



The UNIVERSITY of OKLAHOMA
Anne and Henry Zarrow School of Social Work



COMMUNITY FACULTY INSTRUCTOR ORIENTATION MANUAL

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Community Faculty Instructor

Getting Started

Welcome to the Anne and Henry Zarrow School of Social Work. We are pleased that you have decided to partner with us in social work education as a Community Faculty Instructor. The following manual is designed to provide you with information vital to teaching in the Anne and Henry Zarrow School of Social Work at the University of Oklahoma. Your partnership is critical to the educational mission of the school and we are proud to have you as a partner. We choose the term community faculty to represent your role as a professional practitioner that brings rich and valued practice experience into the classroom.

The school's website can also be an important resource for instructions, please visit the site at <http://socialwork.ou.edu/>

Please read over the manual carefully and be in touch if you have questions or can think of others information of instruction support needs you have.



Campus Information

NORMAN	TULSA
<p>The University of Oklahoma Anne and Henry Zarrow School of Social Work 700 N. Elm Norman, OK 73019-1060 (405) 325-2821</p>	<p>The University of Oklahoma-Tulsa Anne and Henry Zarrow School of Social Work 4502 E. 41st St. Tulsa, OK 74135 (918) 660-3385</p>
Norman Campus Administration	Tulsa Campus Administration
<p>Christina Miller, MSW, PhD Assistant Director (405) 325-8031 crmiller@ou.edu Student Concerns, Problems, Scheduling, Community Faculty Oversight</p>	<p>Julie E. Miller-Cribbs, MSW, PhD Director (918) 660-3378 jmcribbs@ou.edu Student Concerns, Problems, Scheduling, Community Faculty Oversight</p>
<p>Ann Riley, MSW, PhD Graduate Program Coordinator annriley@ou.edu Graduate Admissions, Advising</p>	<p>Lori Franklin, MSW Graduate Program Coordinator (918) 660-3350 lfranklin@ou.edu Graduate Admissions, Advising</p>
<p>Anthony Kibble Undergraduate Program Coordinator (405) 325-2475 anthony.kibble@ou.edu Undergraduate Admissions, Advising</p>	<p>Lindsay Myers Staff Assistant (918) 660-3489 Lindsay.myers@ou.edu Ordering Textbooks</p>
<p>Carrie Jankowski, MSW Field Education Coordinator (405) 325-1395 carriejank@ou.edu practicum program oversight</p>	<p>Tiffany Adamson, MSW Field Education Coordinator (918) 660-3379 bbramble@ou.edu practicum program oversight</p>
<p>Linda Miller Fiscal & Office Administrative Assistant (405) 325-9063 Travel, Book orders, payroll, General School information</p>	<p>Laura Kent Fiscal & Personnel Managerial Associate (918) 660-3340 lkent@ou.edu Travel, Payroll, General Help, Evaluations</p>
<p>Susan Blossom Admissions & Enrollment Coordinator (405) 325-2821 blossom@ou.edu BSW and MSW Admissions, Enrollment, General Help</p>	<p>Amy Ann Arnold Admissions & Enrollment Coordinator (918) 660-3385 aarnold@ou.edu Admissions, Enrollment, General Help</p>
<p>Vacant Field Education Support Specialist (405) 325-8569</p>	<p>Courtney Graham Field Education Support Specialist (918) 660-3362 cgraham@ou.edu</p>
<p>Diane Freeman Administrative Assistant (405) 325-2822 dkfreeman@ou.edu Special Events, Continuing Education</p>	

Mission and Goals Overview

The Anne and Henry Zarrow School of Social Work advances relevant and high-quality knowledge and values of social work practice useful in preparing competent social workers who can elevate the status of people, populations or communities that experience considerable vulnerability and injustice within Oklahoma and the broader society.

-Anne and Henry Zarrow School of Social Work Mission

The following represent themes that cut across all the school's initiatives.

Achieving national significance through statewide relevance.

- The school acts mindful of what Oklahoma needs and imbues its action with efforts to address or otherwise fulfill those needs.
- Through its strategic action, others see the school as locally meaningful, relevant to the social issues Oklahoma faces, and nationally significant in the design, implementation, and/or outcome of its programs.

The school enjoys an outstanding reputation within the university.

- The school expands awareness of its work and achievements among multiple constituencies. The school strengthens its reputation for excellence in teaching and learning of social work, inquiry for practice advancement, and collaborative engagement.

The school earns the admiration and resources of critical stakeholder groups within the state.

The school expands marketing of its good work through dissemination, awareness building, and communication nationally and statewide

The program has identified several goals that are derived from the program's mission.

1. To graduate social work professionals who can work effectively with diverse individuals, families, groups, organizations, and communities;
2. To position social workers within critical areas of need, particularly at geographic, organizational, and system levels.
3. To increase the availability of social work professionals from historically oppressed groups and diverse backgrounds;
4. To advance pedagogical practice in order to diversify learning opportunities for social work students at the three levels of instruction (BSW, MSW, Continuing Professional Education)
5. To improve human service systems through:
 - scholarship, research, and evaluation
 - service and leadership to human service programs; and,
 - continuing education and training.

The School achieves its mission and goals by developmentally preparing professional social work practitioners who are committed to practice that includes services to the poor and oppressed, by improving and developing social service programs, and by promoting professionalism in social work. To this end, the School offers two degree programs: an undergraduate major in social work leading to a Bachelor of Arts and a graduate program leading to a Master of Social Work.

The school has adopted and is implementing a developmental curriculum that recognizes student entrance at different levels of preparation, such as the novice level. The curriculum recognizes the importance of moving students forward through approaches to mastery and competence that instills within students the necessary attitudes, motivation, knowledge, and skills sound practice requires. The curriculum prepares students for life-long learning within specific

domains of their own choosing. Each degree program anticipates student movement into particular domains formed by human need and social issues, social policies, systems of care, and particular organizations. Increasingly the school leaders are developing a curriculum that integrates level and methods of social work practice with domain mastery. Domain mastery involves students in thinking about and developing the requisite knowledge base to perform within particular domains such as work with children and families.

The School prepares practitioners who will use an integrated combination of theories, conceptual knowledge, values, and skills to serve diverse client and community systems. The undergraduate program and the foundation requirements of the graduate program are based on a generalist model that emphasizes skills, knowledge, and values basic to all social work practice. In their final year of graduate study, students take one of two advanced concentrations: 1) Direct Practice (DP), or 2) Administration and Community Practice (ACP) offered at both campuses, Norman and Tulsa.

Vision Statement – OU School of Social Work

The school seeks to become an outstanding regionally salient resource in the development of the social work profession mindful that it serves as the flagship entity within the state of Oklahoma for the preparation of social work professionals at three levels: (1) undergraduate, (2) graduate, and (3) continuing professional development. Those qualities it requires to achieve this impact involve:

- A learning environment that is both highly challenging and supportive of students who come from diverse backgrounds socio-demographically, in terms of identity, in terms of social and geographic location, and in terms of educational preparation.
- A school that mirrors social work values and infuses them holistically within every aspect of its work.
- A place that practices integrity and justice throughout.
- A school that is committed to students and supports their professional development.
- A place that celebrates social work traditions and honors both past and present accomplishments, particularly among students.
- A school that values diversity in thought, scholarship, identity and action.
- A school that extends itself into action settings mindful of the need to further develop the capacities and effectiveness of communities, organizations, and systems of care.
- A school in which communities of practice thrive.
A place that values participation of all stakeholders, both internal and external to the institution and is responsive to the changing needs of the state of Oklahoma, the profession, and the school itself.

The School achieves its mission by preparing skilled social work practitioners who are committed to practice that includes services to the poor and oppressed, by improving and developing social service programs, and by promoting professionalism in social work in Oklahoma. To this end, the School offers two degree programs: an undergraduate major in social work leading to a Bachelor of Arts (BSW) and a graduate program leading to a Master of Social Work (MSW). The mission and goals of the school are consistent with those of professional social work education and of the University of Oklahoma.

Paperwork for New Employees

In order to establish your adjunct position and be paid, you will receive new hire paperwork information from the appropriate campus contact. Should you need to contact us, please utilize the contacts below:

NORMAN	TULSA
Linda Miller (405) 325-9063 lkmillier@ou.edu	Laura Kent (918) 660-3340 lkent@ou.edu

Textbooks

Textbook request forms will be sent out by the appropriate campus contact. You should operate on their deadlines for returning these forms. You may order a reference/desk/exam copy by contacting the publisher. Including your information sets you up to receive free items from the publisher throughout the year.

NORMAN	NORMAN	TULSA	TULSA
Ordering Textbooks	Questions Regarding Textbooks	Ordering Textbooks	Questions Regarding Textbooks
Diane Freeman (405) 325-2822	Dr. Christina Miller (405) 325-8031 crmiller@ou.edu	Lindsay Myers (918) 660-3489 Lindsay.myers@ou.edu	Julie Miller-Cribbs (918) 660-3378 jmcribbs@ou.edu

Master Syllabus & Community Faculty Responsibilities

Each course in the school of social work has a master syllabus (Appendix A). This master syllabus contains the course description, objectives, links to other courses, and main outline of content and specific OU policies. Each semester the sequence chair (the faculty person who is responsible for maintain and distributing the master syllabi within a subject domain) will distribute the master syllabi to all instructors. Further, community faculty must submit their course calendar (instructions below) to the sequence chair for approval.

Note: for those instructors teaching in Advanced Programs (College of Continuing Education), a modified master syllabus is used. This is located in Appendix B.

Instructor Expectations and Policies

Course Calendar

This important document is your contract with students and should outline your specific expectations/policies. When making your course calendar please check for holidays, spring break, etc. The OU Academic Calendar is available online. Please note: you must submit your course calendar to the faculty member responsible for your content area BEFORE the start of the semester for approval. If you are not aware of who this person is, please contact the director or assistant director for guidance.

The Master Syllabus template clearly delineates those parts of the syllabus that remain the same for all sections and what content is instructor generated. The template is included at the end of this document.

However, in general, **the Course Calendar** should include:

- Housekeeping information
 - Course number and name
 - Semester
 - Professor
 - Classroom
 - Phone Number
 - Office Hours
- Instructor specific expectations (this includes policies on late assignments, basis of course grade policies, class attendance, grading scale, policies, academic misconduct, class participation, or class distraction)
- Detailed information about assignments-including a detailed description of assignment elements, grading requirements, points toward the final grade and due date

NOTE: OU policy requires that course syllabi be posted in CANVAS.

Preparation Time

For courses that you have taught before, it takes approximately 2 hours out-of-class for each hour of class for preparation and grading. This means that, for a routine, 3-hours per week course, the teacher should expect to spend a total of 9 hours: 3 hours of class time and 6 hours of preparation and grading, averaged out over the semester or

quarter. For new preparations, i.e., courses one is teaching for the first time, the teacher should double the out-of-class time. That is, plan to spend 14 hours per week: 3 hours of class time and 12 hours of preparation and grading. Specific situations will cause this ratio to go up or down, such as going up for a large class with lots of writing assignments, or going down if one has a small class and few writing assignments, etc.

Assignment Feedback

The University Provosts strongly recommends Instructors to evaluate and award grades on student work within two weeks from the assignment due date for pedagogical effect. Exceptions to this target should be rare and made known the campus administrator.

Plagiarism Detection

All community faculty are required to make active the plagiarism software available through our Course Management Platforms (Desire2Learn, Canvas). The students should be able to submit their own papers, receive the results and correct errors and resubmit prior to the due date of the assignment. When plagiarism is detected, contact the program coordinator as soon as possible, and copy either the Director or Assistant Director on your communication so that they are aware of the incident. When plagiarism is suspected, faculty should report the plagiarism to the Office of Academic Integrity <https://integrity.ou.edu/faculty.html> by using the "Academic Misconduct Reporting Form" located on this website. Ask the program coordinator or Director/Assistant Director if assistance is required.

Simulation

Depending on the course you teach, there may be a required simulation assignment or experience. Additionally, you may want to incorporate a simulation into your course. There is a simulation center located in both Tulsa and Norman. The following information will assist you with planning or implementing a simulation experience in your course: Norman: contact Steven Wells, Tulsa: contact Julie Miller-Cribbs.

Attendance and Tardiness Policy

Students are expected to attend all classes on-time and for the duration of class. Community Faculty syllabi must include an attendance policy that reads:

Students are expected to attend every class session. The lecture material and discussions are central to learning. More than 6 hours of absence for the entire course will result in a reduction of a student's overall grade by 10 percent. Students who miss between 7-9 hours are responsible for completing a 10-page make-up assignment reflecting on the assigned readings for the missed class session. Students who miss 9 or more hours in any semester are asked to drop the course or alternatively receive a failing grade. Students are responsible for all course information presented and/or materials passed out regardless of an absence. Be sure to contact a few class colleagues for updates.

Community Faculty Instructor Meeting

Instructors are expected to attend the Community Faculty Instructor Meeting in the semester that they are teaching. Community Faculty are welcome to attend all full faculty meetings.

Inclement Weather

In the event of inclement weather, only the University President has the ability to cancel classes and close the campus. The OU website contains information about class cancellations. You will also receive an e-mail when the closure is called. Only if OU cancels class/closes the campus, can you not hold class. These classes are not usually rescheduled so it is likely that your course schedule will need some adjustments and/or back up reading assignments/activities in the event this occurs. Faculty teaching through Advanced Programs, please see Appendix G.

Student Issues/Concerns

Sometimes you may become aware of special student issues/concerns (i.e., illness, death in family, etc.) Please encourage these students to seek out their advisor, particularly if there are concerns about the student’s academic performance. Please report this concern to the appropriate program coordinator.

Serious academic concerns (failing work, excessive absences from class, plagiarism or other academic misconduct) and student behavior (excessive class disruptions, rude or inappropriate behavior in class) should be brought to the attention of the undergraduate or graduate coordinator. The undergraduate or graduate coordinator can refer the student to available support services (counseling, writing Center, etc.) or to student affairs or Dean’s office in cases of academic misconduct or problematic behavior. Faculty are also encouraged to report to BIT when they have concerns about a student’s affect and behavior Norman Campus: <http://www.ou.edu/normanbit/> Tulsa Campus: <http://www.ou.edu/tulsa/bit.html>

The student Academic Misconduct Code is located at: <http://integrity.ou.edu/> Information about Plagiarism is located in Appendix A, Master Syllabus.

If a person appears to be an immediate threat to themselves, or someone else or is incapable of caring for themselves, 911 should be called.

Classroom Management

Best Practices for Preventing and Managing Challenging Classroom Situations

http://www.cvm.umn.edu/facstaff/prod/groups/cvm/@pub/@cvm/@facstaff/documents/asset/cvm_asset_164564.pdf

Teaching Tips Index (see difficult students, dealing with stress, and motivating students)

<http://www.honolulu.hawaii.edu/facdev/guidebk/teachtip/teachtip.htm>

Challenging Behavior	Potential Management Strategies
<p>1. Unprepared: A small group of students often attends your class, but its members have not read the assigned readings, and therefore contribute little in discussions. How would you handle this situation?</p>	<ul style="list-style-type: none"> • Give brief, periodic quizzes • Provide study questions or study guides to be completed by class session (can be submitted for grading) • Assign students to present selected content to the class
<p>2. Inattentive: A few students enjoy reading the paper during class or frequently carry on their own conversation, which, at times, annoys others. How would you handle this situation?</p>	<ul style="list-style-type: none"> • Try using small groups (increases engagement) • Use Think/Pair/Share (call on inattentive students, after asking a question that students think about and share with a peer) • Use Write/Pair/Share (call on inattentive students, after asking a question, having students write down an answer, and having them share their answers with a partner) or One-Minute Paper (call on those students, after asking a question, and students write a one-minute answer) • Move around the classroom for proximity to inattentive students • Rotate class seating or re-group students • Confer with student(s) privately
<p>3. Reluctant to Participate in Class: (Name) comes to class, sits in the back of the class near the door, rarely speaks to classmates, and has yet to ask</p>	<ul style="list-style-type: none"> • Use structured small groups: assign group roles and require group processing • Randomly select group members to share a summary of group work

<p>or share information in class. How would you handle this situation?</p>	<ul style="list-style-type: none"> • Use Think-Pair-Share and Write-Pair-Share
<p>4. Hostile/Oppositional Behavior: (Name) seems to have a chip on his/her shoulder. His/her comments in class often sound either angry or hostile. Even his/her nonverbal behavior seems contentious (looks of contempt, etc.). How would you handle this situation?</p>	<ul style="list-style-type: none"> • Acknowledge student as an individual (encouraging comments on assignments, confer with student on assignments, respond in a constructive manner, etc.) • Meet privately with the student and respectfully ask him or her to moderate his or her behavior. • Listen carefully and respectfully. Then state your position, calmly presenting the issue to entire class, and encourage responses
<p>5. Argumentative/Heated Discussions: A lively class discussion has turned into an intense argument involving 4-6 students. Hostile and damaging comments are being exchanged. How would you handle this situation?</p>	<ul style="list-style-type: none"> • Use constructive controversy/structure a debate (Johnson, D. & Johnson, R., 1997): <ul style="list-style-type: none"> ○ Encourage discussion of multiple views ○ Instruct students to debate the opposite view ○ Encourage discussion of multiple views • List evidence of views on board (T-Chart or Two-Column method or more, representing each view) • Slow tempo of voice and ask an open-ended question • Use Rotating Chair technique (speaker summarizes previous statement before sharing their comment) • Circular Response Discussion (each student shares a comment)
<p>6. Cheating/plagiarizing Student Behavior: You just discovered a student cheating on an exam in your large lecture class of 150 students. How would you handle this situation?</p>	<ul style="list-style-type: none"> • Review University's policy [e.g., (Office for Student Conduct and Academic Integrity)] • Remind class about consequences of cheating (e.g., failing assignment/test, lowering final grade, failing course, etc.) <p>To Prevent Cheating:</p> <ul style="list-style-type: none"> • Review policy in syllabus • Require multiple drafts of paper • Use different forms of the same test of randomized test items

Table from Wingert, D. & Molitor, T. (2009) Best Practices: Preventing and Managing Challenging Classroom Situations. Current in Teaching and Learning, 1(2). Retrieved from: http://www.cvm.umn.edu/facstaff/prod/groups/cvm/@pub/@cvm/@facstaff/documents/asset/cvm_asset_164564.pdf

Teaching Evaluations

The Student Teaching Evaluation process is conducted electronically. At the end of the semester, course evaluations will be sent to students via email. Once the evaluation process is completed, instructors will receive the feedback/evaluations to review electronically. Community Faculty teaching in Advanced Programs will follow their guidelines for administering a paper/pencil class evaluation.

The school also initiates a peer evaluation of teaching process for all community faculty members. During the semester, you will be contacted about a peer evaluation of your teaching. The faculty evaluation of Community Faculty instructor

teaching occurs for the first two courses in which the instructor teaches for the school. After a community faculty member has been teaching the same course for two years, no peer evaluation is required (unless the community faculty member teaches a new course). The school uses a standardized teaching rubric that will be provided to community faculty in advance of an evaluation. The completed form will also be available to community faculty members. If there are questions or concerns about the peer evaluation, you are encouraged to make an appointment with the Director or Assistant Director.

Faculty Contacts

<http://socialwork.ou.edu/faculty-contact-information>

Recording Final Grades

Grades are submitted electronically at the end of each semester. An email is sent out at the end of the semester informing all of due dates. If you teach a weekend course that completes before the end of semester, the grade sheet will not be available until the end of the semester in which the course is taught.

Incomplete Grades

Community Faculty Instructors are prohibited from providing students an incomplete grade by School Policy.

Field Education

Faculty Liaisons serve as the primary link between the practicum setting and the Field Education Program by building, promoting, and maintaining relationships with practicum students, field instructors, practicum preceptors and site officials. The Faculty Liaison acts as co-educator with field instructors by participating in field instructor training; by becoming a School presence in the early weeks of each field placement; by assisting students and instructors with the development of practicum experiences which meet program competency requirements; by assisting with the development of a practicum supervisory structure when needed; by becoming an early and constructive influence in the resolution of student performance problems; and, by assisting instructors with feedback to and evaluation of students. Below is an overview of Faculty Liaison monitoring and documentation expectations:

Faculty Liaison Documentation

The CONTACT LOG can be found on each student's Detail Tab in the Intern Placement Tracking (IPT), a web-based database. Faculty Liaisons have access to an online IPT tutorial. We will use this log for all liaison documentation. You may make brief or even very lengthy notations at any time. When your notation is entered, IPT will automatically stamp your name as the person making the entry, and date your entry as well. This stamping is permanent.

Here is a checklist of ROUTINE things to ALWAYS document:

- All site visits
- Satisfactory student performance
- Non-problematic important developments
- Routine monitoring phone calls
- Other important phone calls
- Important email communication (see below)
- Meetings at the school: with student/instructor/preceptor/or me/etc.
- Significant field seminar incidents (if applicable)
- Other (e.g. a serendipity discussion in a grocery store)

Here is a checklist of the types of things you MIGHT be documenting, depending upon your student's situation. Always document problems and related contacts in the Contact Log:

- Contract development issues
- Contract progress issues

- Student performance difficulties, problems
- Performance problem-related field instructor feedback process
- Field instruction issues
- Student weekly documentation issues
- Practicum hours' issues
- Adherence to the approved activities in the student's Practicum Proposal (in IPT)
- Practicum site issues

Performance Improvement Plans (PIP's) go into the evaluation section of the student's field contract, but a notation indicating that a PIP has been developed should be entered into the contact log.

Here is a list of things that several things that may be documented:

- Disruption of placement (e.g. student medical withdrawal, instructor leaves agency)
- Level Review activity (yes, paste the entire summary)
- Termination of Practicum (not the entire summary, just a note)
- Appeals Activity (just a note)

When you are documenting:

- It is critical that you supply dates of actual events you are mentioning in your entry. For example, state the date of your site visit. IPT will only show the date you are logging.
- If you refer to a significant email, along with indicating the significance of the email, state the date of the email so you can easily find it should you need to at some point. (Always make entries for important emails.)
- Field Education administration will be making limited entries in the student's log as well. This way everyone will know when there are important things going on that involve your practicum students. And, we will have a record.
- You are creating a timeline. It is important to enter significant practicum developments as they happen so we can have a chronological accounting of important developments. Students and instructors cannot see this log.

For more information, see the Field Education Manual at <http://socialwork.ou.edu/policies-and-procedures>, and the campus specific Field Education Coordinator.

Appeals Procedures

Remember, these logs could potentially be submitted in future appeals procedures. As a school, we need documentation of student difficulties, and how the instructor and the school have responded to these difficulties. We must be able to provide documentation demonstrating that the student was given feedback and a fair chance to succeed in our program.

So, when there are problems, use the Contact Log to tell the story of the practicum. There is no need to write everything. You will know what you need to document. For example, if your student is not responding to instructor feedback, or is struggling with the role of learner or with supervision, or behaving unprofessionally, you will know to document that. If the instructor calls and asks for your help because their instructional efforts alone are not successfully addressing performance difficulties, you will know to document that.

PLEASE DEVELOP THE HABIT OF USING THE CONTACT LOG!

Teaching & Classroom Resources and Information

Instruction Resources

- Educational Development Resources: <http://teaching.berkeley.edu/resources>
- School resources: <http://socialwork.ou.edu/community-faculty>

OU Resources

OU FACULTY RESOURCES http://www.ou.edu/web/faculty_staff.html

University of Oklahoma Center for Teaching Excellence <http://www.ou.edu/cte.html>

- OU Norman: <http://www.ou.edu>
- OU Norman Library: <http://libraries.ou.edu/>
- OU Library Services for Faculty: <https://libraries.ou.edu/facultystaffservices>
- OU-Tulsa: <http://tulsa.ou.edu>
- OU-Tulsa Library: <http://library.tulsa.ou.edu/>
- OU-Tulsa Student Affairs: <http://www.ou.edu/content/tulsastudentaffairs.html>
- OU-Tulsa Writing Services: <http://library.tulsa.ou.edu/main/writing-services>
- OU Human Resources: <http://hr.ou.edu/>

ONE

ONE offers information and support to students, faculty, and staff. ONE can be accessed by visiting <http://www.one.ou.edu>. To log into ONE, you must use your 4x4 and password. ONE is a University of Oklahoma wide information system used to aid in IT/computer support, the use of CANVAS, managing your classes, managing your OUNet ID, access the library, accessing academics, and receiving employee updates. There are several other uses for ONE. As an instructor, give yourself enough time to learn the ONE system before the semester begins. ONE is also where you locate your room number for the semester.

CANVAS

CANVAS is OU's system of choice utilized to post assignments, class discussions, quizzes or tests, grades, etc. Assignments can be set to open and close at specified times. Lectures and power point presentations can be downloaded for class use. Students can also turn in assignments electronically through the CANVAS system. The use of CANVAS can and will limit the amount of paper used during the semester where most of your class can be conducted electronically. Please be sure to allow yourself an ample amount of time to acquaint yourself with the CANVAS system before your class begins.

NOTE: OU policy requires that course syllabi be posted in CANVAS one week before the start of courses.

Graduate/Undergraduate Program Manuals

The Graduate & Undergraduate Program Manuals for Social Work is available online, <http://socialwork.ou.edu/policies-and-procedures>. These manuals contain the MSW & BSW degrees (respectively), admission policy, student conduct, curriculum, dual degrees and related programs (MSW), and enrollment information.

Technical Resources

- OU Information Technology Faculty Website <http://www.ou.edu/ouit/>
- OU Rosters: <https://one.ou.edu> If you are assigned as the official Instructor of Record of a class, you will be able to log in and access the following:
 - Email the class
 - Download a spreadsheet of your class roster
 - Photo Rosters
 - Number of students enrolled
 - Time and location of class
- CANVAS: <http://canvas.ou.edu>

Tutorials

Online Tutorials available at the OU Library Website <http://libraries.ou.edu/help/tutorials/>

The tutorials include:

- Introductory Modules
 - Academic Integrity: Avoiding Plagiarism (12:49)
Revised Summer 2017

- Learning About Information
 - Evaluating Information Needs (5:17)
 - Evaluating Information Sources (self-paced)
 - Understanding Scholarly Information (2:09)

Helpful Articles

- We have identified a few articles that we believe are useful for our Community Faculty.
- You can access this article by using your 4+4 to log in to <https://libraries.ou.edu/> and search for:
 - Fagan-Wilen, R., Springer, D., Ambrosino, B., & White, B. (2006). The Support of Adjunct Faculty: An Academic Imperative. *Social Work Education*, 25(1), 39-51. doi:10.1080/02615470500477870
- You can access this article at http://www.cvm.umn.edu/facstaff/prod/groups/cvm/@pub/@cvm/@facstaff/documents/asset/cvm_asset_164564.pdf:
 - Wingert, D., Molitor, T. (2009). Best Practices: Preventing and Managing Challenging Classroom Situations. *In Teaching and Learning*, 1(2), 4-18.

Building and Equipment Needs

Norman

Classroom Management schedules the location of classes within Zarrow Hall. Classrooms are assigned based on teaching needs and size of class. Exterior doors open M-F at 7:00 am and will close 30 minutes before the last class ends. If classes are held on the weekend, doors will open 30 minutes prior to class starting and close 30 minutes before the last class ends.

Resetting the room: Diagrams on how to have the room setup is located by the door of each classroom. If a classroom is not properly setup prior to your class starting, please inform the Managerial Associate and or Continuing Education Assistant.

Tulsa

The location of a class is made based on a master OU-calendar for all departments and schools within OU-Tulsa. Classrooms are assigned based on the teaching needs of the class, i.e. the computer lab may be needed to teach Research I & II. Security (located on the 1st floor/South entrance of the main building) will open rooms 30 minutes prior to the scheduled class. All outside doors lock at 6:00pm nightly. To gain entrance into the main building after 6:00pm you must enter at the South entrance where the security office is located. If teaching a weekend class, to gain entrance into the main building on Saturday or Sunday morning, you must enter through the South entrance where the security office is located.

NOTE: If you reset the room, please return it to its original setting. See photos below:

Correct Reset



Messy Reset (tables aligned, four rows, etc.)



Copy Room Access & Needs

Norman

The copier, equipped with a scanner, is located on the third floor, room 344. Please see/call/email Linda Miller at (405) 325-9063, before the start of the semester for a short orientation regarding the use of the copier/scanner. You have access to the 3rd floor from 7:30-5:00pm M-F. Access during evenings and weekends will be limited. Please plan accordingly.

Tulsa

As an instructor, you will have access to the mail/copy rooms. The mail room is on the 1st floor of the J wing where staff mail boxes and a copier are located. Another copier room is located on the 3rd floor J wing where the Social Work Department offices are located. Each copier is equipped with a scanner and a fax. Please call/see/email Lindsay Myers at (918) 660-3489, lindsay.myers@ou.edu before the start of the semester for a short orientation regarding use of the copier/fax/scanner. You will receive a copier code at the time of your orientation.

Library Copy & Printing Access

Norman

There are several computer labs located around campus that have printing capability but you will be charged for using them, there is no allotted purse like the Tulsa campus. The locations are listed at the following website.

<http://www.ou.edu/ouit/learning/labs.html>

Tulsa

All Faculty have access to the OU-Tulsa PrintOU-T service. If for any reason you are unable to use the copy resources available to you in the Social Work Department, you may use the PrintOU-T services in the Library, using your 4X4 and password. Through this service, students, faculty and staff are allocated a twenty-dollar purse, and a set number of pages they can print each semester at no additional cost. PrintOU-T is available in the 24/7 computer lab in room 1C65, the computer lab in room 3E35, the student lounge in Building 3, the second-floor copy room in the Learning Center, and in the computer commons in the Schusterman Library.

For any questions regarding the Library or the use of PrintOU-T, please contact Stewart Bower, Schusterman Library Director, at (918) 660-3222, or follow this link: <http://library.tulsa.ou.edu/about/printou-t>

Information Technology and Technical Support

Norman

If you are teaching in Zarrow Hall, contact Diane Freeman, (405) 325-2822, dkfreeman@ou.edu to set up an appointment for training on the equipment in the classroom you will be using. Diane is also available M – F 8:00 am – 5:00 pm to assist with any problems. If it is after hours, you can contact the IT department at (405) 325-4957.

Tulsa

The IT department is available during class if you run into a problem when using equipment (computer, smart board, projector, DVD/VCR, etc.) during your class session. Phones are located in each classroom. Dial (918) 660-3812 to reach an IT professional.

Graduate Research Assistant's or GRA's

The Social Work Department has a number of Graduate Research Assistants each semester to help with general office duties and research projects that various faculty members are involved in. If you need assistance with a project contact Laura Kent (Tulsa) at lkent@ou.edu or Linda Miller (Norman) lkmiller@ou.edu

Program Curriculum

The school's curriculum is developmental and consists of core competencies and practice behaviors that are written in a developmental progression. As students advance through the program, they acquire more advanced skills and are able to demonstrate core competencies as measured by practice behaviors. These competencies and practice behaviors are infused into coursework and are mapped to specific courses and assignments.

Bachelor of Arts in Social Work Curriculum¹

Overview

The Bachelor of Arts in Social Work is offered as a liberal arts degree within a professional school. The maintenance of the liberal arts degree supports the Council on Social Work Education's recommendation that the basis for a strong professional degree is a strong liberal arts foundation. The major consists 60 hours of general education, and major work consisting of a 3 hour lower division introductory course followed by 42 upper division hours.

Development of a Social Work Professional: Competencies and Practice Behaviors

Social work students must demonstrate competency as practitioners through evidence of having acquired practice behaviors. The Council on Social Work Education, through its Educational Policy and Accreditation Standards, requires the following competencies to be taught in a social work curriculum.²

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Coursework

Foundation Year Fall Coursework includes the following courses:

S WK 3003	Interviewing Skills in Generalist Practice
S WK 3103	Generalist Practice with Individuals & Families
S WK 3233	Human Behavior: Individuals & Families
S WK 3323	Human Diversity and Social Justice

Foundation Year Spring Coursework includes the following courses:

S WK 2223	Statistics for Social Work
S WK 3113	Generalist Practice with Families & Groups
S WK 3243	Human Behavior: Organizations, & Communities
S WK 3313	Social Welfare Policy: Analysis & Practice

Concentration Year Fall Coursework includes the following courses:

S WK 4083	Undergraduate Social Work Research Methods I
S WK 4103	Generalist Practice with Organizations & Communities
S WK 4311	Practicum Seminar I

¹ BA in Social Work program is offered on Norman campus only.

² The full list of the competencies and practice behaviors can be viewed in Appendix C

S WK 4315 Practicum I

Concentration Year Spring Coursework includes the following courses:

S WK 4093 Undergraduate Social Work Research Methods II

S WK 4331 Practicum Seminar II

S WK 4325 Practicum II

Masters of Social Work Curriculum

The program consists of both a foundation and concentration curriculum. The School requires that students complete their required Foundation classes (including practicum) prior to taking required Concentration classes (including practicum).

The Foundation Curriculum³

The Foundation curriculum is based on a generalist model of social work practice and prepares students for the advanced coursework and skills needed for the Concentration year. Foundation year competencies and the operationalization of these competencies have been developed by the Anne and Henry Zarrow School of Social Work in order to illustrate the expectations of students following the completion of the foundation curriculum. These are highlighted in Appendix D.

Foundation Coursework

The courses that comprise the Foundation curriculum:

- S WK 5083 Social Work Research Methods I
- S WK 5103 Generalist Practice with Individuals, Families, and Treatment Groups
- S WK 5233 Human Behavior: Individuals, Families, and Treatment Groups
- S WK 5333 Human Diversity and Societal Oppression
- S WK 5413 Social Work Practicum I
- S WK 5093 Social Work Research Methods II
- S WK 5113 Generalist Practice with Groups, Organizations, and Communities
- S WK 5243 Human Behavior: Groups, Organizations, and Communities
- S WK 5313 Social Welfare Policy Practice and Analysis
- S WK 5423 Social Work Practicum II

The Concentration Curriculum

The Concentration comprises the final 30 credit hours. In both Concentrations, the required courses sum to 24 hours. Non-thesis students take 6 hours of electives to bring the total for the Concentration to 30 hours. Thesis students take 2 - 6 hours of thesis credits and additional elective hours (if any) to bring the total to 30 hours. For ACP or DP students taking the thesis option, S WK 5983 or S WK 5973 is not required (see Master's Thesis Option section).

Students select one of two Concentrations:

- Direct Practice (practice emphasis with individuals, families and small groups)
- Administration and Community Practice (practice emphasis with larger groups, organizations and communities).

Advanced Standing students advance directly to the Concentration based on their undergraduate social work degrees.

Direct Practice Concentration

Building on a generalist foundation, students completing the Direct Practice Concentration shall possess values, knowledge and skills to function competently in social work direct practice roles. The following are the DP required courses.

Required Coursework:

- S WK 5503 Advanced Direct Practice with Populations at Risk
- S WK 5613 Advanced Group Work
- S WK 5623 Advanced Social Work Practice with Families
- S WK 5973 Advanced Integrative Seminar for Direct Social Work Practice
- S WK XXXX Elective (6 hours)
- S WK 5816 Practicum III - Direct Practice
- S WK 5826 Practicum IV – Direct Practice

Direct Practice concentration year competencies and the operationalization of these competencies have been developed by the Anne and Henry Zarrow School of Social Work in order to illustrate the expectations of students following the completion of the direct practice curriculum and are listed in Appendix E.

Administration and Community Practice Concentration

Building on a generalist foundation, students completing the School’s Administration and Community Practice Concentration shall possess values, knowledge and skills to function competently in social work administrative and community practice roles. The following are the ACP required courses.

Required Coursework:

- S WK 5553 Human Services Administration
- S WK 5763 Community Organizing and Development
- S WK 5633 Resource Development
- S WK 5983 Program Monitoring and Evaluation
- S WK XXXX Elective (6 hours)
- S WK 5836 Practicum III - Administration & Community Practice
- S WK 5846 Practicum IV – Administration & Community Practice

Administration and Community Practice concentration year competencies and the operationalization of these competencies have been developed by the Anne and Henry Zarrow School of Social Work in order to illustrate the expectations of students following the completion of the administration and community practice curriculum and are listed in Appendix E.

Course Layout: MSW Curriculum

Foundation Year Course Layout (Part-Time)		
Fall- 1 st Year	S WK 5233	Human Behavior: Individuals and Families
	S WK 5333	Human Diversity & Societal Oppression
Spring- 1 st Year	S WK 5103	Generalist Practice: Individuals and Families
	S WK 5243	Human Behavior: Groups, Organizations, & Communities
Fall- 2 nd Year	S WK 5083	Social Work Research Methods I
	S WK 5113	Generalist Practice: Groups, Organizations, & Communities
Spring- 2 nd Year	S WK 5093	Social Work Research Methods II
	S WK 5313	Social Welfare Policy Practice and Analysis
Summer- 2 nd Year	S WK 5413	Social Work Practicum I
	S WK 5423	Social Work Practicum II
Foundation Year Course Layout (Full-Time)		
Fall	S WK 5083	Social Work Research Methods I
	S WK 5103	Generalist Practice: Individuals, Families, & Treatment Groups
	S WK 5233	Human Behavior: Individuals, Families & Treatment Groups
	S WK 5333	Human Diversity & Societal Oppression
	S WK 5413	Social Work Practicum I

Spring	S WK 5093 Social Work Research Methods II S WK 5113 Generalist Practice: Groups, Organizations, & Communities S WK 5243 Human Behavior: Groups, Organizations, & Communities S WK 5313 Social Welfare Policy Practice and Analysis S WK 5423 Social Work Practicum II
Concentration Year Course Layout (Full-Time, Direct Practice)	
Fall	S WK 5503 Advanced Direct Practice with Populations at Risk S WK 5613 Advanced Group Work S WK 5623 Advanced Social Work Practice with Families S WK XXXX 2 Electives (may take before this time)
Spring	S WK 5816 Practicum III –Direct Practice S WK 5826 Practicum IV – Direct Practice S WK 5973 Advanced Integrative Seminar for Direct Social Work Practice
Concentration Year Course Layout (Full-Time, Administration & Community Practice)	
Fall	S WK 5553 Human Service Administration S WK 5633 Resource Development S WK 5836 Practicum III – Administration & Community Practice S WK XXXX 2 Electives (may take before this time)
Spring	S WK 5763 Community Organization & Development S WK 5846 Practicum IV – Administration & Community Practice S WK 5983 Program Monitoring and Evaluation

Appendix A: Master Syllabus

REQUIRED COURSE MASTER SYLLABUS TEMPLATE

Note:

IG - individual instructor generated, but required sections on every syllabi (these are highlighted in blue)

CCG - curriculum committee generated, required on every syllabi (these are highlighted in yellow)

All other language is permanent, the same on every syllabus in BSW and MSW program.



THE UNIVERSITY OF OKLAHOMA
ANNE AND HENRY ZARROW SCHOOL OF SOCIAL WORK

S WK XXXX– COURSE NAME
#CREDITS

INSTRUCTOR:

IG:

INSTRUCTOR CONTACT INFORMATION:

IG:

SEMESTER AND CLASS TIME:

IG:

OFFICE HOURS:

IG:

I. COURSE DESCRIPTIONS:

A. Course Title: CCG: S WK XXXX CC Course Title Here

B. Catalog Description: CCG approved description

C. Hours of Credit: CCG semester hours

D. Prerequisite: CCG: list any prerequisites as listed in catalog and graduate bulletin

II. PURPOSE:

CCG: Purpose of course is succinctly stated here, approved by curriculum committee

III. EDUCATIONAL OUTCOMES:

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

A. CCG: Outcomes for this class listed here; all sections have same outcomes. Retain all approved outline formats. Outcomes are linked to competencies and major course divisions, and should be clear and specific.

IV. SOCIAL WORK COMPETENCIES AND PRACTICE BEHAVIORS ASSESSED:

CCG: Each course identifies the relevant competencies and practice behaviors addressed in course

Format below:

A. List the competency here

i. List the practice behavior here (Assessed in Assignment #)

V. TEXT(S):

The most recent APA manual is required in every social work course. The current manual (2009) ISBN is: 978-1433805615.

At least one primary text must be selected from the approved textbook lists. The approved text list will consist of 1-3 textbooks. This list is developed by the content area subcommittee and approved by the curriculum committee. Instructors are free to use supplemental texts, articles, or learning materials in addition to the primarily text as desired. * If your preference is not on the list, please submit your selection(s) to the curriculum area committee chairperson for approval.

IG: instructor must indicate textbook

VI. TEACHING/LEARNING METHODS:

IG: Individual instructors complete this section, highlighting teaching style, learning methods used in course

VII. CLASS POLICIES:

A. Methods of Evaluation

IG: Individual instructors indicate how students will be graded

B. Breakdown of Class Grading

CCG: Common assignments listed here, weights must total at least 50% of the course grade or a higher percentage if determined by the sub-committee. Individual minimum weights will be specific for each assignment & these minimum weights will sum to the total minimum for all assignments.

IG: Individual instructors indicate the point value of assignments

C. Academic Conduct

Cheating is strictly prohibited at the University of Oklahoma. As a member of the OU community it is your responsibility to protect your educational investment by knowing and following the rules. For specific definitions on what constitutes cheating, review the *Student's Guide to Academic Integrity* at:

http://integrity.ou.edu/students_guide.html.

This information can be obtained at <http://studentconduct.ou.edu/>. Also important to know are "9 Things You Should Already Know About Plagiarism" http://integrity.ou.edu/files/nine_things_you_should_know.pdf.

Students are bound by the OU Student Code and the NASW Code of Ethics, and should also be familiar with the Anne and Henry Zarrow School of Social Work Academic and Professional Performance. Plagiarism in any form, which includes but is not limited to cheating on tests, using another's work without attribution or permission, using your previous work from another course, or allowing someone to use your work, whether on an exam or a paper, will not be tolerated. The NASW Code of Ethics is available at www.naswdc.org/. The Code of Ethics states "Social workers should not participate in, condone, or be associated with dishonesty, fraud or deception." One of the values on which the Code of Ethics is based is that of integrity and one of the ethical principles derived from this value is "Social workers behave in a trustworthy manner."

D. Statement of Reasonable Accommodation

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities must be registered with the Disability Resource Center (Norman) or the Office of Disability Resources (Tulsa). These offices then determine and notify the student and instructor of any accommodations in this course. Any student who because of a disability may need special arrangements or accommodations to meet the requirements of this course, ensure full participation, and facilitate educational opportunities should consult with the instructor as soon as possible. The office of Disability Services provides an array of services to meet the needs of students with disabilities, please refer to their office or visit their webpage for further information: <http://drc.ou.edu/content/view/166/118/>

OU-Norman Disability Resource Center 730 College Avenue – University Community Center Norman, OK 73019 405-325-3852 (voice) 405-217-3494 (VP) 405-325-4491 (Fax) Email: drc@ou.edu http://www.ou.edu/drc/home.html	OU-Tulsa Office of Disability Resources Schusterman Center 4502 East 41 st Street Tulsa, OK 74135-2512 918-660-3100
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E. Provost-Approved University Activities and Religious Observances

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

F. Health Insurance Portability and Accountability Act Statement (HIPAA)

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

G. Adjustments for Pregnancy/Childbirth Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see [Pregnant and Parenting Student's Rights](#) for commonly asked questions.

H. Title IX Resources

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

In Norman, report gender discrimination or sexual misconduct to the [Sexual Misconduct Office](#) or the Sexual Misconduct Officer, Kathleen Smith at smo@ou.edu or to the Title IX Coordinator, Bobby Mason at bjm@ou.edu. Both can be reached at (405) 325-2215, Four Partners Place, 301 David L. Boren Blvd., Suite 1000, Norman, Oklahoma 73019. Additionally, Mr. Mason can be reached at the OU-Health Sciences Center campus at mason@ouhsc.edu, (405) 271-2110, 755 Research Parkway, Building 4, Suite 429, Oklahoma City, OK 73104. Additional sexual assault resources can be accessed at OU Advocates: 405-615-0013, available 24/7 at the University Counseling Center within Goddard Heath Center, Second Floor (405)-329-2911.

In Tulsa, report gender discrimination or sexual misconduct to Josh Davis (Joshua-davis@ouhsc.edu, 918-660-3107) or smo@ou.edu.

IG: *individual faculty can add additional class policies if desired. (Example: class distractions, late assignments, attendance)

VIII. MAJOR COURSE DIVISIONS:

A. CCG: Content area subcommittees generate these course divisions and list on syllabus. This should read like a general list of the content covered in the course. Instructors responsible for covering these divisions, in the order they determine and list in course calendars. All sections have the same major course divisions.

IG: As long as all major course divisions are covered, individual instructors can add major course division or additional content within these as desired.

IX. COURSE SCHEDULE:

IG: Individual instructors must provide a detailed course schedule. List here the due dates of readings, topics, assignments, and schedule.

Course Outline:

Date	Topics Covered	Assigned Readings	Assignments Due

X. COURSE ASSIGNMENTS:

CCG: Common assignments: each required course will include common assignments. These assignments assess and list the competencies & practice behaviors of this course, which are listed in Roman numeral IV. The competencies & practice behaviors addressed by each assignment must be listed.

IG: Additional assignments assigned by individual instructor. These assignments must also relate to the course competencies.

XI. BIBLIOGRAPHY:

CCG: Content area subcommittees generate, update and approve these bibliographies. All sections contain this bibliography. List contains materials that are not required for the course.

IG: Individual instructors may add additional references as desired.

Appendix B: Advanced Programs Required Master Syllabus Template

College of Continuing Education
The University of Oklahoma
Advanced Programs

Course Title:

Course Number: S WK 5XXX

Course Description:

Class Dates, Location, and Hours:

Last Day to Enroll or Drop Without Penalty:

Site Manager: Cathy Yeaman. Phone: (405) 325-3333; Fax: (405) 325-9148; E-mail: apnorman@ou.edu

Course Professor:

Mailing Address:

Telephone Number: **Fax Number:**

E-mail Address:

Professor availability:

Textbook(s) and Instructional Materials:

Student materials are available at the Follett/AP Bookstore at www.oklahomaunion.bkstr.com. Orders may also be placed by telephone at (866) 369-9713 (toll free in the U.S.) or (405) 325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Faxed orders may be placed 24 hours a day to (866) 223-5607 (toll free in the U.S.) or (405) 325-1557 (outside the U.S.).

Required Text:

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

Course Description: Copy and paste from Master Course Syllabus

Purpose: Copy and paste from Master Course Syllabus

Social Work Competencies and Behaviors: Copy and paste from Master Course Syllabus

Educational Outcomes: Copy and paste from Master Course Syllabus

Teaching and Learning Methods: Copy and paste from Master Course Syllabus

Methods of Evaluation and Class Policies: Copy and paste from Master Course Syllabus

Integration of Specific Content Areas: Copy and paste from Master Course Syllabus

MAJOR COURSE DIVISIONS:

Course Outline:

Date	Topics Covered	Assigned Readings	Assignments Due

Assignments: Copy and paste from Master Course Syllabus

Grading Breakdown:

ATTENDANCE/GRADE POLICY NOTICE

Government regulations for completing coursework frequently differ from university requirements. **Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance.** See the education counselor at your local education center for a complete description of your TA or VA requirements.

ACADEMIC HONESTY

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

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

All acts of academic misconduct will be reported and adjudicated as prescribed by the [Student Conduct](#) of the [University of Oklahoma](#).

Please see OU website for details concerning OU Academic Honesty policy set forth by the University of Oklahoma Integrity Council. <http://integrity.ou.edu/>

ACCOMMODATION STATEMENT

The [College of Continuing Education](#) [Advanced Programs] is committed to making its activities as accessible as possible. The College and the University provide a range of special services for those with disabilities. If you anticipate a need for some of these services, please contact your OU Site Manager.

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Manager. Students should retain a copy of any assignments that are mailed to the professor for the course.

COPYRIGHT

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

EDUCATION

CURRENT POSITIONS

FREQUENTLY TAUGHT ADVANCED PROGRAMS COURSES

MAJOR AREAS OF TEACHING AND RESEARCH INTEREST

REPRESENTATIVE PUBLICATIONS AND PRESENTATIONS

MAJOR PROFESSIONAL AFFILIATIONS

REPRESENTATIVE HONORS AND AWARDS RECEIVED

Appendix C: Baccalaureate Curriculum Competencies and Practice Behaviors

Baccalaureate Curriculum Competencies and Practice Behaviors
Students know the profession's history and are committed to SW core values and principles, and recognize that SW as a profession is unique in its focus on social justice and person in the environment.
Competencies operationalized:
B 1.1 Advocate for client access to services available in their communities.
B 1.2 Initiate and engage in the practice of personal reflection in order to analyze professional strengths, limitations, and biases both generally and in specific cases.
B 1.3 Function within professional roles and boundaries with clients and coworkers.
B 1.4 Demonstrate professional demeanor in behavior, appearance, and communication.
B 1.5 Commit to life-long learning particularly in their commitment to evidence-based practices
B 1.6 Utilize supervision and consultation for self-reflection, ethical dilemmas, skill enhancement, and professional growth.
Students identify basic dimensions of ethical dilemmas. They can analyze and appraise ethical issues and legal parameters.
Competencies operationalized:
B 2.1 Recognize and manage personal biases as they emerge so that professional values guide practice
B 2.2 Make ethical decisions by identifying the relevant standards in the NASW Code of Ethics.
B 2.3 Tolerate ambiguity in resolving ethical conflicts.
B 2.4 Employ strategies of ethical reasoning to address emerging issues and the impact on client systems. Consider potential consequences of various courses of action. Identify and use knowledge of relationship dynamics, including power differentials.
Students are knowledgeable about scientific inquiry, and the importance of critical reading of research.
Competencies operationalized:
B 3.1 Identify and appraise multiple sources of knowledge, including research-based knowledge.
B 3.2 Identify and critique multidimensional assessment, prevention, intervention, and practice evaluation tools.
B 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
B 3.4 Identify and describe multiple theoretical perspectives.
Students apply their knowledge of diversity to the helping relationship and to clients' problems.
Competencies operationalized:
B 4.1 Work effectively with diverse populations supporting cultural differences and being cognizant of power and privilege dynamics
B 4.2 Utilize self-awareness to suspend personal bias and values in professional practice. Identify and use practitioner/client differences from a strengths perspective
B 4.3 Critique evidence-based practices as often culture-bound and adapt those practices to be culturally relevant
B 4.4 View themselves as learners and engage those with whom they work as experts on their own experiences
Students understand that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Competencies operationalized:
B 5.1 Engage in practices that advance social and economic justice
B 5.2 Advocate for human rights and social and economic justice
Students are able to apply research and employ evidence-based interventions.
Competencies operationalized:
B 6.1 Utilize evidence based practices with specific client problems.
B 6.2 Conduct informed literature reviews when working with specific client problems.
B 6.3 Use research evidence to inform practice.
B 6.4 Evaluate a community's use of evidence-based practices in a specific practice area.

Students can select and apply theories of human behavior and the social environment (biological, developmental, psychological, social, cultural, and spiritual) to diverse populations.
Competencies operationalized:
B 7.1 Apply bio-psycho-social-cultural frameworks in the formulation of comprehensive assessments, interventions and evaluations
B 7.2 Conceptualize client problems in context of person in the environment as well as understand the complexity and interrelated contribution of bio-psycho-social factors in different forms of adaptation and coping
B 7.3 Select, and apply knowledge of human development to practice with diverse populations
Students know the history and current structures of social policies, services, and service delivery.
Competencies operationalized:
B 8.1 Analyze, formulate, and advocate for policies that advance social well-being
B 8.2 Collaborate with colleagues and clients for effective policy action
Students recognize that the context of practice is dynamic, and ever changing
Competencies operationalized:
B 9.1 Continuously discover, appraise, and respond to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
B 9.2 Advocate for sustainable changes in service delivery and practice to improve the quality of social services.
B 9.3 Work collaboratively with others to effect systemic change that is sustainable and relevant
Students have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.
Competencies operationalized:
B 10.1 Engagement
B 10.1(a) Use empathy, unconditional positive regard, genuineness, reflective listening and other engagement strategies
B 10.1(b) Reduce client resistance through joining techniques.
B 10.1(c) Describe agency services with full transparency and informed consent around mutually agreed upon outcomes
B 10.1(d) Develop a mutually agreed-on focus of work and desired outcomes
B 10.2 Assessment
B 10.2(a) Collect, organize, and interpret basic client data multidimensional bio-psycho- social-spiritual assessments
B 10.2(b) Identify client strengths and limitations
B 10.2(c) Develop intervention plans through the use of mutually agreed-on goals and objectives
B 10.2(d) Select appropriate, evidence-based intervention strategies
B 10.3 Intervention
B 10.3(a) Initiate actions to achieve organizational goals
B 10.3(a) Develop and implement intervention plans through the use of mutually agreed-on goals and objectives
B 10.3(c) Help clients resolve problems
B 10.3(d) Negotiate, mediate, and advocate for clients
B 10.3(e) Facilitate transitions and endings
B 10.4 Evaluation
B 10.4(a) Monitor and evaluate interventions

Appendix D: Foundation Year Competencies and Practice Behaviors

Foundation Curriculum
Students know the profession's history and are committed to SW core values and principles. They recognize that SW as a profession is unique in its focus on social justice and person in the environment.
Competencies operationalized:
F 1.1 Advocate for client access to services available in their communities.
F 1.2 Recognize the importance of identifying the influence of their own values on practice.
F 1.3 Identify and discuss professional roles and boundaries.
F 1.4 Identify and discuss professional demeanor in behavior, appearance, and communication.
F 1.6 Understand the importance of life-long learning.
F 1.7 Understand the importance of supervision and consultation.
Students have read and discussed the SW Code of Ethics. They are knowledgeable of the value base of the profession, its ethical standards, and relevant laws.
Competencies operationalized:
F 2.1 Recognize personal values in a way that gives priority to professional values in guiding practice
F 2.2 Make ethical decisions by identifying the relevant standards in the NASW Code of Ethics.
F 2.3 Tolerate ambiguity in resolving ethical conflicts.
F 2.4 Describe ethical reasoning using SW ethics hierarchy.
Students are knowledgeable about scientific inquiry, and the importance of critical reading of research.
Competencies operationalized:
F 3.1 Identify and appraise multiple sources of knowledge, including research-based knowledge.
F 3.2 Identify and critique multidimensional assessment, prevention, intervention, and practice evaluation tools.
F 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
F 3.4 Identify and describe multiple theoretical perspectives.
Students understand how diversity shapes the human experience. Diversity is understood as the intersection of multiple factors, which include age, class, gender, color, culture, disability, ethnicity, gender, gender identity, immigration status, political ideology, race, religion, and sexual orientation.
Competencies operationalized:
F 4.1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power
F 4.2 Identify personal biases in working with diverse groups
F 4.3 Understand the importance of difference in shaping life experiences
F 4.4 View themselves as learners and engage those with whom they work as informants
Students understand that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Competencies operationalized:
F 5.1 Describe theories of social justice and the mechanisms of oppression and discrimination
F 5.2 Advocate for human rights and social and economic justice
Students understand quantitative and qualitative research along with the scientific and ethical approaches to building knowledge.
Competencies operationalized:
F 6.1 Understand the importance of evidence-based practices
F 6.2 Conduct informed literature reviews when working with specific client problems
F 6.3 Use research evidence to inform practice
F 6.4 Evaluate a community's use of evidence-based practices in a specific practice area
Students are knowledgeable about human behavior across the life span. They can describe theories pertaining to biological, social, cultural, psychological, and spiritual development.
Competencies operationalized:
F 7.1 Discuss conceptual frameworks that guide the processes of assessment, intervention, and evaluation

F 7.2 Understand the complex interrelatedness of individuals and the various systems that comprise their social environment
F 7.3 Understand basic developmental processes, achievements, and challenges through the lifespan
Students know the history and current structures of social policies, services, and service delivery.
Competencies operationalized:
F 8.1 Analyze, formulate, and advocate for policies that advance social well-being
F 8.2 Collaborate with colleagues and clients for effective policy action
Students recognize that the context of practice is dynamic, and ever changing.
Competencies operationalized:
F 9.1 Continuously discover, appraise, and respond to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
F 9.2 Advocate for sustainable changes in service delivery and practice to improve the quality of social services.
Students have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.
Competencies operationalized:
F 10.1 Engagement
F 10.1(a) Use empathy, unconditional positive regard, genuineness, reflective listening and other engagement strategies
F 10.1(b) Reduce client resistance through joining techniques.
F 10.1(c) Describe agency services with full transparency and informed consent around mutually agreed upon outcomes
F 10.1(d) Develop a mutually agreed-on focus of work and desired outcomes
F 10.2 Assessment
F 10.2(a) Collect, organize, and interpret basic client data multidimensional bio-psycho- social-spiritual assessments
F 10.2(b) Identify client strengths and limitations.
F 10.2(c) Develop intervention plans through the use of mutually agreed-on goals and objectives
F 10.2(d) Select appropriate, evidence-based intervention strategies
F 10.3 Intervention
F 10.3(a) Initiate actions to achieve organizational goals
F 10.3(b) Develop intervention plans through the use of mutually agreed-on goals and objectives
F 10.3(c) Help clients resolve problems
F 10.3(d) Negotiate, mediate, and advocate for clients
F 10.3(e) Facilitate transitions and endings
F 10.4 Evaluation
F 10.4(a) Monitor and evaluate interventions

Appendix E: Concentration Year Competencies and Practice Behaviors

(Direct Practice and Administration and Community Practice)

Direct Practice Curriculum	ACP Curriculum
Students readily identify themselves as professionals and can critically evaluate their own practice. They demonstrate the professional use of self with clients. Competencies operationalized:	Students readily identify and act as social work professionals. Competencies operationalized:
DP 1.1 Advocate for client access to evidence-based services.	ACP 1.1 Advocate for client access to evidence-based social work practice.
DP 1.2 Regularly practice personal reflection in order to analyze professional strengths, limitations, and biases both generally and in specific cases.	ACP 1.2 Continually engage in personal reflection and self-correction to further professional development.
DP 1.3 Develop a personal plan of self-correction and improvement based on personal reflection.	ACP 1.3 Maintain professional roles and boundaries.
DP 1.4 Demonstrate professional demeanor in behavior, appearance, and communication.	ACP 1.4 Exhibit comportment for professional behavior, appearance and communication
DP 1.5 Function within professional roles and boundaries with clients and coworkers.	ACP 1.5 Maintain career-long professional development.
DP 1.6 Function within professional roles and boundaries recognizing both the differences and similarities with other helping professions.	ACP 1.6 Utilize supervision and consultation for professional practice
DP 1.7 Identify personal field of practice preferences and describe specific knowledge expectations and requirements for that field of practice.	
DP 1.8 Commit to life-long learning, particularly in their commitment to evidence-based practices.	
DP 1.9 Utilize supervision and consultation for complex cases, self-reflection, ethical dilemmas, skill enhancement, and professional growth.	
Students are able to identify multiple dimensions of ethical dilemmas. They can analyze and appraise complicated ethical issues, legal parameters, and shifting societal mores. Competencies operationalized:	Students adhere to social work practice ethical principles for guidance in practice. Competencies operationalized:
DP 2.1 Recognize and manage personal biases as they emerge so that professional values guide practice	ACP 2.1 Exhibit awareness and management of personal values while adhering to professional values in practice.
DP 2.2 Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	ACP 2.2 Apply standards of the National Association of Social Workers Code of Ethics, and/or International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, in making ethical practice decisions.
DP 2.3 Tolerate ambiguity in resolving ethical conflicts	ACP 2.3 Manage ambiguity in ethical conflict resolution
DP 2.4 Employ strategies of ethical reasoning to address emerging issues and the impact on client systems. Consider potential consequences of various courses of action. Identify and use knowledge of relationship dynamics, including power differentials	ACP 2.4 Use ethical reasoning strategies in principled decision-making
Students can differentiate the strengths and limitations	Students utilize critical thinking to inform and

<p>of multiple practice theories and methods. They are able to deconstruct theories and methods to evaluate how they relate to specific and diverse client systems within their environmental contexts. They are able to apply these critiques to individuals, families and groups throughout the lifespan.</p> <p>Competencies operationalized:</p>	<p>communicate professional practice judgments.</p> <p>Competencies operationalized:</p>
<p>DP 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, SW values/ethics, person-in-the-environment fit, and practice wisdom</p>	<p>ACP 3.1 Evaluate and integrate evidence-based practice with practice wisdom and other knowledge sources</p>
<p>DP 3.2 Evaluate, select, and implement multidimensional assessment, intervention, and practice evaluation tools</p>	<p>ACP 3.2 Evaluate assessment, prevention, intervention, termination and evaluation models in practice</p>
<p>DP 3.3 Communicate professional information to clients, social workers, and other professionals, in verbal and formal/informal written formats</p>	<p>ACP 3.3 Exhibit professional standards for oral and written communication with colleagues and in social work practice with individuals, groups, organizations and communities.</p>
<p>DP 3.4 Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations</p>	
<p>Students apply their knowledge of diversity to the helping relationship and to clients' problems.</p> <p>Competencies operationalized:</p>	<p>Students demonstrate awareness of and appreciation for diversity and difference in practice.</p> <p>Competencies operationalized:</p>
<p>DP 4.1 Work effectively with diverse populations supporting cultural differences and being cognizant of power and privilege dynamics</p>	<p>ACP 4.1 Retain awareness of and appreciation for socio-cultural structures and values which create or enhance power and privilege</p>
<p>DP 4.2 Utilize self-awareness to suspend personal bias and values in professional practice. Identify and use practitioner/client differences from a strengths perspective</p>	<p>ACP 4.2 Utilize self-awareness to suspend personal bias and values in professional practice. Identify and articulate the role of difference in influencing individual life experiences</p>
<p>DP 4.3 Critique evidence-based practices as often culture-bound and adapt those practices to be culturally relevant</p>	<p>ACP 4.3 Identify themselves as lifelong-learners who engage with those in practice as informants</p>
<p>DP 4.4 Research and apply knowledge of diverse populations to enhance interventions</p>	
<p>DP 4.5 View themselves as learners and engage those with whom they work as experts on their own experiences</p>	
<p>Students can analyze the negative effects of economic, social, and cultural factors in the lives and presenting problems of clients.</p> <p>Competencies operationalized:</p>	<p>Students are able to advance social, political and economic justice by advocating for human rights.</p> <p>Competencies operationalized:</p>
<p>DP 5.1 Use knowledge of the effects of oppression, discrimination, and historical trauma on client systems to guide interventions</p>	<p>ACP 5.1 Recognize and respond to forms, mechanisms and methods for oppression and discrimination</p>
<p>DP 5.2 Engage in practices that advance social and economic justice</p>	<p>ACP 5.2 Advocate for social, political and economic justice human rights</p>
<p>DP 5.3 Access and refer clients to resources that provide economic supports</p>	<p>ACP 5.3 Advance social, political and economic justice in professional practice</p>
<p>Students are able to research and critique evidence-based interventions.</p>	<p>Students conduct research-informed practice and practice-informed research.</p>

Competencies operationalized:	Competencies operationalized:
DP 6.1 Select and adapt evidence-based practices to specific client problems	ACP 6.1 Inform scientific inquiry with practice experience
DP 6.2 Apply literature reviews findings to assessment and intervention with diverse client problems	ACP 6.2 Inform practice experience with evidenced-based practice
DP 6.3 Describe the limitations of evidence-based practices	
Students can synthesize and differentially apply theories of human behavior and the social environment (biological, developmental, psychological, social, cultural, and spiritual) to diverse populations. Competencies operationalized:	Students are able to inform practice with knowledge of human behavior in the social environment. Competencies operationalized:
DP 7.1 Apply bio-psycho-social-cultural frameworks in the formulation of comprehensive assessments, interventions and evaluations	ACP 7.1 Apply frameworks for engagement, assessment, intervention, termination and evaluation
DP 7.2 Conceptualize client problems in context of person in the environment as well as understand the complexity and interrelated contribution of bio-psycho-social factors in different forms of adaptation and coping	ACP 7.2 Critically evaluate and apply knowledge of people in their environments
DP 7.3 Critically evaluate, select, and apply knowledge of human development to practice with diverse populations	
Students recognize the connection between clients and practice, with public and organizational policies. Competencies operationalized:	Students advance social, political, and economic well-being in policy practice through responsive social work practice. Competencies operationalized:
DP 8.1 Communicate to stake- holders the implications of policies and policy change in the lives of clients	ACP 8.1 Evaluate, design, and advocate for policies which advance social, political and economic well-being
DP 8.2 Collaborate with colleagues and clients for effective policy action	ACP 8.2 Sustain policy action through colleague collaboration
Students can articulate how relational, organizational, and community systems impact specific clients. They can anticipate and respond to evolving cultural, technological, geographical, political, legal, economic, and environmental contexts in Oklahoma and beyond. Competencies operationalized:	Students remain responsive to practice contexts. Competencies operationalized:
DP 9.1 Develop interventions that respond to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. Assess the quality of clients' interactions within their changing social contexts	ACP 9.1 Evaluate and respond to locale, population, political, economic, societal, scientific and technological changes and trends to deliver effective practice
DP 9.2 Provide leadership in effecting sustainable changes in service delivery	ACP 9.2 Lead sustainable efforts for quality social work practice
DP 9.3 Work collaboratively with others to effect systemic change that is sustainable and relevant	
Students use interactive and reciprocal processes of therapeutic engagement, multidimensional assessment, evidence-based intervention, and practice evaluation at multiple levels. They have a theoretically informed knowledge base so as to effectively practice with	Students foster engagement with organizations and communities, facilitate assessment of organizations and communities, coordinate and deliver interventions for communities and organizations, and evaluate practice professional with communities and organizations.

individuals, families, and groups. Competencies operationalized:	Competencies operationalized:
CY DP 10.1 Engagement	CY ACP 10.1 Engagement
DP 10.1(a) Substantively and affectively prepare for action with individuals, families, and groups by thoughtfully considering data from the case.	ACP 10.1(a) Lead action efforts along with individuals, groups, organizations, and communities
DP 10.1(b) Develop a culturally responsive and empathic relationship with clients which attends to interpersonal dynamics and contextual factors that can either strengthen or threaten the relationship	ACP 10.1(b) Provide empathy through strong interpersonal skills
DP 10.1(c) Establish and use an empathic, relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes	ACP 10.1(c) Design collaborative work agreements with clear desired outcomes
CY DP 10.2 Assessment	CY DP 10.2 Assessment
DP 10.2(a) Use assessment tools which are supported by evidence based practice and have been critically examined for cultural sensitivity	ACP 10.2(a) Gather and evaluate client data
DP 10.2(b) Assess client's coping strategies to reinforce and improve adaptation to life situations, circumstances, and events	ACP 10.2(b) Evaluate clients systemic strengths and limitations
DP 10.2(c) Interpret qualitative and quantitative data to measure and ascertain contributing elements of the problem(s)	ACP 10.2(c) Design collaborative interventions goals, objectives and tasks
DP 10.2(d) Identify and utilize client strengths to create intervention strategies	ACP 10.2(d) Determine and apply evidenced-based practice strategies and methods
CY DP 10.3 Intervention	CY ACP 10.3 Intervention
DP 10.3(a) Critically evaluate, select, and apply best practices and evidence-based interventions with particular consideration to diversity	ACP 10.3(a) Take action to achieve organizational goals
DP 10.3(b) Select, modify, and prioritize appropriate intervention strategies based on ongoing feedback and assessment	ACP 10.3(b) Deliver prevention and intervention strategies and methods that develop client capacity
DP 10.3(c) Demonstrate the use of appropriate techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies	ACP 10.3(c) Assist clients in systemic problem resolution
DP 10.3(d) Collaborate with other professionals to coordinate client care	ACP 10.3(d) Negotiate, facilitate and advocate for multi-system clients
DP 10.3(e) Facilitate thorough, planned termination which addresses any ongoing needs, clients' feelings, and a review of progress.	ACP 10.3(e) Mediate transitions and terminations with client systems
CY DP 10.4 Evaluation	CY ACP 10.4 Evaluation
DP 10.4(a) Critically analyze client interventions using relevant outcome measures	ACP 10.4(a) Critically analyze multisystem interventions using relevant outcome measures
DP 10.4(b) Use data to determine if outcomes have been achieved	ACP 10.4(b) Use data to determine if outcomes have been achieved

Appendix F: Community Faculty Instructor – Orientation Checklist

1. Complete Community Faculty Survey	<input type="checkbox"/>
2. Attend Orientation or Open House	<input type="checkbox"/>
3. Meet with the Director/Assistant Director about course teaching assignment	<input type="checkbox"/>
4. Review syllabi	<input type="checkbox"/>
5. Confirmation of course text	<input type="checkbox"/>
6. Receive Community Faculty Instructor Manual	<input type="checkbox"/>
7. Schedule Classroom Observation with Current Instructor	<input type="checkbox"/>
8. Complete Human Resources New Employee Paperwork	<input type="checkbox"/>
9. Complete ALL trainings required of all University employees: http://hr.ou.edu/training_dev/RequiredTraining.asp Note: All Social Work employees complete the NORMAN Sexual Harassment & Discrimination Awareness Training, regardless of the campus you are associated with.	<input type="checkbox"/>
10. Communicate with sub-committee chair regarding: <ol style="list-style-type: none"> a. Course assignments b. Syllabi (Master's and Instructor's) c. Additional readings d. Quizzes/tests examples e. PowerPoint/ lecture notes <i>** if available</i> f. Schedule time to observe faculty teaching 	<input type="checkbox"/>
11. Submit syllabus to Sub-Committee Chair or Director/Assistant Director for approval	<input type="checkbox"/>
12. Upload approved syllabus on Canvas Website <i>**Provost policy requires syllabi to be accessible on Canvas one week prior start of class.</i> <ol style="list-style-type: none"> a. Link: www.learn.ou.edu b. Upload additional materials/notes prior to class starting 	<input type="checkbox"/>
13. Schedule a time to have a faculty evaluate your teaching	<input type="checkbox"/>

Appendix G: Adv. Programs Inclement Weather Policy for Weekend & Off-Campus Classes

University of Oklahoma **OUTREACH**

Advanced Programs - Policies and Procedures Manual

Policy: Normally, the University President notifies faculty, staff, and students of his decision to close the University of Oklahoma campus and cancel classes due to extreme weather conditions during the work week (Monday-Friday). However, there is no notification provided by the President to cancel classes on weekends or at locations outside the Norman, Health Sciences and Tulsa campuses.

When inclement weather causes hazardous transportation problems, faculty should give first consideration to their personal safety in evaluating their ability to commute to and from class as well as the safety and welfare of their students. Faculty are not expected to take unnecessary risks of bodily injury to meet their teaching obligations due to severe inclement weather.

Procedure: When extreme weather occurs during the weekend or at an off-campus location, the following steps will be followed regarding whether or not to cancel or shorten the time of a class:

1. **Future Class** (1-2 days ahead) –
 - a. In event that the Professor prefers not to hold class due to a high probability of upcoming severe weather, giving as much notice as possible, he/she should immediately notify the Academic Department Chair (i.e. International Relations, Human Relations, Communications, etc.) and Advanced Programs Directors (Europe/ North America Contract Director and Associate Director) when feasible.
 - b. Before a decision is reached to cancel an upcoming class due to the threat of severe weather, there should be a mutual agreement made between the Academic Department Chair, Professor, Advanced Programs Directors (Europe/North America Contract Director and Associate Director) and Associate Vice President for Outreach.
 - c. After the decision to cancel the class is reached, Advanced Programs Directors will notify the Site Director of the class cancellation, and the Site Director will proceed to send notification to students as well as post signs on the class site regarding the class cancellation for that day (if feasible).
 - d. When the decision is reached to cancel class or shorten class time due to severe inclement weather, the Professor will be required to provide a plan to Advanced Programs Directors of how to make up the time lost due to the class closure. Examples of making up time lost are: extending class time (hour-per-hour) to the remaining class days until the time is made up and/or provide extra assignments to students.
 - e. Once approved, this plan will be provided to the students.

2. **Current Class** (same day) –
 - a. If severe weather, such as a tornado, is imminent directly before or during class, the professor should adjourn class immediately and ensure that everyone takes appropriate shelter.
 - b. Once the danger has passed, the professor will make an assessment of whether it is safe and reasonable for class to continue for the day or whether to cancel class for the rest of the day.
 - c. The professor will notify the Academic Department Chair and Advanced Programs Directors of the weather threat and inform them that due to hazardous conditions class was cancelled for the remainder of the day.
 - d. The Professor will be required to provide a plan to Advanced Programs Directors of how to make up the time lost due to the class closure. Examples of making up time lost are: extending class time (hour-per-hour) to the remaining class days until the time is made up and/or provide extra assignments (instruction) to students.
 - e. Once approved, this plan will be provided to the students.

3. **Class Not Cancelled** –
 - a. **Professor travel problems:**
 - i. If classes were not cancelled due to severe weather and the professor is unable to reach the teaching site due to poor travel conditions, the professor should notify the Academic Department Chair and Advanced Programs Directors (Europe/ North America Contract Director and Associate Director)
 - ii. Advanced Programs Directors will notify the Site Director that the professor is unable to make it to the site to teach the class thereby cancelling class for the day.
 - iii. The Site Director will proceed to send notification to students as well as post signs on the class site regarding the class cancellation for that day (if feasible).
 - iv. The Professor will be required to provide a plan to Advanced Programs Directors of how to make up the time lost due to the class cancellation. Examples of making up time lost are: extending class time (hour-per-hour) to the remaining class days until the time is made up and/or provide extra assignments to students.
 - v. Once approved, this plan will be provided to the students.

 - b. **Student travel problems:**
 - i. If classes have not been cancelled due to severe weather, it is a matter of safety and personal judgment for students.
 - ii. This is often the case where specific locations around the state may be more hazardous than others due to the nature of the weather hazard (specific track of storm).
 - iii. The students should notify their professor when inclement weather prevents them from attending class.