two assignments. Typically, all students try to get access to organizational data so they can do Option #1; if they are unable to get such data (either due to time limitations for getting permission or because the organization does not collect such data), they move on to doing Option #2.

For students who are not in a field setting, you may work with an organization where you work, or one with which you are very familiar. If you do not have this option, please discuss site selection with your instructor. Get to work early on this assignment. We have found in prior classes that students can find it difficult to get access to organizational data, or that their field instructors do not know how to access such data. Please share your assignment with your field instructor so they can assist you in gaining access to what is needed for this assignment.

> **Option #1: Conduct racial disparities analysis of your organization's data**. This assignment involves both original data analysis of organizational data related to service access, service outcomes, client satisfaction or a combination of the three.
> **Option #2: Assessing and Designing a Data System for Racial Disparities.** The assignment requires you to assess the status of the data collection and analysis system that exists in the organization and to make recommendations for improvements. Two tools are required to assist this process: an assessment tool and a planning tool. Both will be provided to you in class.

We encourage you to share your completed assignment with your field instructor to make sure that any action items being recommended could serve the organization's equity capacity. NB. Students will also be asked to present their work informally during the final two weeks of class.

**<u>Option #1: Conduct racial disparities analysis of your organization's data</u>**. This assignment involves original data analysis of organizational data related to service access, service outcomes, client satisfaction or a combination of the three.

Students are to consult with their field instructor about administrative data that are available to them, on either workforce-related data or service-level data. Should workforce-level data be available, students are to conduct analysis of the racial disparities data and identify any racial disparities that exist in workforce hiring, retention and/or promotion, or worker complaints or climate survey data. For students working with service-level data, they are to conduct an assessment to identify racial disparities that exist in service access, retention or outcomes. These data can include client satisfaction surveys. For the purpose of this course, this analysis is only useful if it is available disaggregated by race.

The student's task is the following:

1. Get data for the organization, disaggregated by the racial categories collected by the organization. Ensure that you know what these are and how the data collection took place.
2. Create a data table of the disaggregated data
3. Using analysis methods presented in class, identify any disparities that exist. This can readily be done in an excel spreadsheet.
4. Once the disparities (if any) are identified, create a visual chart (or charts) of these data, remembering to include a title, axes, legend, and data labels.

If you are having difficulty with any of these steps, you are advised to come to office hours to discuss them with the instructor.

**The submitted paper is to include the following sections:**
- Brief description of the organization and its services, and its progress to date on racial equity

- Methodology that you used for the study, including where you got the data (including an assessment of the racial identifiers used by the organization)
- Data table
- A visual chart that shows one important finding (you can add more, but one is required). Students usually work with Excel to enter a table of the data and to produce a chart. Both can be copied and pasted into a word document easily.
- Your analysis of the nature of the disparities that you have identified in the organization, and if you did not find any, an explanation of why you think this situation exists
- Recommendations for the organization, including your insights on the relevance of the findings that you have uncovered.

**Option #2: Assess and Design a Data System for the Organization.** The assignment requires you to assess the status of the data collection and analysis system that exists in the organization and to make recommendations for improvements.

There are two required appendices for your report, both of which are included in the "Assignments" folder on the website:
   a. An assessment tool for reviewing the existing data system.
   b. A planning tool to help you identify important elements of an improved data system for the organization. In this tool, there is reference to House Bill 2134. which is currently being implemented to require the Oregon Health Authority and the Oregon Department of Human Services (and all they contract with) to collect and share data in more disaggregated forms. This bill is included in the "assignment" folder as well, should you want to look at it.

These tools will help draw your attention to key data system elements, and assess the degree to which they are in place in the organization, and to think through the improvements that can be made.

**The submitted paper is to include the following five sections:**
- Brief description of the organization and its services, and its progress to date on racial equity
- Your assessment of the organization's current practices for collecting data and assessing outcomes, disaggregated by race. Your assessment is to include data practices both for clients and for staff/volunteers.
- Your recommendations for improvements for the organization's data practices for racial equity, providing at least one recommendation in each area covered by the tool (data collection, analysis, data sharing, and methods for using the data insights).
- The benefits to the organization that you anticipate will occur, if your recommendations are implemented. It may be useful to reference the "business case for equity" materials from the course.
- Required appendices.

You are encouraged to share your assignment with your field instructor to make sure that any action items being recommended could serve to improve the organization's equity capacity.

## Customizing Assignments
Students may request an alternative assignment in two situations:
- If they find it impossible to complete an assignment due to the limitations of their practicum opportunities or their experience.
- If students do not find the assignments useful to their practice or their learning.

In these situations, students are asked to address the issue with the instructor outside of class time within the first two weeks of class. An adaptation of the assignment is the recommended resolution. If this is not possible, an alternate assignment is to be proposed by the student and approved by the instructor. In this situation, the student will submit a written proposal for the assignment, including the recommended criteria against which the assignment will be graded. The instructor has final authority for approving the proposal and/or modifying it to maximize clarity of expectations and integrity with the overall objectives of the course.

## Format for All Assignments
Unless other formats are indicated, the standard format for papers is 1" margins, 12-point font, double spaced, Times New Roman font, left justify, including references properly, and to use APA 6th Edition.

## Late Assignments
Assignments must be handed into the instructor at the start of class on the due date. Extensions can be granted for personal and health reasons. They must, however, be approved the day before the assignment is due in order to avoid a late penalty. Late assignments must arrive to the Faculty of Social Work (at Portland State University) by hard copy, and not electronically. To avoid the "clock" adding penalty to your late deduction, I suggest you discuss with your instructor the possibility of accepting the paper electronically, and then following up with a hard copy. Please note that if your last assignment for the term is late, your instructor will not likely be able to grade it in time for grade submission deadlines.

## Rewriting Assignments
Students who receive a failing grade (C+ or below) for an assignment are permitted to rewrite their assignment. If this grade is obtained in a presentation, students may arrange with the instructor to reformat the presentation to a written assignment for their rewrite. The maximum value for a rewrite is a B+.

## Grade Appeals
Students seeking to appeal their grade in a specific assignment are required to do the following:
- Submit a **written** request to the instructor detailing the *specific* ways in which they believe their grade is too low. This written request must include the following: reference to the specific elements of the assignment details and the elements of the grading rubric that are perceived to have been graded too low.
- The instructor will then respond to the student's request by revisiting the original assignment and reconsidering the student's perception of the grade. The instructor may at that time alter the grade and will notify the student of this decision.
- If the student remains unsatisfied, the instructor will seek the input of another instructor who teaches the same course or a similar course, asking them to read the assignment, the student's grade

appeal, and provide their advice on an appropriate grade for the paper. This grade may be lower than the grade that the original instructor has assigned.

- The new grade will be the average of the two grades.

## GRADE CONVERSION AND SCALE

The following PSU/SSW grading scale will be used for this course:

| A  | 95-100 | 4.00 |
|----|--------|------|
| A- | 90-94  | 3.67 |
| B+ | 87-89  | 3.33 |
| B  | 84-86  | 3.00 |
| B- | 80-83  | 2.67 |
| C+ | 77-79  | 2.33 |
| C  | 74-76  | 2.00 |
| C- | 70-73  | 1.67 |
| D+ | 67-69  | 1.33 |
| D  | 64-66  | 1.00 |
| D- | 60-63  | 0.67 |
| F  | < 60   | 0.00 |

## REQUIRED TEXTBOOKS

1. Lopes, T. & Thomas, B. (2006). *Dancing on live embers: Challenging racism in organizations.* Toronto, ON: Between the Lines. (about $25)

2. Curry-Stevens, A., Cross-Hemmer, A. & the Coalition of Communities of Color (2010). *Communities of color in Multnomah County: An unsettling profile*. Portland, OR: Portland State University. [can be freely downloaded at www.coalitioncommunitiescolor.org]

## WEEKLY CONTENT

### 1. Introduction to the course and "why do racial disparities exist?" (Jan 4)

Racial disparities are quickly becoming the major shortcoming of health and human services. This class provides an overview of the course, and encapsulates some of the domains across which disparities exist, drawing attention to both the national profile of these issues, and the local profile.  We will also begin with visioning for racial equity and listening to students in terms of the spaces and activities that they find inspirational for racial equity.

*Readings*

- Ford, C. & Airhihenbuwa, C. (2010). Critical race theory, race equity, and public health. *American Journal of Public Health,* 100, S30-S35.

### 2. Why should we pay attention to disparities? Ethics and values exploration (Jan 11)

Today, students will engage at the personal level with the array of lived experiences we face in working on racism, racial disparities and the corollary of racism – white privilege. We then direct our gaze upstream to explore the mandates for elimination of disparities, including the ethics of this issue as well as the business case for addressing disparities. Topics include:

a. What is it like to experience a disparity? What does it feel like?

b. Looking at the "business case" for disparity reduction in mainstream institutions. What benefits exist for the organization, for white people and for public institutions? How can we build collective investments in disparity elimination?

c. What are the ethics of action, inaction and action that does not yield results?

*Readings*

- For all students
  - o Lopes, T. & Thomas, B. (2006). What is racial equity work? In *Dancing on live embers: Challenging racism in organizations* (pp.8-24). Toronto, ON: Between the Lines
  - o Shaw-Ridley, M. & Ridley, C. (2010). The health disparities industry: Is it an ethical conundrum? *Health Promotion Practice, 11*(4), 454-464.
  - o Curry-Stevens, A. and Ware, M. (2010). *Multnomah County: The business case for undoing institutional racism*. Unpublished.
- For white students
  - o Johnson, N. (2013). Poem for my white friends: I didn't tell you. *Understanding and Dismantling Privilege, 3*(1), 1-3. Downloaded from http://www.wpcjournal.com/article/view/11842/8081
  - o Hobgood, M. (2000). Dismantling whiteness. In *Dismantling privilege: An ethics of accountability* (pp.3662). Cleveland, OH: Pilgrim Press.
- For students of color
  - o Yancy, G. & West, C (2015, August 20). The fire of a new generation. *The New York Times.*

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3. **How should we talk about disparities? Discourses and framing (Jan 16 to Jan 24)**

This class will explore communications issues tied to discussing disparities, racism and white privilege. We begin with a reflection on the common beliefs, discourses and defenses that make action on racial equity difficult. Students are to do the readings, as well as watch a videoed lecture by the instructor, and participate in one of three discussion groups whereby you submit content on how to strategically communicate on one of three issues.

*Readings*

- Davey, L. (2009**).** Talking about disparities: The effect of frame choices on support for race-based policies. Washington, DC: FrameWorks Institute. Downloaded from Frame works institute
- The architecture of a new racial discourse (by Frameworks Institute): http://www.frameworksinstitute.org/assets/files/PDF/gilliam_memo1106.pdf
- Henry, F. & Tator, C. (1994). The ideology of racism: Democratic racism. *Canadian Ethnic Studies, 26*(2), 1-14.
- Van dyjk, Discourse and the denial of racism (from Discourse and Society)

*For students who want a deeper understanding of framing and discourse, there are two videos by George Lakoff*
- *Explaining framing and your brain (5 min)*
- *A longer intro to framing and discourse (start here if this is new content to you) (58 min)*

## 4. How do I get engaged and stay engaged in racial equity efforts? (Jan 25)

Here we dig personally into the features of social workers that are tied to success in this work. This will help prepare you for your first assignment. This class emphasizes our critical self-reflection to help us build a strong and internalized compass for racial equity efforts. It will also support our identification of external accountability structures to entrench engagement. Topics to be addressed are drawn from below:

    a. Review and practice with critical self-reflection tools on identity, power and strategic navigation of influence.

    b. At the individual level? What are the different competencies related to one's identity as a person of color, someone who is white and someone who is mixed race?

    c. What competencies exist for organizational practices?

    d. What does it take from individual allies?

    e. Self-analysis of skills – how to research your own capacity for practice in this area?

### Readings

- Lopes, T. & Thomas, B. (2006). Between us. In *Dancing on live embers: Challenging racism in organizations* (pp.219-240)*.* Toronto, ON: Between the Lines.

- Leonardo, Zeus (2004). The colour of supremacy: Beyond the discourse of 'white privilege*.' Educational Philosophy and Theory, 36*(2), 137-152.

- Delphin-Rittmon, M. E., Andres-Hyman, R., Flanagan, E. H., & Davidson, L. (2013). Seven essential strategies for promoting and sustaining systemic cultural competence. *Psychiatr Q, 84*(1), 53-64. doi:
  10.1007/s11126-012-9226-2.

## 5. How do we study racial disparities? How do we prove they exist? (Feb 1)

Racial disparities need an evidence base to gain credibility. We will spend this class determining the "how" to study disparities, and focus on an array of research related issues including data collection, analysis, disclosure and accountability to address disparities. We close the class with a focus on your own capacity to practice in the area of disparities.

    a. Racial identifying forms and options to define racial categories

    b. Disproportionality and relative rate indexes

    c. Setting targets in disparity reduction and systems to monitor them

    d. Cost-benefit analyses that can define the wider benefits that might come from disparity reduction

### Readings

- Curry-Stevens, A., Cross-Hemmer, A., Meier, J. & Maher, N. (2011). The politics of data: Uncovering whiteness in conventional social policy and social work research. *Sociology Mind, 1*(4), 183-191.

- The Data Users Task Group Oregon Department of Human Services (2001). *The data difference: The data user's guide - Using data for better decision*s. Salem, OR: Oregon Department of Human Services.

- Curry-Stevens, A. & Coalition of Communities of Color (2013). *Research Protocol*. Unpublished.

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**6. What do we do to reduce racial disparities? Part I: Models and Assessment Tools (Feb 8)**

What practice theories can inform taking action on disparities and what are the standard "bundle" of practices that inform disparity reduction?

      a. Decision point analysis

      b. Anti-oppressive practice

      c. Implicit bias and racial micro-aggressions

      d. Institutional racism and white privilege

      e. Culturally responsive and institutional racism audit tools

*Readings*

- Lopes, T. & Thomas, B. (2006). What is racial equity work? In *Dancing on live embers: Challenging racism in organizations* (pp.8-24). Toronto, ON: Between the Lines.
- Trenerry, B. & Paradies, Y. (2012). Organizational assessment: An overlooked approach to managing diversity and addressing racism in the workplace. *Journal of Diversity Management, 7*(1), 11-26.
- Sue, D. (2010). Microaggressive impact in the workplace and employment. In *Microaggressions in everyday life: Race, gender and sexual orientation* (pp.209-230). Hoboken, NJ: Wiley.

*Optional Reading*

- Curry-Stevens, A. & Reyes, M-.E. (2014). *Protocol for culturally responsive services.* Portland, OR: Center to Advance Racial Equity, Portland State University.
- Staats, C. & Patton, C. (2013). *State of the science: Implicit bias review 2013*. Columbus, OH: Kirwan Institute. (scan/read pages 7-29, and one of the chapters on a field of greatest interest to you on education, criminal justice or health).

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**7. What do we do to reduce racial disparities? Part II: Training and education (Feb 15)**

While we obviously need to go beyond training, there is heavy reliance on having both leadership bodies and staff being led/informed by experts in the field. This class will help you identify key elements of training and education in this field. The types of considerations for effective training include figuring out strategic insights to the following:

- What are your goals for the trainings?
- Who would you prioritize training?
- What would you like to see in the trainings?
- What pedagogical approaches would you like to see in the training?
- How would you roll out the training?
- What qualities and experiences would you look for in a trainer?
- How would you evaluate the effectiveness of the training initiative?
- What are the pitfalls you want to avoid?

*Readings*

- Curry-Stevens, A., Cross-Hemmer, A. & the Coalition of Communities of Color (2010). *Communities of color in Multnomah County: An unsettling profile* (pp.20). Portland, OR: Portland State University. [note just one page is assigned here!]
- Lopes, T. & Thomas, B. (2006). Phase 1: Getting beyond training. In *Dancing on live embers: Challenging racism in organizations* (pp.25-68). Toronto, ON: Between the Lines.
- Shapiro, I. (2002). Training for racial equity and inclusion: A guide to selected programs. Washington, DC: The Aspen Institute. [skim only, emphasizing programs that on p.101 are focused on "anti-racism" and on "diversity/multiculturalism"]

*Optional Reading*

- Lai, C., Marini, M. Lehr, S., Cerruti, C., Shin, J., Joy-Gaba, J., Ho, A., Teachman, B. Wojcik, S., Koleva, S., Frazier, R. et al. (2013). Reducing implicit racial preferences: A comparative investigation of 18 interventions. Available at SSRN: http://ssrn.com/abstract=2155175 or http://dx.doi.org/10.2139/ssrn.2155175 (scan first 20 pages only)
- Sakamoto, I. (2007). An anti-oppressive approach to cultural competence. *Canadian Social Work Review, 24*(1), 105-114.
- Betancourt, J. R. (2006). *Improving quality and achieving equity: The role of cultural competence in reducing racial and ethnic disparities in health care*. New York: The Commonwealth Fund.

## 8. What do we do to reduce racial disparities? Part III: Systems-wide change efforts, funding for equity, community coalitions and social movements (Feb 22)

This is also a bridge to local success stories as there has been significant progress made in equity within foundations and government funding practices… many of the initiatives in the Coalition's philanthropy report have been implemented locally.

*Readings*

- Lopes, T. & Thomas, B. (2006). Phase 2: Getting to how things work. In *Dancing on live embers: Challenging racism in organizations* (pp.68-120). Toronto, ON: Between the Lines.
- Coalition of Communities of Color (2011). *Philanthropy and communities of color in Oregon: From strategic investment to assessable impacts amidst growing racial and ethnic diversity*. Portland, OR: Coalition of Communities of Color.
- Council on Foundations (2010). Ten ways for community foundations to consider diversity and inclusive practices. Downloaded from Council on Foundations.

*Videos to View*

- Interview with the founders of Black Lives Matter (16 mins... students in the online PLCO III course will have viewed this - please view it if you have not)

## 9. What have been local and national success stories? (Feb 29)   PRESENTATIONS WILL ALSO BE SCHEDULED

We will focus on the gains that have been made in racial equity inside Multnomah County, and more broadly in terms of advancing racial equity across the region.

*Readings*

- Balajee, Sonali, et al., (2012). *Equity and empowerment lens (Racial justice focus)*. Portland, OR: Multnomah County.

- And if you haven't finished this, please complete your reading of… Curry-Stevens, A., Cross-Hemmer, A. & the Coalition of Communities of Color (2010). *Communities of color in Multnomah County: An unsettling profile.* Portland, OR: Portland State University. Alternatively, read a community-specific report of interest to you that can be freely downloaded from www.coalitioncommunitiescolor.org

*Videos to View*

- Racial justice wins in 2013 from "Race Forward" (5 min)
- Racial justice wins in 2014 from "Race Forward" (4 min)

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**10. What steps do we take when facing an unresponsive organization? (Mar 7) PRESENTATIONS CONTINUE**

This will be a time to share our struggles and brainstorm responses, drawing from our readings as well as reviewing what it will take us to keep in the effort to advance racial equity. Students will be asked to look back on their first paper in this area, and share with the class an updated perspective of the work they need to do. *Readings*

- Poole (2010) Progressive until graduation, *Critical social work*, 11(2) (online) http://www1.uwindsor.ca/criticalsocialwork/progressive-until-graduation-helping-bsw-students-holdonto-anti-oppressive-and-critical-social-work

- Lopes, T. & Thomas, B. (2006). Phase 3: Keeping racial equity on the agenda. In *Dancing on live embers: Challenging racism in organizations* (pp.121-180). Toronto, ON: Between the Lines.

- Goodman, D. (2000). Motivating people from privileged groups to support social justice. *Teachers College Record, 102*(6), 1061-1085.

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**ADDITIONAL RESOURCES**

An abundance of sector-specific reports exist. Here is a start at some key works in various sectors, for students interested in sector-specific analysis and approaches.

*Philanthropy*

- Coalition of Communities of Color (2011). *Philanthropy and communities of color in Oregon: From strategic investment to assessable impacts amidst growing racial and ethnic diversity.* Portland, OR: Coalition of Communities of Color.

- McGill, L. & Shah, S. (2011). *Grantmaking to communities of color in Oregon.* Washington, DC: Foundation Center.

- Philanthropic Initiative for Racial Equity (2010). *Marking progress: Movement toward racial justice.* Washington, DC: Author.

- Council on Foundations (2010). Ten ways for community foundations to consider diversity and inclusive practices. Downloaded from http://www.cof.org/files/Bamboo/programsandservices/diversity/documents/10wayscommunityfoundati ons.pdf.

- Video from Dr. Robert Ross, California Endowment: http://www.youtube.com/watch?v=hfT87ODiY0Q.

*Child Welfare*

- Governor's Task Force on Disproportionality in Child Welfare (2011). *Governor's Task Force on Disproportionality in Child Welfare: Final report.* Salem, OR: Department of Human Services.

- Annie E. Casey Foundation (2011). Research synthesis on child welfare disproportionality and disparities

### *Juvenile Justice*

- Burns Institute (no date). *Upset the set up: CJNY's toolkit to juvenile justice system accountability*. San Francisco, CA: Burns Institute.
- Bell, J. & Ridolfi, L. (2008). *Adoration of the question: Reflections on the failure to reduce racial & ethnic disparities in the juvenile justice system. San Francisco, CA: W. Haywood Burns Institute.*
- Bell, J., Ridolfi, L., Finley, M. & Lacy, C. (2009). *The keeper and the kept: Reflections on local obstacles to disparities reduction in juvenile justice systems and a path to change*. San Francisco, CA: W. Haywood Burns Institute.

### *Education*

- Cradle to Career (2010). *Partnering for student success – the cradle to career framework: 2010 report to the community.* Portland, OR: PSU Center for Student Success
- Barton, P. (2004). Why does the gap persist? Research ties 14 factors to student achievement and low income and minority children are at a risk in almost all of them. *Educational Leadership, 62*(3), 8-13.
- Farkas, G. (2003). Racial disparities and discrimination in education: What do we know, how do we know it, and what do we need to know? *Teachers College Record, 105*(6), 1119-1146.
- Ferguson, R. (2002). What doesn't meet the eye: Understanding and addressing racial disparities in highachieving suburban schools. *Harvard University Achievement Gap Initiative*. Retrieved August 3, 2012, from http://www.agi.harvard.edu/Search/download.php?id=%2034

### *Health*

- Multnomah County Health Department (2008). *Report card on racial and ethnic health disparities.* Portland, OR: Multnomah County Health Department.
- Office of Multicultural Health (2011). *Phase 1: State of equity report*. Portland, OR: Oregon Health Authority.

**Rubric for Assignment #1: Self-Evaluation of Practice Capacity**

| Practice Competency | Exemplary [25-24 points] | Highly Proficient [23-22 points] | Intermediate [21-20 points] | Proficient [19-18 points] | Emerging Proficiency [16-17 points] | Inadequate [15 points or less] |
|---|---|---|---|---|---|---|
| 1. Demonstrates critical self-reflection of one's ability to engage in racial equity practice | Exceptionally articulates the internal dynamics that promote and deter engagement in racial equity. Provides an exemplary self-assessment of one's ability to practice. | Clearly and critically articulates the internal dynamics tied to engagement in racial equity. Provides an astute set of understandings of one's ability to practice. | Articulates one's internal dynamics solidly, with astute insights into the current status of one's ability to practice. | Articulates some internal dynamics related to engagement in racial equity but is not convincing that one one's oneself well enough to be effective in this practice | Articulates limited understanding of one's own inner capacity to engage in racial equity practice. Demonstrates limited understanding of internal dynamics in concrete ways. | Does not articulate an understanding of oneself in terms of how one is poised for practice in racial equity. |
| 2. Identifies how one's own internal processes narrow and widen motivation for action | Demonstrates an exceptional set of insights into the ways that internal dynamics narrow and widen options to practice. Answers assignment questions exceptionally well. | Astutely demonstrates the ways that one's inner dynamics narrow and open practice opportunities. Answers assignment questions excellently. | Solid articulation of how one's inner dynamics influence practice and potential for practice. Provides solid answers to assignment questions. | Provides uneven insights, but still adequately articulated, on the ways that inner dynamics concretely widen and narrow options for action. Provides adequate answers to assignment questions. | Demonstrates limited capacity to understand how one's inner dynamics influence practice with racial equity. Answers questions in this section of the assignment in a limited manner. | Does not articulate an understanding of specific motivators that might narrow or widen engagement. Inadequately answers questions in this section of the assignment. |
| 3. Identifies pathways for advancing accountability and lifelong learning in racial equity | Exceptional insights and intentions into concrete and effective methods to hold oneself accountable to actively advance racial equity in organizations. | Excellent insights and intentions into methods for holding oneself accountable to be durably engaged in racial equity work in organizations. | Very strong insights and intentions for holding oneself accountable for effective equity work in organizations. | Solid insights and intentions for holding oneself accountable for effective equity work in organizations. | Emerging insights and early-to-form intentions for holding oneself accountable for effective equity work in organizations. | Does not identify methods or intentions for holding oneself accountable for effective equity work, or is unconvincing that one's options would be effective. |
| 4. Writing quality, including at least four citations, clarity of writing, organization of paper and overall caliber of communications | Exceptional writing, with more than required number of relevant citations used appropriately, and crafts a piece of work that is of publishable caliber. | Excellent writing, with required number of citations used effectively, and crafts an excellent caliber paper. | Very strong written submission, with at least 3 relevant citations, communicating clearly and effectively. | Solid writing capacity demonstrated, using at least one citation appropriately and relevantly, and crafts an overall well communicated paper. | Relatively weak written work, missing an acceptable level of one of the following: clarity, effective communication style of writing, or references. | Written work is inadequate, rendering one's insights unintelligible or much too difficult to decipher. |

PORTLAND STATE UNIVERSITY             SW 559
School of Social Work             Instructor Information
MSW Program

## Community and Organizational Research

## Course Description

This course provides one of two options for fulfilling the research requirement for the "Practice and Leadership with Communities and Organizations" concentration in the MSW program. The course prepares students for mezzo and macro research practices that are geared towards creating the evidence base for social change (building the research base to advance reforms), strengthening organizations (designing and using program evaluation to improve programs and organizations themselves), and building the voice and influence of marginalized communities (including local and regional communities and organizational service users).

## Course Objectives

**The objectives and course content support the development of the following advanced competencies:**

**Competency 4: Engage in Practice-Informed Research and Research-Informed Practice**

> 4a. Conducts research that is informed by the knowledge, participation and influence of community members and strives to advance equity.
> 4b. Customizes evidence-based practices to work inclusively with communities and organizations, ensuring that disparities in outcomes for various cultural groups are readily identified and addressed.

## Access and Inclusion for Students with Disabilities

PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify the instructor. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu, https://www.pdx.edu/drc.

- If you already have accommodations, please contact your instructor to make sure that they have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.

- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the Fire and Life Safety webpage(https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) for

    information.

**Sexual Harassment, Sexual Assault, Dating/Domestic Violence and Stalking**
As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole.  Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination.  If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list (https://www.pdx.edu/sexual-assault/get-help) of those individuals or contact a confidential advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus (https://www.pdx.edu/sexual-assault/safe-campus-module) in your D2L.

**Names and Gender Pronouns**
Class rosters are generally provided to the instructor with students' legal names; however, I am happy to honor your request to address you by your preferred name and gender pronouns. Please advise me of this preference as soon as possible so I may ensure use of your preferred name and pronouns in this space.

If you need support around this in general, please be aware that the PSU Queer Resource Center can provide advocacy in ensuring that all of your instructors are using your preferred name and pronouns.

**Populations at Risk**
Social work education programs integrate content on populations-at-risk, examining factors that contribute to and constitute being at risk.  Course content (including readings, lectures, class discussions and assignments) educate students to identify how social group membership influences access to resources, and covers the dynamics of risk factors to include responsive and productive strategies to redress them.  Populations-at-risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or statuses that fall outside of what is considered normative by dominant social identity groups or are not valued by the dominant society.

Social and economic justice content is grounded in the understanding of different models of justice, e.g. distributive justice, human and civil rights, and the global interconnectedness of oppression and privilege.  Vulnerable, oppressed and/or marginalized persons and groups are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power.  Diverse populations that are vulnerable due to poverty, age, gender, ability, citizenship status, linguistic tradition, nationality, religion, race, and sexual orientation are discussed.  Inclusion of content on populations-at-risk directly and explicitly seeks to prepare social workers to practice within the NASW code of ethics.

## Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course.  If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor.  All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

Violations of academic honesty will be taken seriously and are outlined in the current student handbook and PSU Academic Misconduct. It is your responsibility to familiarize yourself with these guidelines.

## Grading

The following PSU grading scale is employed at the graduate level:

| A | 4.00 | C + | 2.33 | D - | .67 | The grading system at the graduate level is defined as follows: |
|---|------|-----|------|-----|-----|----------------------------------------------------------------|
| A - | 3.67 | C | 2.00 | F | 0 | A—Excellent |
| B + | 3.33 | C - | 1.67 | | | B—Satisfactory |
| B | 3.00 | D + | 1.33 | | | C—Below graduate standard |
| B - | 2.67 | D | 1.00 | | | D/F—Failure |

## Incompletes

An incomplete grade is only given when students, due to circumstances beyond their control, have not completed some definite course requirement.  **The initiative rests with the student to request an incomplete grade.** Students do not have a right to receive/demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met: (see the full policy in the MSW Student Handbook)

- The quality of the work to date is satisfactory, but some essential work remains. In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of B-.
- Reasonable justification for request. Reasons for assigning the Incomplete must be acceptable by the instructor. The circumstances should be unforeseen or be beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student's request.
- Incomplete grade is not a substitute for a poor grade.
- Written agreement. A written or electronic agreement will be endorsed by both the instructor and student.. A template "Incomplete Contract" is available on Registrar's website http://www.pdx.edu/registration/sites/www.pdx.edu.registration/files/Incomplete_Guidelines _Contract.pdf

## Confidentiality and Privacy

It is strongly recommend that you discuss all assignments, readings, and case material incorporated into papers with your field instructor or supervisor. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality, to always disguise case material, and to follow the NASW Code of Ethics in regard to confidentiality. www.socialworkers.org/pubs/code/default.asp

For all assignments, your work is respected as private. However, if the instructor has reason to believe that your professional and/or academic development or client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, your advisor, or any other person who may need to be involved as part of the process of resolution.

## PSU and SSW Policies that Guide Faculty and Student Behavior

All PSU employees are mandatory reporters of child abuse. For more information, go to www.pdx.edu/ogc/mandatory-child-abuse-reporting.

PSU requires work and study free from discrimination and harassment. PSU Office of Equity and Compliance has adopted a formal Prohibited Discrimination and Harassment Policy. The Office of Equity and Compliance can be found at: www.pdx.edu/diversity/office-of-equity-compliance.

### Access to instructor
*(PSU requires that an hour of availability to students outside of the classroom, usually through office hours, be required for every one classroom hour)*

### Instructional Methods
This course will use a variety of instructional methods, including instructor presentations, webinars, case study, small group discussions, and critical friendship dialogues.

### Textbooks (all free online)
Westat, J. (2010). *The 2010 user-friendly handbook for project evaluation*. Washington, DC: National Science Foundation. Downloaded from http://informalscience.org/documents/TheUserFriendlyGuide.pdf.
Samuels, J., Schudrich, W. & Altschul, D. (2008). *Toolkit for modifying evidence-based practices to increase cultural competence.* Orangesburg, NY: Research Foundation for Mental Health. Downloaded from http://nop.chess.wisc.edu/sites/default/files/Cul_Adaptation_ToolkitEBP.pdf.

Loewenson, R., Laurell, A., Hogstedt, C., D'Ambruoso, L. & Shrogg, Z. (2014). *Participatory action research in health systems: A methods reader.* TARSC, AHPSR, WHO, IDRC Canada, EQUINET, Harare. Free for download from http://www.equinetafrica.org/bibl/docs/PAR%20Methods%20Reader2014%20for%20web.pdf.

| Evaluation | Due dates | Points |
|---|---|---|
| Assign.1: Portfolio Entry – Design a program evaluation | Session 5 | 25 |
| Assign.2: Cultural Responsiveness Assessment & Action Plan | Session 8 | 55 |
| Assign.3: Portfolio Entry – Research Communications | Session 10 | 20 |

## Assignments

1. **Design a program evaluation**

   Your task is to take a community-based intervention that has occurred in your practicum or a prior workplace where you have been involved and design a program evaluation for an intervention that has occurred at the community or organizational level. The design must be informed by community members and (former) service users, with illustration of how this has strengthened the evaluation design. A plan to assess the cultural responsiveness of the intervention must be included. Your submission is to be in the form of a one-page mind map, with appendices.

   Page 1 of the mind map covers the development elements:
   a. Intervention being assessed
   b. Goals for the evaluation
   c. Ethical considerations to address
   d. Principles you deem most important
   e. Partnership measure you will take
   f. The ways that cultural responsiveness is demonstrated in the evaluation

   Page 2 of the mind map covers your operational elements of the evaluation:
   g. Major and minor elements of the evaluation
   h. Timing – how long with the various measures take
   i. Who will be involved?
   j. What analysis will you do on the data?
   k. What types of findings will be gathered?
   l. Your skills and challenges for implementation

   The following are the list of appendix items that are to be included in your submission, adding extra information on your implementation plans:
   a. If you intend to use any existing surveys or tools, please include them

b. How will you involve service users?

c. What measures have you take to ensure the cultural responsiveness of the intervention?

d. What community practice principles and client partnership principles are most important for successful implementation?

e. If you were to do this evaluation, what capacities that you have will be used, and what capacities do you most need to develop?

2. **Cultural Responsiveness Assessment and Action Plan**

- To demonstrate advanced capacity to conduct research that holds potential to advance equity and improve quality of life for marginalized communities.

Conduct an analysis of the cultural responsiveness of a specific service or intervention at the organization, following the framework suggested by Samuels, Schudrich & Altschul (2009). You may select a client-oriented service (such as a youth development program), a staff-focused initiative (such as an employee resource group), or a community-level service (such as a leadership development program or a community kitchen) and make recommendations for improvements for the organization. Your task includes the following core elements:

a. Identify the culturally-bound elements and discourses that inform the current intervention.

b. Bring this analysis to a gathering of service users and/or community members who share the challenges that the service intends to address, inviting their perspectives on the utility of the service, the relevance of the cultural underpinnings of the service, and recommended pathways to strengthen its cultural responsiveness.

c. Conduct a literature review to identify practice modifications and alternatives that offer an improved prognosis for serving diverse communities.

d. Prepare a professional presentation on recommended options to strengthen the service, and present this to organizational leaders at your practicum site. You are to use the standard culture of your organization to guide your presentation format.

e. Self-assess your intervention using the provided grading rubric. Your grade will be used for 70% of your grade in the assignment.

f. Prepare a practice portfolio summary of your experiences for your practice portfolio, submitted for grading to the instructor as part of your Practice Portfolio. Your instructor's assessment of your practice portfolio summary will compose the remaining 30%.

3. **Research Communications**

Students are to use a research or evaluation study that has been developed for their organization within the past five years, and craft a set of communications materials that highlight what you see as important learnings for the organization. You have a choice of preparing two different submissions:

a. An infographic that highlights at least six elements of the project and at most ten.

    b.  A set of communications materials
        i.  An elevator speech
       ii.  A press release
     iii.  An impact statement
     iv.  A set of relevant charts that highlights key findings

Should students not have such a research or evaluation study to draw from, an alternative will be available from your instructor.

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**Topics and Assigned Readings**

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### Class 1: Scan of Community and Organizational Research and Approaches

This week, we conduct an environmental scan of research approaches that are used in community and organizational research. In addition, these questions will be focused on:

- What research needs do communities and organizations have, and what does research look like in these contexts?
- What research methods are used in community and organizational research?
- What are current issues and debates in community and organizational research?

### Class 2: Ethics, power and partnership in research practice

We focus this week on the principles and processes that underpins research that can improve the ways that communities are understood and served. This is not addressed in a philosophical way, but rather in a pragmatic "how to" approach to research. We will work from the understanding that students are likely to be in a position to hold one of three research roles: to lead research activities in their supervisory role, or purchase it from consultants and thus need to understand these practices in order to inform that the best quality work is undertaken. Here are the methodology questions that guide the focus of the week:

- How does one identify community members, and organizational members? And use research to expand the visibility of your community, defining its identity and building its voice?
- How is its identity operationalized conventionally? How might participants' identities be operationalized to emphasize power sharing?
- Who is counted as a member? Who is excluded?
- How might you build its visibility?
- What are ethical considerations for evaluation practice
- What are community research principles and approaches to partnership?
  - o Introducing CBPR and PAR, and effective partnership practices
  - o Power sharing in the research process – from conception and design, to implementation and to dissemination, including Hart's Ladder of Participation (tied to Arnstein's Ladder that is covered in PLCO)

***Readings***

- Loewenson, R., Laurell, A., Hogstedt, C., D'Ambruoso, L. & Shrogg, Z. (2014). Concepts. In *Participatory action research in health systems: A methods reader* (pp.9-35). TARSC, AHPSR, WHO, IDRC Canada, EQUINET, Harare.
- Clinical and Translational Science Awards Consortium (2011). Principles of community engagement. In *Principles of community engagement (2nd Ed.)* (pp.45-53). Washington, DC: National Institutes of Health. Downloaded from http://www.atsdr.cdc.gov/communityengagement/pdf/PCE_Report_508_FINAL.pdf
- Innovation Network, Inc. (2012). *State of evaluation 2012: Evaluation practice and capacity in the nonprofit sector*. Downloaded from http://stateofevaluation.org/.
- American Evaluation Association (2004). *American Evaluation Association guiding principles for evaluators.* Downloaded from file:///C:/Users/Ann/Downloads/GuidingPrinciplesPrintable.html.
- United Nations Evaluation Group (2008). UNEG ethical guidelines for evaluation. Downloaded from file:///C:/Users/Ann/Downloads/UNEG_FN_ETH_2008_EthicalGuidelines.pdf.

### *Watch videos*
- Randy Stoecker's "Community based participatory research: Two forms of social change."


## Class 3: Program evaluation – Methods and designs

Students will develop an understanding of designing, creating methods for, and conducting an evaluation. This will include expanding their understanding of research ethics in evaluation and in the use of logic models, theories of change, and considerations of reliability.

### *Read*
- Schaffer, S. (2015). *Gauging nonprofit success: Past research, present gaps, future needs.* Seattle, WA: Public Interest Management Group.
- *The 2010 user-friendly handbook for project evaluation*
  - Chapter 3 (The evaluation process: Getting started) (pp.15-37).
  - Chapter 4 (The evaluation process: Carrying out the study and reporting) (pp.39-51)
- University of Wisconsin-Extension, Cooperative Extension (2008). Evaluation glossary. In *Building capacity in evaluating outcomes: A teaching and facilitating resource for community-based programs and organizations.* Madison, WI: UWExtension, Program Development and Evaluation.


## Class 4: Research methods for evaluation activities

In addition to helping discern the methods best used for different contexts, we will deepen student skills in qualitative research. Students have had an introduction to qualitative research in the SW 540/541 research courses as well as learning about focus groups in the Group Work course. By the end of the class, students will have considered these questions:
- What methods are best for different contexts?
- When do you use interviews? Focus groups?
- Developing strong interview and focus group questions and engagement during the interview

- Analyzing qualitative data

*Read*

- *The 2010 user-friendly handbook for project evaluation*
  - Chapter 5 (Data collection methods: Some tips and comparisons) (pp.52-57)
  - Chapter 6 (Review and comparison of selected techniques) (pp.58-73)

## Class 5: Culturally responsive and empowerment-based program evaluation

Evaluation practices hold significant potential to advance social justice, as they can work with processes that are empowerment-based and that are designed to be inclusive of marginalized communities. The two forms of evaluation that are focused on in this class are:

- Culturally-responsive program evaluation
- Empowerment evaluation

*Read*

- Chapter 7: A guide for conducting culturally responsive evaluations. In *The 2010 user-friendly handbook for project evaluation* (pp.75-93).
- Hanberger, A. (2010). Multicultural awareness in evaluation: Dilemmas and challenges. *Evaluation, 16*(2), 177-191.
- Cowles, T. (2005). Ten strategies for enhancing multicultural competency in evaluation. *The Evaluation Exchange, 11*(2), 15-19.

## Class 6: Using, critiquing and revising evidence-based practices

Knowledge of EBPs is important for much social work practice. This class introduces the concept and the legislation that emphasizes/requires its use, and also explores critique of the construct. The questions that are addressed in this class include:

- What is an EBP?
- What are Oregon laws on EPBs?
- Where do you find EBPs?
- What are modification practices for culturally-responsive interventions?

*Read*

- Van de Luitgaarden, G. (2009). Evidence-based practice in social work: Lessons from judgment and decision-making theory. *British Journal of Social Work, 39*(2), 243-260.
- Gambrill, E. (1999). Evidence-based practice: An alternative to authority-based practice. *Families in Society: The Journal of Contemporary Human Services, 80*(4), 341-350.
- Nevo, I. & Slonim-Nevo, S. (2011). The myth of evidence-based practice: Towards evidence-informed practice. *British Journal of Social Work, 41*(6), 1176-1197.
- Samuels, J., Schudrich, W. & Altschul, D. (2008). *Toolkit for modifying evidence-based practices to increase cultural competence.* Orangesburg, NY: Research Foundation for Mental Health. Downloaded from http://nop.chess.wisc.edu/sites/default/files/Cul_Adaptation_ToolkitEBP.pdf.

**View and review**

- SAMHSA's registry of evidence-based practices at http://www.nrepp.samhsa.gov/ViewAll.aspx

### Class 7: Analyzing disparities

Disparities are an important dimension of social work in many settings, and they have been documented most prevalently in terms of race, and increasing attention is emerging on other axes, such as disability, LGBTQ status, and income. Students need to be able to measure a disparity and understand the politics in how "n" and "N" are selected. Here are the questions that guide our work this week:

- How is a disparity defined and documented?
- What are the research practices to calculate disparities?
- What complexities arise when calculating these issues? This includes data collection practices, and calculating the "n" and the "N" issues

*Read*

- Curry-Stevens, A., Cross-Hemmer, A., Meier, J. & Maher, N. (2011). The politics of data: Uncovering whiteness in conventional social policy and social work research. *Sociology Mind, 1*(4), 183-191.

### Class 8: "Mining" for data in mainstream data bases

Many data sources are available for community and organizational research that might be (a) useful in secondary data analysis for building policy positions, and (b) sources of "N" for various disparities research and other forms of quantitative research as well. Students will gain exposure to these data sources:

- Using Census Bureau, Bureau of Labor Statistics and SAMHSA databases
- Using data from the Greater Portland Pulse
- Using the customized data maps available through The Equity Atlas
- Accessing and using administrative datasets
- Advanced option: Using "data ferret" for customized searches with American Community Survey

*Read*

- The Data Users Task Group, Oregon Department of Human Services (2001). *The data difference: Using data for better decisions.* Salem, OR: Oregon Department of Human Services.

*Watch*

- Webinar with Meg Merrick on "*Using the Equity Atlas to build relevant research data*"
- Dudensing, R. (2013). *Using American Factfinder after 2013 revisions.* Download from https://www.youtube.com/watch?v=annJJW3ZUjA. (13 min)
- Asian and Pacific American Health Forum (2011). *How to use Excel for data analysis and reports.* Download from https://www.youtube.com/watch?v=z16A63Hsqz0. (59min)
- Asian and Pacific American Health Forum (2014). *How to make your data look pretty: Creating tables, graphs and infographics*. Download from https://www.youtube.com/watch?v=x422WkRQpHo (73 min)

**Class 9: The Research Report**

Students will discern what makes for a good organizational or community research report. Being able to prepare clear, easy-to-interpret research, evaluation and policy reports is essential to building power. Included topics are:

- Communicating for different audiences
- Writing options – use of stories and narratives, finding your advocacy voice, length
- Effective data visualization (make points clearly, easy to understand, with high likelihood of retention, and strong emphasis of key data)

*Read*

- Evergreen, S. (2014). Graphics. In *Presenting data effectively* (pp.21-58). Thousand Oaks, CA: Sage.

*Watch*

- *Letting your data speak: Tips for presenting data effectively.* Download from https://www.youtube.com/watch?v=45lxHF_eHdE.  (58 mins)
- Data communications webinar 2.0: *Presenting data to tell a story.* Download from https://www.youtube.com/watch?v=m6m3O0m8-L0. (31 min)

**Class 10: Making research useful – creating a learning culture and maximizing the gains that come through research activities**

We aim to increase the impact of our work through two general approaches: the first is on how to increase the chance that evaluation activities infuse the organization's decision making, and the second is on how to increase the chance that the research report is heard and its recommendations adopted by policy makers.

> *Read*
>
> - Preskill, H. & Mack, M. (2013). Building a strategic learning and evaluation system for your organization. FSG. Downloaded from http://www.fsg.org/Portals/0/Uploads/Documents/PDF/Building_an_Evaluation_System.pdf.