Self-Study Report
2007 | 2008
Submitted to the Commission on Accreditation
Council on Social Work Education
July 2008
Volume III:
Curriculum
School of Social Work
Self-Study Report

Volume III: Curriculum

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Social Work and Social Welfare Policy (Distance Option)

Course Description

This course defines and describes social welfare and the policy making process. It examines historical and contemporary issues and their impact on the profession of social work and the institution of social welfare. Emphasis is given to the development of policy analysis skills. The course highlights the relations among social problems, social policies, social programs and social work practice. Additionally, the course addresses issues of social and economic justice and explores the values and ethical choices involved in various approaches to social work and social welfare policy.

This course meets the requirements for your Foundation Policy calls and is offered as a 4-credit course. After successful completion of the course, you will be eligible to enroll in an Advanced Policy elective.

Learning Objectives

At the completion of the course, students will be able to:

- describe and analyze social welfare policy and services in the United States based on an understanding of social work’s historical mission and philosophy of promoting social and economic justice;
- develop frameworks for analyzing social welfare policies encountered by practitioners at multiple levels of social work intervention;
- explain the relationships among social problems, social policies, social programs and social work through an examination of both historical and contemporary issues;
- describe and analyze patterns of oppression and the impact on populations at risk both historically and currently, including the roles played by social work and social welfare policy; and
- explain how political, social and economic forces shape social welfare policy formulation and influence both the social work profession and the delivery of social welfare services.

Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 503-725-4150 and through TTY at 503-725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with
Populations at Risk

Readings, lectures and class discussions and assignments include content on populations at risk, including racial, ethnic and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantages and its consequences because of pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course. If you wish to incorporate some of your prior work into a course assignment, you must have prior approval of your instructor. All sources used in your work (ideas, quotes, paraphrases, etc) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

Access to Instructor and Support Staff

Instructor: Vikki Vandiver, Dr.P.H., M.S.W.
Office Hours: by appointment; can also meet during breaks or after class
Office Location: University Center Building (UCB), 527 SW Hall, Graduate School of Social Work, 4th floor, Office 400H,
Voice mail/Email: 503-725-5007; vandiverv@pdx.edu

For questions related to class content or assignments, contact Vikki via email (not webct)

Technology Assistant: Joshua Thomas
Office Hours: Face-to-face: 11:30 am.12:30, Friday’s (before class); virtual office hours as needed; by appointment
Office Location: University Center Building – School of Social Work, Distance Education Program, 527 SW Hall, 4th floor, Suite 485
Voicemail/Email: 503-725-8056, jthomas@pdx.edu

For questions related to webct (like submission of papers) or other distant technology, contact Josh
Instructional Methods

A variety of teaching methods will be used in this course. Class lectures will be a combination of didactic, guest lectures, videos and small group discussions (includes in-class and web-based discussion groups); brief presentations are a possibility.

Attendance

Class attendance is very important for any MSW student but is especially important for distant students in the policy class who are scheduled to attend four face-to-face classes. Attendance and participation are considered part of the package of educational delivery and thus part of the final grade. Therefore, please note that full class attendance is mandatory for students participating in the Distance Option program. This means full attendance for the four face-to-face classes; students arriving late or leaving early will be docked 5 pts points from final grade. Attendance is taken. Two or more missed classes will result in no-pass and the course will have to be repeated.

Course Assignments and Evaluation

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<thead>
<tr>
<th>Assignment</th>
<th>Due Dates</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Mini-take home exam (Distributed Oct.12 in class)</td>
<td>October 25 (midnight) (submit electronically via webct)</td>
<td>40 pts.</td>
</tr>
<tr>
<td>Assignment 2: Policy Analysis Paper (See description below)</td>
<td>Nov. 15 (by midnight) (submit electronically via webct)</td>
<td>50 pts.</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>4 face-to-face classes Sept.28, Oct.12, Nov.2, Nov.30</td>
<td>20 pts.</td>
</tr>
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</table>

Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent; Outstanding, Exemplary</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
</tr>
<tr>
<td>A</td>
<td>Excellent; Outstanding, Exemplary</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
</tr>
</tbody>
</table>
Assignment 2:
Policy Analysis Paper
Due: Nov.15 (midnight; submit electronically via webct)
Pts. 50

PURPOSE
The purpose of this assignment is for you to develop the conceptual and writing skills necessary for conducting a policy analysis. Policy analysis is defined as “an organized way of looking at social policy to identify the strengths and weaknesses of current policy and to develop recommendations for future revisions of that policy” (Ellis, 2003, p.32).

DESCRIPTION
This assignment will focus on 6 main aspects of policy analysis:
1) identify and describe an oppressed or disadvantaged clientele or group
2) describe and formulate an initial problem statement that overviews a key problem that the clientele or group is experiencing
3) conduct a historical review of the identified policy
4) conclude with a summary and recommendations of what you think should be the next steps
5) what criteria would you use to evaluate the success of those steps
6) Provide a logic model showing the progression of your analysis

GRADING
Criteria. Emphasis is on conducting a scholarly investigation of the topic of your choice based on a review of relevant statistics and existing literature. Grading will be based on thoroughness of literature review of topic, logical consistency of writing – meaning empirically substantiated statements – good writing skills and correct use of APA style of referencing (see http://www.apastyle.org for help).

Citations and referencing. For all graduate papers, you will be using APA style of referencing. Articles and books listed should be those actually cited in the paper. DO NOT, please, use references from popular magazines (Psychology Today), tabloids (Enquirer), lay books (Reader’s Digest or Dr.Phill’s Guide to a Bossy Life) or political blogs and no quotes off any personal MySpace accounts. Newspaper articles (New York Times) may be cited only when the subject is super brand new and reference materials are either not-in-print yet or are non-existent. Sources from the internet may be cited (e.g., CDC website) when they are academic and research based. You are strongly encouraged to use the U.S. government policy publications and websites. In some cases, the most recent government policy publications are available only
through the internet. For library help on searches, refer back to Robin Paynter’s help sheet or contact her directly (503-725-4501).

**Format.** In the body of the text, be sure to use subtitles to distinguish each section. The paper should not be 10 continuous pages of paragraphs. Follow the outline and use the subheadings – this helps keep you on track and is easier for me to grade.

**Page length and references.** The paper should be no longer than 8-10 pages (excluding cover page and references). My eyes will stop reading after the 10th page…I repeat…my eyes will not read after the 10th page ☺. Seriously. Also, double-spaced, cover page, page numbers throughout. Please submit electronically (via webct). Late papers will have 10 pts deducted automatically. If you can get past all of these guidelines…please enjoy the learning curve that is about to happen. ☺

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**Outline for Policy Analysis Paper**

**Instructions:** Please write your paper using the following outline.

**Logic Model for Policy Analysis**

- **Identify Disadvantaged Client or Group**
- **Describe Problem**
- **Agency Policy**
- **Local Policy**
- **State Policy**
- **Federal Policy**
- **Initial Problem Statement**
- **Conduct Current & Historical Review of Policy**
- **Recommendations**
- **Evaluation**

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**Outline for Paper**

- **Title** – write a full title indicating the topic or issue that the paper is addressing
- Identify and describe an oppressed or disadvantaged group clientele (e.g., children) or a group (e.g., AIDS community, LGBT community); describe demographics and characteristics (age, race, gender)
- The issue/problem
  - describe problem from two perspectives: policy and the client/person/community perspective
- describe the VALUES of the community that enhance or exacerbate the issue
• create an Initial Problem Statement (IPS) – this is a very succinct statement that tells your audience very quickly what your argument is all about. The IPS emerges from the above information. Using information above, create and IPS of no more than 2-3 sentences (think back to class example)

• Conduct Current and Historical Policy Review
  o This section requires you to do detective work. You are asked to track where you think the “problem” is emerging from – using a policy perspective. Is it from the local agency or did it start with a faulty federal policy? The assumption here is that all policies have roots to a larger policy mandate – your challenge is to trace the path of where the policy breaks down.
  o Describe the policy trail beginning at the point of client contact (agency) and tracing forward (or in some cases, backward) local, then state to federal policies.
  o Once you have identified where the issue/problem is emerging from, write down the INTENDED and UNINTENDED CONSEQUENCES of the main policy that is influencing the problem.
  o Provide a linear timeline showing the evolution of the policy

• Summary – In your opinion, how effectively have the combined policies (federal, state, local and agency) addressed the problem? What’s working; what’s not?

• Recommendations – based on your review of the needs of the clientele group, the identified problem statement, write up 2-3 policy recommendations. Remember, these need to tie directly back to the initial problem statement.

• Evaluation – how would you evaluate these 2-3 policy recommendations (think back to handout). In other words, how would we know if the recommendations were successful in addressing the problem?

• Reference Page – this section should include all of your web site references, agency documents, literature sources, etc

• Logic Model – use a visual heuristic, like a logic model, to show the connections you’ve made. This will help me, the reader, follow your flow of reasoning. You may embed this model in your text or as an appendix.

• Voila! You’ve just done your first policy analysis…now go out and use this information as an advocacy tool.

**Required Texts and Readings**


Additional Readings will be added as determined by topic

**Recommended Websites**: see attached handout

**Topics and Assigned Readings**
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Week of Oct. 1-6</td>
<td>Topics: Health Care, Civil Rights and Social Welfare</td>
<td>. Catch up on previous week’s readings&lt;br&gt;. Start readings for 2nd class (see below)&lt;br&gt;. Start work on Assignment 2: Policy paper</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Details</td>
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<tr>
<td>4</td>
<td>Week of Oct.15 – 19</td>
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</tbody>
</table>
  - KMKB Debate 9 – Has the Americans with Disabilities Act (ADA) gone too far? 
  - Mini-take home exam distributed (Oct.12) 
  - Complete readings from previous session 
  - Begin readings for Class # 3 – including websites; |
| 5    | Week of Oct.22-26 | 
  - Mini-take home exam due Thursday, Oct. 25, by midnight. Submit electronically/ via webct. Please no late papers; if submitted after deadline, deduct 5 pts automatically. |
| 6    | Nov. 2 3rd Class (1:00 to 9:30) | 
  **SESSION 3:** Mental Health Policy: Cross-cultural and Cross-National Policy Perspectives:  
  - Oregon Tribal Experience with Evidence Based Practices and Senate Bill 267: Oregon Perspective 
    - Guest: John Spence, Ph.D., NW Indian Training Associates, Salem 
    - 3b: State and International Strategies for Policy Reform 
      - Combating Stigma: The Case of the Bad Ad: Use of Media for Policy Reform 
      - The New Zealand Experience: National Policy to Counter Stigma: Like Minds, Like Mine 
      - The New Zealand Approach to Promoting Mental Health: Building on Strengths 
  - Readings Due: 
    - Websites: 
      - For Oregon Tribal EBP Practices, go to: DHHS website: http://egov.oregon.gov/DHS/mentalhealth/ebp 
        - Oregon Tribal Evidence based and Cultural Best Practices Report (pdf) by Caroline Cruz and John Spence 
        - Read Senate Bill 267 
    - For New Zealand materials, go to: http://www.moh.govt.nz  
    - T/Chpt. 9 – Mental Health Movement 
    - D/Chpt 10 – Providing Social Services: Individuals with Mental Illness – pp. 388-410 – Mental Health 
    - KMKB Debate 5 – Is the War on Drugs Effective? 
<table>
<thead>
<tr>
<th>Week</th>
<th>Notes</th>
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<tbody>
<tr>
<td>7 Week of Nov. 5-9</td>
<td>Work on paper</td>
</tr>
<tr>
<td>8 Week of Nov. 13-16</td>
<td>DUE THIS WEEK: Policy Paper – Submit electronically no later than Thursday, Nov.15 midnight; please no late papers; any late papers received after deadline will have 10 pts automatically deducted; Send through WebCT</td>
</tr>
<tr>
<td>9 Week of Nov. 19 – Nov.22</td>
<td>Readings for 4th class</td>
</tr>
<tr>
<td>10 Nov. 30 4th Class Last Class</td>
<td>Topics: Poverty and Employment</td>
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<td></td>
<td>. Strategies for Changing Policy through Community Organizing</td>
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<td>Video: Days Work/Day’s Pay</td>
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<td></td>
<td>. Wrap –up</td>
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<td>. Evaluations</td>
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<td>. Adios</td>
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<tr>
<td>11 Week of Dec.3- Dec. 7 Finals Week</td>
<td>Readings Due:</td>
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<tr>
<td></td>
<td>D/Chpt 6-Ending Welfare as we Knew It: TANF</td>
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<td></td>
<td>D/Chpt.9-Changing Paradigms in Poverty Wars</td>
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<td>D/Chpt 4 Preventing Poverty: The Social Insurance Programs</td>
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<tr>
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<td>T/Chpt.16- War on the Welfare State</td>
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<td>T/Chpt.10 – Renaissance of Public Welfare</td>
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<tr>
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<td>✓ Graded papers will be returned.</td>
</tr>
<tr>
<td></td>
<td>Reading Key:</td>
</tr>
<tr>
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<td>D. = DiNitto</td>
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<tr>
<td></td>
<td>T. = Trattner</td>
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<tr>
<td></td>
<td>KMKB = Karger, Midgley, Kindle &amp; Brown</td>
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</table>
Social Work and Social Welfare Policy

Course Description

This course defines and describes social welfare and the policy making process. It examines historical and contemporary issues and their impact on the profession of social work and the institution of social welfare. Emphasis is given to the development of policy analysis skills. The course highlights the relations among social problems, social policies, social programs, and social work practice. It addresses issues of social and economic justice and explores the values and ethical choices involved in various approaches to social work and social welfare policy.

This course meets the requirement for your Foundation Policy class and is offered as a 4.0 credit course. After successful completion of this course, you will be eligible to enroll in your choice of an Advanced Policy elective, beginning winter and or spring of this year.

Learning Objectives

At the completion of this course, students will be able to:

- Identify and analyze social welfare policy and services in the United States based on an understanding of social work’s historical mission and philosophy of promoting social and economic justice;
- Identify and apply policy frameworks for analyzing social welfare policies encountered by practitioners at multiple levels of social work intervention;
- Explain the relationships among social problems, social policies, social programs and social work through an examination of both historical and contemporary issues
- Describe and analyze patterns of oppression and the impacts on populations at risk both historically and currently, including the roles played by social work and social welfare policy
- Understand the interrelationships of social welfare policy and social work practice in the attainment of optimal individual and community health and well-being; and
- Explain how political, social and economic forces shape social welfare policy formulation and influence both the social work profession and the delivery of social welfare services

Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 503-725-6504. Students with disabilities should contact the DRC by the third week of class. A staff
member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F; 503-725-3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu)

**Populations at Risk**

Readings, lectures and class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantages and its consequences because of pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. If you wish to incorporate some of your prior work into a course assignment, you must have prior approval of your instructor. All sources used in your work (ideas, quotes, paraphrases, etc) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

Instructor: Vikki Vandiver, Dr.P.H., M.S.W.
Office hours: by appointment
Office Location:
School of Social Work, University Center Bldg. (UCB), 4th floor, Office 400H, 527 SW Hall
Contact: 503-725-5007 (voicemail); 503-725-4712 (receptionist); 503-725-5545 (fax)
E-mail: vandiverv@pdx.edu

**Instructional Methods**

A variety of teaching methods will be used in this course. Class lectures will be a combination of didactic, guest lectures, videos, small group discussions and presentations.

**Attendance**

Weekly and full class attendance and participation are factored into final grade. See below for criteria. We really do want to see you so do make arrangements to be in class.
Assignments and Evaluation:

There are two graded assignments for this course: mini-take home exam and policy analysis paper. The grading criteria and due dates are listed below.

Course Assignments and Grading

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
<th>GRADING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mini-take home exam</td>
<td>Distributed Oct.15, DUE Oct.22</td>
<td>30pts</td>
</tr>
<tr>
<td>• Policy Analysis Paper</td>
<td>Nov.19</td>
<td>50 pts.</td>
</tr>
<tr>
<td>(See description below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Attendance/Participation</td>
<td>weekly</td>
<td>20 pts</td>
</tr>
</tbody>
</table>

Students absent for 2 full classes will lose 5 points toward final grade; if miss 3 or more classes, grade will convert to C or less (which is non-passing).

GRADING

SSW STANDARDS
A = 95-100 pts. (%)  
A = Excellent; Outstanding, exemplary
A- = 90-94  
A - = Excellent
B+ = 85-89  
B+ = Very good
B = 80-84  
B = Good, satisfactory graduate level work
B - = 75-79  
B - = Fair, marginal graduate level work
C+ and below = < 74  
C = and below = we have to talk; this is a non-passing grade; course will need to be repeated.

Assignment:
Policy Analysis Paper
Due: Nov. 19, 2007
Pts. 50

PURPOSE
The purpose of this assignment is for you to develop the conceptual and writing skills necessary for conducting a policy analysis. Policy analysis is defined as “an organized way of looking at social policy to identify the strengths and weaknesses of current policy and to develop recommendations for future revisions of that policy”(Ellis, 2003, p.32).

DESCRIPTION
This assignment will focus on 6 main aspects of policy analysis:
1) identify and describe an oppressed or disadvantaged clientele or group
2) describe and formulate an initial problem statement that overviews a key problem that the clientele or group is experiencing
3) conduct a historical review of the identified policy
4) conclude with a summary and recommendations of what you think should be the next steps
5) what criteria would you use to evaluate the success of those steps
6) Provide a logic model showing the progression of your analysis

GRADING

Criteria. Emphasis is on conducting a scholarly investigation of the topic of your choice based on a review of relevant statistics and existing literature. Grading will be based on thoroughness of literature review of topic, logical consistency of writing – meaning empirically substantiated statements – good writing skills and correct use of APA style of referencing (see http://www.apastyle.org for help).

Citations and referencing. For all graduate papers, you will be using APA style of referencing. Articles and books listed should be those actually cited in the paper. DO NOT, please, use references from popular magazines (Psychology Today), tabloids (Enquirer), lay books (Reader’s Digest or Dr.Phill’s Guide to a Bossy Life) or political blogs and no quotes off any personal MySpace accounts. Newspaper articles (New York Times) may be cited only when the subject is super brand new and reference materials are either not-in-print yet or are non-existent. Sources from the internet may be cited (e.g., CDC website) when they are academic and research based. You are strongly encouraged to use the U.S. government policy publications and websites. In some cases, the most recent government policy publications are available only through the internet. For library help on searches, refer back to Robin Paynter’s help sheet or contact her directly (503-725-4501).

Format. In the body of the text, be sure to use subtitles to distinguish each section. The paper should not be 10 continuous pages of paragraphs. Follow the outline and use the subheadings – this helps keep you on track and is easier for me to grade.

Page length and references. The paper should be no longer than 8-10 pages (excluding cover page and references). My eyes will stop reading after the 10th page…I repeat…my eyes will not read after the 10th page ☺. Seriously. Also, double-spaced, cover page, page numbers throughout. Please submit hard copy only; no electronic versions accepted. Late papers will have 5 pts deducted automatically. If you can get past all of these guidelines…please enjoy the learning curve that is about to happen.

Outline for Policy Analysis Paper

Instructions: Please write your paper using the following outline.

Logic Model for Policy Analysis

Identify Disadvantaged Client or Group

Describe Problem

Conduct Current & Historical Review of Policy

Agency Policy

Local Policy

State Policy

Federal Policy

Initial Problem Statement

Recommendations

Evaluation
Outline for Paper

- **Title** – write a full title indicating the topic or issue that the paper is addressing
- Identify and describe an oppressed or disadvantaged group clientele (e.g., children) or a group (e.g., AIDS community, LGBT community); describe demographics and characteristics (age, race, gender)
- **The issue/problem**
  - describe problem from two perspectives: policy and the client/person/community perspective
  - describe the VALUES of the community that enhance or exacerbate the issue
  - create an Initial Problem Statement (IPS) – this is a very succinct statement that tells your audience very quickly what your argument is all about. The IPS emerges from the above information. Using information above, create and IPS of no more than 2-3 sentences (think back to class example)
- **Conduct Current and Historical Policy Review**
  - This section requires you to do detective work. You are asked to track where you think the “problem” is emerging from – using a policy perspective. Is it from the local agency or did it start with a faulty federal policy? The assumption here is that all policies have roots to a larger policy mandate – your challenge is to trace the path of where the policy breaks down.
  - Describe the policy trail beginning at the point of client contact (agency) and tracing back through local, then state to federal.
  - Once you have identified where the issue/problem is emerging from, write down the INTENDED and UNINTENDED CONSEQUENCES of the policy.
  - Provide a linear timeline showing the evolution of the policy
- **Summary** – In your opinion, how effectively have the combined policies (federal, state, local and agency) addressed the problem? What’s working; what’s not?
- **Recommendations** – based on your review of the needs of the clientele group, the identified problem statement, write up 2-3 policy recommendations. Remember, these need to tie directly back to the initial problem statement.
- **Evaluation** – how would you evaluate these 2-3 policy recommendations (think back to handout). In other words, how would we know if the recommendations were successful in addressing the problem?
- **Reference Page** – this section should include all of your web site references, agency documents, literature sources, etc
- **Logic Model** – use a visual heuristic, like a logic model, to show the connections you’ve made. This will help me, the reader, follow your flow of reasoning. You may embed this model in your text or as an appendix.
- **Voila!** You’ve just done your first policy analysis…now go out and use this information as an advocacy tool.
**Required Texts and Readings**


**Recommended Websites**: see handout

**Topics and Assigned Readings**

**WEEKLY SCHEDULE**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
</table>
| 1    | Sept. 24 | 1:00 – 4:15 p.m. | . Class Overview  
Guests: Robin Paynter, Library:  
How to Do Policy Research  
Video: Policy Affects Practice  
. Session 1: What is Policy and Why Should We Care?  
. Video: Policy Affects Practice |
Video: Legacies of Social Change: 100 Years of Professional Social Work in the U.S.  
. Nuts and Bolts of Policy Analysis: From Framework to Debate - Preparing Your Paper  
. KMKB Debate 3 – Should social security be privatized?  
. T/Chpt.13 – Depression and a New Deal  
D/Chpt. 1 – Politics, Rationalism and Social Welfare  
D/Chpt. 4 – Preventing Poverty: The Social Insurance Programs: Social Security |
Video: The Great Depression  
. KMKB Debate 1 – Is the American Welfare State Compatible with the Market Economy?  
. KMKB Debate 6 – Can Asset-based Welfare Policy Really Help the Poor?  
D/Chpt 2 – Gov. and Social Welfare  
. Distribute readings for next week |
| 4    | Oct. 15 | 1:00 to 4:15 p.m. | . Session 4: Advocacy and Policy Reform: International Perspectives – New Zealand  
Video: Like Minds, Like Mind (Media Advocacy – Anti-Stigma Campaign)  
. D/Chpt.8 – Improving Healthcare (pp. 321-322)  
Select readings  
Mini Take Home exam  
Distributed; due 1 week |
| 5    | Oct. 22 | | . Session 5: Mental Health Policy  
Guests: Gina Nikkel, Ph.D., Executive Director,  
. KMKB Debate 5 – Is the War on Drugs Effective? |

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<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Guest(s)</th>
<th>Reading Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 29</td>
<td>6</td>
<td>Session 6: Health Policy: SB 329</td>
<td>Guests: Heidi Allen, MSW, Director, Oregon Health Research and Evaluation Collaborative &amp; Medicaid Advisory Committee &amp; Laura Brennan, MSW, Community Development &amp; Policy Director, Pacific Source Health Plan</td>
<td>. T/Chpt. 9 – The Mental Health Movement</td>
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<td>Turn in take-home exam (NO late exams will be accepted)</td>
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<tr>
<td>Nov. 5</td>
<td>7</td>
<td>Session 7: Civil Rights &amp; Education Policy</td>
<td>Video: Eye on the Prize</td>
<td>. KMKB Debate 5 – Does America need national health insurance?</td>
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<td>. D/Chpt. 8 – Improving Healthcare</td>
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<td></td>
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<td>. T/Chpt. 7 – The Public Health Movement</td>
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<tr>
<td>Nov. 12</td>
<td>8</td>
<td>Holiday</td>
<td>No Class</td>
<td>Catch up on reading, rest and work on your papers</td>
</tr>
<tr>
<td>Nov. 19</td>
<td>9</td>
<td>Session 8: Special Event: 6th Annual Policy Forum</td>
<td>Distinguished Speaker Series</td>
<td>. KMKB Debate 2 – Should same sex marriages be legalized?</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Topic: Immigration Policy: Impact on Health and Well-being of Migrant Workers and their Families</td>
<td>. KMKB Debate 8 – Has affirmative action gone too far?</td>
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<td></td>
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<td>Speakers: Gregg Hollis, M.D., Virginia Garcia Memorial Health Center, Cornelius; Alberto Moreno, MSW, DHS Migrant Health Coordinator; with PSU faculty Kevin Corcoran, Ph.D. and Ted Donlan, Ph.D.; Vandiver, Moderator</td>
<td>. KMKB Debate 9 – Has the Americans with Disabilities Act (ADA) gone too far?</td>
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<td>D/Chpt. 11 – Addressing Civil Rights and Social Welfare</td>
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<td>See Brown vs Board of Education website</td>
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<td>Nov. 26</td>
<td>10</td>
<td>Session 9: Poverty, Employment and Community Organizing</td>
<td>Video: A Day’s Work, A Day’s Pay</td>
<td>. KMKB Debate 14 – Has welfare reform worked?</td>
</tr>
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<td>- Course Wrap-up</td>
<td>. D/Chpt. 6 – Ending Welfare as We Knew It: TANF</td>
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<td>- Class Evaluations</td>
<td>T/Chapt. 16 – War on the Welfare State</td>
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<td>Papers will start being returned this week</td>
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<tr>
<td>Dec. 3</td>
<td>11</td>
<td>Finals Week</td>
<td></td>
<td>Papers will be in student mail boxes by end of finals week</td>
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</tbody>
</table>

Reading Key:
|    |    |    | D = DiNitto (Social Welfare bk)  
|    |    |    | T = Trattner (From Poor Law…)  
|    |    |    | KMKB = Karger, Midgley, Kindle & Brown (Controversial Issues)  
|    |    |    | Miscellaneous Readings will be made available throughout the course |
Generalist Social Work Practice I

Course Description

This sequence is designed to prepare students to offer social work services in a generalist practice framework. Based on the ecosystems, strengths and empowerment perspectives students will develop interviewing, assessment, intervention and evaluation skills across five levels of practice – individual, family, group, organization and community. These skills will be developed in the context of social work values and ethics and with special attention to anti-oppressive and non-discriminatory practice with diverse populations. Theories for social work practice will be examined with an emphasis on critical thinking about their application, their integration with effective practices and their utility with diverse populations across practice settings.

The first term of the Generalist Practice sequence is focused on the student at the beginning phases of field placement. The role of the social worker is examined at the five levels of social work practice with emphasis on communication skills, professional use of self and supervision. Values and ethics of the profession are analyzed in the context of the agency’s role in the change process. The use of task and treatment groups in the field setting is explored. The diverse definitions of problems and the impact of multiple variables on service delivery are explored in relation to generalist practice.

Course Objectives

- Understand and apply the multiple roles of the generalist social worker across five levels of practice: individual, family, group, organization, and community.
- Understand the stages of social work practice- engagement, assessment, goal setting, contracting, intervention, evaluation.
- Understand, apply and analyze social work values and ethics.
- Understand and apply systems theory, and ecosystems, strengths and empowerment perspectives.
- Understand how individual, family, community and organizational factors influence the definition of the problem.
- Understand the nature of task and treatment groups.
- Develop skills for building social work relationships with diverse populations across the five levels of practice with an emphasis on the professional use of self and supervision.
- Understand how organizational purposes, policies, practices and resources impact service delivery.
**Students with Disabilities**

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

Sarah Bradley, M.S.S.W.
Office Hours: Room 404 I, Mon. 12-1 or other times by appointment. I am available most days to meet at SSW.

Telephone: SSW: 503 -725-8028
PSU also has a toll free 800-547-8887 during business hours
Home: 503-697-5886 (T - F) or call after 8:30pm
E-mail: ssbwmj@teleport.com or bradles@pdx.edu

I encourage you to utilize me outside of class for questions, comments or just general discussion; as it can be difficult to have focused, in-depth discussions during class breaks.

It can be helpful for some students to discuss papers individually with me outside of class and I will make appointments to meet with you as needed.

**Instructional Methods**

This class blends lecture, discussion, videotapes, role-plays, journals, papers, and presentations. My aim is for us to build a collaborative learning community. Within this community we will use large group, small group and individual dialogue to facilitate your learning. In this framework we can explore together the roles, skills and professional selves utilized by social workers. To do this we need commitment from each member to do the readings, attend class, treat colleagues with respect, maintain confidentiality, and give voice to our struggles and questions.

You will be assigned to a small task group toward the end of fall term that will continue throughout the year. This group, while primarily focusing on assigned tasks in Winter and Spring, will also offer you the opportunity to build a peer network, experience yourself as a member of a group and analyze and explore group dynamics.

At the end of the year you will have a “portfolio” of your work that will enhance your professional and personal growth. Not only will it be a retrospective of where you have been, but it may also point to where you may want to go in the future and provide resources to assist you. Your “portfolio” will include your own work, as well as resources from your colleagues and me. To this end I recommend that you develop a binder/notebook system that you can use to organize all the materials generated in this class. This, as well as the reading materials, will be the beginnings of your professional social work library.

**Attendance**

A significant amount of learning will take place during class time; thus attendance and participation are important and expected. For some people participation in the large group is difficult, so there will be ample time for you to process, experiment, and discuss in small groups. The class and small groups will be constantly evolving. Consistency and trust are major factors in facilitating this evolution and we each have a part in contributing to this. Therefore, it is important that you inform me if you will be absent. You are also responsible for finding out what happened in the class you missed and getting any handouts. You cannot receive a passing grade if you miss more than 4 hours of class time without demonstrating your knowledge of the topics discussed in class. Therefore, if you need to miss more than 4 hours you can make up the missed time with a small additional assignment.
Assignments

All written assignments are to be typed, double-spaced, with 1-inch margins and 12-point font, and following the American Psychological Association (APA) style for citations and references. You do not need to create a running head, an abstract or use 1½-inch margins.

Written assignments are graded based on both the content (thoroughness, clarity, completeness, depth, substantiation) and the style and organization (grammar, spelling, editing, cohesion, clarity, creativity, APA style). Content will account for 90% of the grade, style and organization for 10%.

Specifically, I look for:

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

Assignments are to be turned in at the beginning of class on the date specified, unless arrangements have been made ahead of time. Late papers will automatically drop a grade. Because of the numerous assignments I advise you to complete them on time.

Please refer to the section on Academic Honesty and Integrity in regard to other expectations.

For confidentiality purposes disguise all client/agency all information. See general course overview for general grading criteria.

All material will be held confidential.

I encourage you to show your assignments to your field supervisor so they know what kinds of experiences you will need to integrate the field with the classroom.

Assignment #1 – Merging the Personal and Professional (10%)
Due Oct. 1

This week’s readings introduced you to the history, mission, values, and roles of social work. This assignment is designed to begin the process of examining the development of your professional self in the context of your personal self. It will also introduce you to a process of self reflection that utilizes observation, analytic, reflection and synthesis skills. Completing Murphy & Dillon Exercises 1.3, 1.4, and 1.6 will help you with this assignment.
Maximum of four pages, follow formatting guidelines in the general course overview, and integrate readings using APA standards for citations, but a reference page is not required.

Using this as a foundation discuss the following questions:

- How will your own personal values and beliefs intersect with the profession’s mission and values?
- How do your reasons for entering the profession (written in class) merge with the profession’s mission and values? In what ways might they be inconsistent?
- What is your style of helping people? What are the strengths and limitations of this style of helping?
- What do you think will be the hardest part of learning to be a social worker? Why do you think this will be hard?

Assignment #2 - Organizational Context (20%)
Due Nov. 5

This assignment is focused on beginning to appreciate the impact of agency context on practice. Netting Chapter 8 serves as a foundation for the assignment, gives an overview of organizational assessment, and the appendix on pg. 300 has questions that may help you. This assignment will require meeting with your supervisor or an administrator ahead of time to get much of this information.

Maximum of 8 pages, follow formatting guidelines in the general course overview, and integrate readings using APA standards for citations, but a reference page is not required.

1. Describe the organization (10)
   Its history, mission, programs and services, public vs. private, and social work role/s.

2. Agency Structure and Function (full sentences not needed, but I need to understand what you are saying) (45)
   - Revenue Sources – Cash and noncash
   - Clients served – demographics (get statistics), needs, criteria for services, referral sources, demand vs. capacity, referral sources
   - State and Federal Regulatory bodies that impact the organization
   - Professional associations, licensing boards, unions, accrediting bodies that impact the organization
   - External organizations with whom they compete and cooperate
   - Organizational structure of the agency – formal and informal functioning, communications, decision making, power and control
   - Staff composition – demographics (get statistics), roles, general relationships
   - Personnel policies, procedures and practices – formal, informal
   - Mechanisms for measuring effectiveness?

3. Diversity (5)
   - Is there a plan to enhance diversity, cultural competence – if so, what is it, if not, why?
4. Ethics (15) (Rothman readings)

- What are the ethical standards used by your agency?
- How is staff trained in these standards and/or how do they know about them?
- What processes are available to address ethical dilemmas?

5. Reflection (25)

In the short period of time that you have been there what are your observations about:

- The agency’s strengths and limitations
- Its commitment to the strengths/empowerment perspectives
- Supports and challenges for a social worker in this agency to adhere to the NASW Code of Ethics
- How does the agency and/or the social workers function as agents of social change (social justice) or social control (Van Soest & Garcia reading).

Assignment #3 Hearing the Story – Due Nov. 26 (45%)

This assignment is an integration of material from the Diversity and Social Justice course and this course. If you are not or have not taken the Diversity and Social Justice course I will provide you with the “Multicultural Map” and a copy of the assignment. There are 5 goals for this assignment:

1. To learn to build a relationship with an individual from a different social identity group
2. To practice “hearing” a story and learning about one individual’s experience of an aspect(s) of their culture or social identity.
3. To evaluate your skills in listening to and eliciting a person’s story by analyzing the content and process of the interchange between you and that individual.
4. To identify strengths in one individual’s experience
5. To enhance your conscious awareness of internal and external factors that impact your empathic appreciation of the story.

This assignment will have you perform an ethnographic interview, summarize the information you heard, analyze and reflect on your use of social work skills, and finally address the practice implications of this type of interview and your experience. Leigh (handout), Poulin (Chapter 4), and Murphy & Dillon (Chapters 4 – 6) will be helpful for this assignment. Adapted from: Van Soest & Garcia (2003), Diversity Education for Social Justice, CSWE and Leigh, J. (1998) Communicating for Cultural Competence, Waveland Press.

It is expected that this paper will be 8-10 pages and you will integrate the readings using appropriate APA citations and a final reference page

Review the social identity group domains on the Multicultural Map you used for Assignment #2 in the Diversity and Social Justice course. Identify an individual to interview, who is not a client or family member, and who identifies with a different social identity group than you in one of those domains. (e.g. race, class, ability, sexual orientation, nationality, religion). You will conduct an ethnographic interview with this person on three aspects of their cultural experience. An ethnographic interview is not a biography, but a focus on an individual’s perceptions and experience with an aspect of their cultural identity.
Some aspects of culture are listed below that could serve as the focus of your interview. **If you choose another topic it needs to be approved by the instructor ahead of time or you won’t get credit for that part of the paper:**

<table>
<thead>
<tr>
<th>Life Cycle</th>
<th>Birth</th>
<th>Naming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adolescence</td>
<td>Friendships</td>
<td>Significant Relationships</td>
</tr>
<tr>
<td>Mental Illness</td>
<td>Disability</td>
<td>Healing</td>
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<tr>
<td>Household Practices</td>
<td>Food</td>
<td>Personal Hygiene</td>
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<td>Cleaning</td>
<td>Household Activities</td>
<td>Child Rearing</td>
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<tr>
<td>Danger</td>
<td>Taboos</td>
<td>Customs</td>
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<td>Beliefs</td>
<td>Fears</td>
<td>Art/Music/Dance</td>
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<td>Style of dress</td>
<td>Esthetic aspects of culture</td>
<td>Recreation</td>
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<tr>
<td>Spirituality/Religious Practices</td>
<td>Marriage/Partnering</td>
<td>Divorce/Dissolution</td>
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<td>Sacred Objects</td>
<td>Shrines</td>
<td>Spirits</td>
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<tr>
<td>Death</td>
<td>Rituals</td>
<td>Prayer/Meditation</td>
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<td>Offerings</td>
<td>Oaths</td>
<td>Economics</td>
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<tr>
<td>Family Roles</td>
<td>Sources of income</td>
<td>Organization of work</td>
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<tr>
<td>Leisure</td>
<td>Gender Roles</td>
<td>Elderly/Aging</td>
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<tr>
<td>Sexual values</td>
<td>Politics</td>
<td>Alcohol</td>
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<td>Education</td>
<td>Concept of Time</td>
<td>Perspectives on helping</td>
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<td>Community/Neighborhood</td>
<td>Health</td>
<td>Social Activities</td>
</tr>
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**Part I: Preparation Phase (10%)**

Prior to an interview social workers affectively and intellectually prepare for the meeting. Leigh (handout) discusses the idea of formulating “global questions,” Poulin identifies this as the “pre-engagement phase,” and Murphy and Dillon talk about “getting ready”.

Summarize how you prepared for this interview, **listing your initial global questions for each cultural aspect** and then reflect on the preparation phase. Discuss how well you think you prepared and any changes you would make in the future to prepare for a similar interview.

Below are some questions to prompt your reflections:
- What information did you already know about this person’s culture and were there preconceived ideas you had about what you would learn?
- What prejudices/stereotypes did/do you hold?
- What did you do to schedule the meeting? Did you have an adequate setting?
- What were your goals for the meeting and were they clear to the other person?
- What other goals might the other person have had?
- How might the other person’s previous experiences impact this meeting?
- How might oppression be a factor in this meeting?
- How do you feel ahead of time? How might your interviewee feel?
- How might any/all of these issues impact this meeting?
Part II: Story (20%)

Identify the person (no real names) – age, sex, gender, ethnic/cultural identification, and other pertinent biographical, cultural information. Identify which cultural identifications are different from your own and which aspects of culture were the focus of your interview

1. Summary (10):
   - Summarize the content of what you learned about the three aspects of culture incorporating the words of the cultural guide – identify new, unexpected information or information that confirmed or refuted any stereotypes
   - Identify ways in which this culture is the same or different from your own culture, beliefs, and/or life. What values conflicts exist?

2. Strengths (10): The strengths perspective assumes individuals and groups have internal and external strengths and resources to facilitate growth and resiliency. Poulin Chapter 4, and Sheafor & Horejsi (handout) address this perspective and will be helpful in answering these questions.
   - How/Where do you see strength and resiliency in these aspects of the person’s culture?
   - How might these be useful to a social worker called in to assist this individual or their family?

Part III: Practice Skills (45%)

Murphy & Dillon discuss the importance of these interviewing skills. The hope is that you tried to utilize them in your interview and this is your opportunity to reflect on this process.

1. Attending and Listening Skills – (15)
   Identify 2 instances where you used or attempted to use these skills and provide the 3-4 verbatim interactions (for each instance) that show this skill and then answer the following questions:
   - How successful were you in this area and how do you know?
   - In reviewing your interview are there any of these skills that might have been helpful to use and if so why?

2. Support and Empathy Skills (15)
   Identify 2 instances where you used or attempted to use these skills and provide the 3-4 verbatim interactions (for each instance) that show this skill and then answer the following questions:
   - How successful were you in this area and how do you know?
   - In reviewing your interview are there any areas where you might have wanted to do something differently in regards to conveying empathy and if so why?

3. Exploration and Elaboration (15)
   Identify 2 instances where you used or attempted to use these skills and provide the 3-4 verbatim interactions (for each instance) that show this skill and then answer the following questions:
   - How successful were you in this area and how do you know?
   - In reviewing your interview are there any areas where you might have wanted to do something differently and if so why?
Part IV – Questions and Reflections (25%)

1. Reflections on self (15)
Reflect about your experience of this interview, using these questions and the readings as guides:
• How did your life experience and your cultural identifications impact the interview?
• What were you comfortable with? What made you anxious?
• What hypotheses/labels/assumptions/biases exist(ed)? Where did these come from and how did they impact the communication and the relationship?
• In what ways did this interaction challenge some of your underlying assumptions about yourself or others?
• How did power and difference impact this interaction?
• What are your strengths and limitations as an interviewer?

2. Practice Implications (10):
Reflect on the implications of this information and form of interviewing for social work practice, using these questions and the readings as guides:
• How did/do you feel about this way of interviewing?
• What new awareness/understanding about yourself emerged from this assignment (be specific) and what are the implications for you as a social worker?
• What strengths, limitations, and/or needs would you have in working with an individual from this social group?

Assignment #4 Ethics Panel Presentation
Due Dec. 3 (25%)

You have discussed and read about social work ethical decision making throughout the term and read the sections of the NASW Code of Ethics on Ethical Responsibilities to Clients, Practice Settings, and as Professionals. Rothman (Introduction) has outlined steps for ethical decision making and now it is your turn to apply that knowledge.

On Oct. 15th you will be randomly assigned to a group of 4-5 students. Each group will receive a different social work case from Rothman Chapter 7 to apply your ethical decision making skills. You will use an adaptation of the process outlined in Rothman pp. 243–4. You will have some time in class to work with your group, but you will also need to spend time outside of class researching, discussing and preparing.

On Dec. 3rd you will give a panel presentation of the decision-making process and outcome. You will have **25 min. for the presentation and discussion**. If you are unable to address all the points your group will need to turn in a written paper addressing the remaining issues.

Begin the Panel Presentation by briefly summarizing the case and then review the following:

1. Define the Ethical Problem
   Develop and present a dilemma statement using the __________ vs. ___________ format

2. Gather Information
   Research information needed to help make a competent and informed decision. Find 2-3 articles that address the specific dilemma or provide practice knowledge that is useful in making the decision.
For the presentation summarize the articles and why they were useful.

3. **Determine Applicable Ethical Principles**
   Select either the Gerwirth/Reamer or Dolgoff and Loewenberg set of ethical principles (Rothman pp. 9-10) as your guide. I will provide you additional readings on both sets of guidelines.
   For the presentation identify which one you used and why.

4. **Identify Relevant Elements in the NASW Code Of Ethics**
   Review the sections of the code we have studied for relevance to your dilemma.
   For the presentation identify the ones you found relevant and why.

5. **Defining Personal Values and Biases**
   In your group discuss and explore each of your personal values, beliefs and biases (including any religious, cultural, political, ethnic) and identify ways in which these may impact your perception of the problem, the client, and any options.
   For the presentation give an overview/summary of some of the issue/dilemmas discussed.

6. **Consider the Values of the Client and the Context**
   These may include the values of the client, their support network, culture, community as well as the agency and societal context.
   For the presentation give a summary of these factors.

7. **Defining and Considering Options**
   Using all the information define and analyze in depth at least two options for action and present this to the class. This analysis should include the pros and cons for each option in light of the above variables and the potential risk and benefits to the client, the client system, the agency and the social worker.

8. **Select One Option**
   Select and present one option that maximizes benefits for all involved and identify what you need to do to implement it. If your group cannot come to consensus on one option you can present both options with an overview of the outstanding dilemmas.

**Evaluation**

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

**Merging Personal and Professional Self – 10%**
**Organizational Context – 20%**
**Hearing the Story Paper – 45%**
**Ethics Group Panel – 25% (your group grade will not count toward your final grade if any of your grades in the above assignments are below a B)**

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

Please see the policy on **incompletes** in the Student Handbook before requesting an incomplete.
Required Texts and Readings

Texts will be used all three quarters and can be purchased in the bookstore. They are bundled to reduce costs, but you may also purchase separately elsewhere.


Reading Packet: One article (Toseland) is available for purchase at Clean Copy on Broadway.

Reserve: Some required reading is available on reserve at the library

Full Text Articles: One article is available through the library full text database

Below are instructions to access the full text database:
1. Go to the psu library web site: [http://www.pdx.edu/library](http://www.pdx.edu/library)
2. Click on Library Catalogue under RESOURCES
3. Click JOURNAL TITLE
4. Enter name of journal
5. Click on link for full-text
6. Enter Odin acct info to login
7. Find relevant year, volume, page, etc to access articles

Recommended:


Topics and Assigned Readings

**WEEK 1 SEPT 24th** Overview of Social Work Practice

- Introductions, begin process of joining, ground rules
- Course overview – What is generalist social work practice
- Social work practice – professional and personal self

**WEEK 2 OCT 1st** Social Work Practice: Context, Purpose, Roles, Stages

Ecological Systems Perspective: Multiple Levels of Practice

Assignment #1 Due – Merging Personal and Professional

Readings: Murphy Chapter 1
           Poulin - Chapter 1
Van Soest & Garcia, “Conceptualizing the Change Process”, pgs. 79-89 only, in *Diversity Education for Social Justice*, (on reserve)

**WEEK 3 OCT 8**

**Context of Practice**

Client, Social Worker, Community, Organization

Social Work Values and Ethics

**Readings:**

- Murphy Chapter 2
- Poulin Chapter 2 (pp. 32-39)
- Netting Chapter 1
- Rothman Introduction, pp.258-268; Chapter 1 (Intro and at least 4 cases)

**WEEK 4 OCT 15**

**Social Work Values and Ethics – Continued**

Organizational Context of Practice

Social Work with Groups

Assign ethics groups and give cases

**Readings:**

- Rothman pp. 271-275; Chapters 3 and 4 (Intro and at least 4 case studies)
- Netting Chapter 8
- Toseland & Rivas, Chapter 1 (pp. 3-43) in *An Introduction to Group Work Practice*, (reading packet)

**WEEK 5 OCT 22**

**Client Context – Individual, Cultural and Community**

Strengths Perspective

Resilience

**Readings:**

- Walsh – Chapter 2
- Poulin – Chapter 2 (pp. 23-32 and summary) and Chapter 4 (pp. 72-83)

**WEEK 6 OCT 29**

**Overview of the Helping and Change Process**

Empowerment Perspective

Problems vs. Strengths

**Readings:**

- Poulin – Chapter 3
- Margot Breton “An Empowerment Perspective” pgs. 58-75 in Garvin, Gutierrez, & Galinsky *Handbook of Social Work with Groups* (on reserve)

**WEEK 7 NOV 5**

**Conceptualizing, Contextualizing & Defining Problems and Solutions**

Beginnings/Relationship Building
Individuals, Families, and Groups

Assignment #2 Due – Organizational Context

Readings:
Poulin – Chapter 4
Murphy – Chapters 3 & 4
Nancy Boyd Webb, Chapter 3 “Building relationships with all relevant systems” in *Social Work Practice with Children*, Guilford (on reserve)

WEEK 8 NOV 12th - HOLIDAY

WEEK 9 NOV 19th Beginnings/Relationship Building
Indivduals, Families, and Groups

Readings:
Poulin - Chapter 5 (pp. 100-112)
Murphy – Chapters 5 & 6
William Madsen (1999) “Working with Multi-Stressed Families” (pp. 15-45) in *Collaborative Therapy with Multi-Stressed Families* (on reserve)

WEEK 10 NOV 26th Listening, Hearing and Understanding

Assignment #3 Due - Hearing the Story

Readings: Poulin Chapter 5 (pp. 112-124)

WEEK 11 DEC 3rd Endings/Evaluations/Celebrations

Assignment #4 Due - Ethical Decision Making Panel Presentations
Course Description

This sequence is designed to prepare students to offer social work services in a generalist practice framework. Based on the ecosystems, strengths and empowerment perspectives students will develop interviewing, assessment, intervention and evaluation skills across five levels of practice - individual, family, group, organization and community. These skills will be developed in the context of social work values and ethics and with special attention to anti-oppressive and non-discriminatory practice with diverse populations. Theories for social work practice will be examined with an emphasis on critical thinking about their application, their integration with effective practices and their utility with diverse populations across practice settings.

The first term of Generalist Practice sequence is focused on the student at the beginning phases of field placement. The role of the social worker is examined at the five levels of social work practice with emphasis on communication skills, professional use of self and supervision. Values and ethics of the profession are analyzed in the context of the agency’s role in the change process. The use of task and treatment groups in the field setting is explored. The diverse definitions of problems and the impact of multiple variables on service delivery are explored in relation to generalist practice.

Learning Objectives:

At the completion of the term, students will be able to:

• Understand and apply the multiple roles of the generalist social worker across five levels of practice: individual, family, group, organization, and community.
• 2) Understand the stages of social work practice- engagement, assessment, goal setting, contracting, intervention, evaluation.
• 3) Understand, apply and analyze social work values and ethics.
• 4) Understand and apply systems theory, and ecosystems, strengths, and empowerment perspectives.
• 5) Understand how individual, family, community and organizational factors influence the definition of the problem.
• 6) Understand the nature of task and treatment groups.
• 7) Develop skills for building social work relationships with diverse populations across the five levels of practice with an emphasis on the professional use of self and supervision.
• 8) Understand how organizational purpose, policies, practices
Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

Populations at Risk

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

Access to Instructor

Pam Miller, M.S.W., Ph.D.
Associate Professor of Social Work
E-mail: millerp@pdx.edu
(503) 725-5010
(800) 547-8887
Office hours: by appointment
My contact information is on the first page of this syllabus. We can arrange to meet before or after class as needed. It is difficult to meet during breaks and lunch yet we will work together to figure out mutually agreeable appointments.

**Instructional Methods**

This class blends lecture, discussion, films, videotapes, role-plays, and small group process. You will be assigned to a group at the beginning of fall term. This group will accomplish tasks such as discussion, assignment preparation, skill building, support, case consultation and presentation, field linkages, and literature review. Due to the variety of methods utilized to teach this course, your attendance and participation is crucial to your learning, the learning of others, and the maximization of all methods used.

**Attendance**

The profession of social work requires a high level of personal integrity and self-awareness. The demonstration of professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected in this class. Your participation in a respectful learning environment includes: arriving to class on time, coming back from breaks on time, turning off your cell phones, not talking to another student(s) during lecture(s) or when a classmate is speaking, and staying for the entire class. In other words, please be mindful of what might detract from the learning experiences of students and the teacher alike.

I expect you to be in class and stay for the entire class. This means being on time and not leaving early. I do not make judgments about what is a permissible reason to miss class. Please ask your colleagues for missed notes and/or handouts as you are responsible for course content when you are absent. If you miss a video, that material cannot be borrowed unless it is a video available through PSU’s library.

If you miss an entire day of class or its equivalent (six hours of class), your grade may be lowered one full letter grade. If you miss more than a full day of class (more than six hours of class), you may not pass SW 530.

Absences due to inclement weather and campus closures will be handled on an individual basis.

**Assignments**

*(See Topics and Assignments)*

**Evaluation**

There are three graded assignments for this course. Each is worth one-third (33%) of your grade. The descriptions and due dates for each assignment are explained below.
Grades are based on multiple factors, and explanations of letter grades are explained in the student handbook. Please take some time to review the Student Conduct Code and the Academic Honesty and Integrity policies of the School of Social Work. You cannot turn in the same paper to two different classes. If I have cause to believe that academic honesty is in question, I may share your paper with another faculty member and/or your advisor as part of the process of resolution. You cannot turn in the same paper to two different courses. You need to read in order to write and then integrate the material, whether from books, journals, or the internet, into your own words. It is plagiarism to lift sentences and paragraphs from websites just like it is plagiarism to use exact words from books and journals. It is important that you reference your work and use direct quotes sparingly. Do not jeopardize your degree by cutting corners and hoping that you can use others’ work that is not your own. Please keep in mind that I could ask to see any or all of your references and I often go to websites that you have utilized in your papers.

If a paper or assignment receives an unsatisfactory grade for any reason, a copy of the paper/exam may be retained.

A B- or higher is required in this course to move into SW 531 and continue in field placement.

Generally grades are determined by evaluation of content, or how thoroughly you have presented, developed, and substantiated the main ideas of your work. Also, style and organization, such as grammar, spelling, editing, and cohesiveness are important. Your ability to conceptualize, integrate, and present the complexities of social work practice is evaluated as fairly as possible.

I expect that you will learn to use the American Psychological Association (APA) style for papers. You may want to check the latest edition of the American Psychological Association’s publication guidelines or this website: www.liu.edu/cwis/cwp/library/workshop/citapa.htm. I will give you feedback on its use over the year. All papers must be double-spaced, with one-inch margins, and no smaller than 12-point font.

Assignments must be turned in on the date specified AND at the beginning of the class session. If the work comes to me after the class has started and this includes e-mail attachments, the paper will be considered late. Late papers are graded down one full letter grade. Sending your paper through an e-mail attachment must be arranged in advance. Otherwise, I expect hard copies of your work.

An Incomplete can be assigned if existing quality of work is a B or above, essential work remains to be done, reasons are acceptable to this instructor, and a formal agreement is reached. I do not give Incompletes for failing grades. If an incomplete is approved, it is your responsibility to complete the necessary paperwork in advance in consultation with your advisor. Otherwise, the calculated grade will be turned in and missing work receives zero credit. An incomplete in practice class can jeopardize enrollment in future classes.

Please note: Rewrites are sometimes an option, but only if the paper is graded at a C or lower, and a rewrite is negotiated. I do not generally read rough drafts and will not review a paper in
order to assure a particular grade. The ethics exam cannot be taken twice. Please do not ask me to give you a particular grade in order to obtain or maintain financial support.

Course content, class discussions, and assignments for this class rest on an assumption that human diversity is normative. This course and our profession require and expect critical thinking about, and sensitivity to, the impact of diversity (race, class, gender, sexual orientation, religion/faith, culture, ethnicity, physical and cognitive ability, and other considerations), both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences.

**Required Texts and Readings**


# This reading is available through Clean Copy.
* These books will be used all year. Additional readings and/or books will be added in winter and/or spring terms. (See p. 11).

**Topics and Assignments**

**Class #1:** Friday, September 28

- Introductions and course/sequence overview
- what is generalist practice?
- field placements and the agency environment
- safety
- small groups begin
- roles of the generalist practitioner
practice principles across five levels of practice
Ballot Measure 50 (tobacco tax for health care)
introduction to communication skills and the professional
encounter within the change process
supervision
self-awareness and becoming a professional
cultural context of practice
School assessment survey?

READINGS: Student Handbook; Poulin, Chapters 1 & 2; Murphy & Dillon, Chapters 1 & 2; Netting Chapter 1

Class #2: Friday, October 12

task and treatment groups
theoretical/conceptual frameworks for Generalist practice
systems theory and a second look at Ballot Measure 50
attending and listening
ecosystems, strength-based and empowerment across 5 levels
begin social work values and ethics (continued on 10/26)
video: Professional Choices: Ethics at Work

READINGS: Poulin, Chapters 3 & 4, (review chapter 2); Murphy & Dillon, Chapters 3 & 4; Netting, Chapter 3, two articles from Clean Copy reading packet- Toseland & Rivas and Breton

Assignment #1 due on Friday, October 19- Turn in the assignment to Ginger Edwards. No e-mail attachments, please.

Class #3: Friday, October 26

ethical decision making
boundaries
rural social work practice
ethical practice in community organization

READINGS: Reamer, Chapters 1 & 2; review Poulin Chapter 2 and Murphy and Dillon Chapter 2; Murphy & Dillon, Chapter 13…also

-Boisen & Bosch article on e-reserve: Dual relationships and rural social work: Is there a rural code? (directions on how to retrieve on back page)

Class #4: Friday, November 9 (ethics exam today)

- in-class study time for exam
- ethics exam
- small group work for practice skills
- election day results and Ballot Measure 50
- understanding the problem and the target population
- practice in the agency and community context

READINGS: Netting, review Chapters 1 & 3 and read Chapter 4; Poulin, Chapter 5

Class #5: Friday, November 30 (papers/folders due today)

- continue practice in the agency and community context
- anti-oppressive and non-discriminatory practice with diverse populations
- course evaluations
- presentation of folder materials to small groups
- catch up from fall term and plan for winter

XII. Assignments

I strongly recommend that you discuss all assignments with your field instructor. As case material is incorporated into papers, it is necessary that you always disguise the information, refer to the Code of Ethics, and check agency policy.

ASSIGNMENT #1- DUE October 19 (we do not meet this day): The purpose of this assignment is to help you read and integrate material we have covered so far this term. Refer to the readings for September 28 and October 12th as you answer the questions and then cite them in the paper. With about one page per question, this paper should be about 5 pages and absolutely no longer than seven (does not include title or reference pages).

Question #1: Briefly describe your field placement and the activities you perform there. What is the system(s) level(s) of the work you do (micro to macro) and what outcome do you expect to achieve if your intervention is successful?

Question #2: How does a client(s) enter the agency’s system? Are your clients voluntary, nonvoluntary, or involuntary? Using Netting’s (macro book) Figure 1.1 on p. 8 and again on p. 82, draft a clear statement that includes the problem, the population and the arena of the work you are doing at your field placement- (pps. 84 & 85 in Netting may also help- we will build on this question for the last assignment for this course…keep this precise and very short for now).

Question #3: Think about what you have read and what we have discussed in class about systems theory, empowerment and strength-based practice, and the ecological perspective. At your field
placement, how much power do clients have…and how much and what kind of political power is possible in your role?

Question #4: Share your motivation(s) for entering the profession of social work. Then describe how your motivation(s) will influence the professional encounter, with particular emphasis on the imbalances inherent in asking for and giving help. Discuss briefly your experience(s) of moving into a more theory-based and deliberate use of self.

Question #5: You have read about task and treatment groups. What will be your opportunity at your field placement to be a part of a group or groups? Briefly describe the purpose and focus of the group(s).

ASSIGNMENT #2 IN CLASS ON NOVEMBER 9: This in-class test will cover the values and ethics of social work practice. You may bring books, the Code of Ethics, the articles, and class notes to the exam. In other words, this text is open to books and notes. The test will take about 90 minutes. We will have some in-class study time before the exam. I’ll come early on this day and I would invite us to think about sharing some snacks.

ASSIGNMENT #3- DUE NOVEMBER 30**: This assignment is designed to increase understanding of how macro factors influence day-to-day practice in your agency. It is really important that you discuss this assignment with your field instructor and you may want to speak with other people in the agency. The assigned Netting and Poulin chapters are very relevant to this assignment. The assignment has three parts (and should be no more than 7 pages, not including title or reference):

1) What is/are the social problem(s) addressed by your field agency? And what is the target population that is served? You might want to take a look at the agency’s mission statement to assist you. What are the biggest obstacles that the agency faces in pursuing its mission? (1 to 2 pages)

2) To help you further understand the target population, find three articles as part of a literature review that discuss in some way the clients and their concerns that you are working with in your field placement. Give a summary of each article in your paper. (1 to 2 pages)

3) Interview a client of the agency. What is his/her/their perspective on why he/she/they is/are receiving services? Listen closely for many of the aspects of practice we have discussed so far in this course…for example the importance of strengths and cultural sensitivity. Remember to check with your agency’s policies about this step. Don’t use the client’s real name as you write up a couple of pages that capture the highlights of your interview. (2-3 pages)

**Please make a folder (use one that is closed or bound so papers do not fall out) for this assignment that contains:

1) the paper (all three sections above)
2) the mission statement of your agency
3) the three articles you used in the paper
4) chocolate, perhaps?

You will share this paper with your small groups at this class session. If you are not in class this day (Friday, November 30), your grade for the paper may be lowered. This is an opportunity to discuss your field placement more in-depth in class. I may ask a few of you to share your work on this assignment with the large class.
Generalist Social Work Practice II

Course Description

This sequence is designed to prepare students to offer social work services in a generalist practice framework. Based on the ecosystems, strengths and empowerment perspectives students will develop interviewing, assessment, intervention and evaluation skills across five levels of practice – individual, family, group, organization and community. These skills will be developed in the context of social work values and ethics and with special attention to anti-oppressive and non-discriminatory practice with diverse populations. Theories for social work practice will be examined with an emphasis on critical thinking about their application, their integration with effective practices and their utility with diverse populations across practice settings.

The second term of generalist practice sequence is focused on the student’s ability to understand and apply the process of assessment with individuals, families and groups. Students will apply crisis theory, ego psychology, cognitive theory, behavioral theory and family systems theory to the questions that inform their inquiry. Use of self is emphasized as a crucial aspect in collaboration and working on teams. The focus of interviewing skills is on exploration, elaboration and assessment with individuals and families. Intervention and evaluation are introduced to link phases of the entire change process. The organizational and community context of practice is explored. The characteristics of group leadership in task and treatment groups are examined.

Learning Objectives

At the completion of the term, students will be able to:

- Understand and apply the process of assessment with individuals and families.
- Understand and apply specific social work practice theories to work with individuals and families—crisis theory, ego psychology, cognitive theory, behavioral theory, family systems theory.
- Critique the applicability of these theories to work with diverse populations.
- Understand the role of theory and research in determining effective social work practice.
- Begin the development of skills for intervention and evaluation of work with individuals, families and groups.
- Expand the ways supervision can be utilized to enhance practice skills.
- Understand the components of group leadership in task and treatment groups.
- Value the dynamics of interdisciplinary collaboration and teamwork.

Students with Disabilities

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Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to instructor**

Sarah Bradley, M.S.S.W.
Office Hours: Room 404 I, Mon. 12-1 or by appointment. I am available most days to meet at SSW

Phone #’s: GSSW: 503 -725-8028 (PSU toll free 800-547-8887 during business hours)
Home: 503-697-5886 (T–F days 9-3) or call after 8:30pm

Email – ssbwmj@teleport.com or bradles@pdx.edu

I encourage you to utilize me outside of class for questions, comments or just general discussion; as it can be difficult to have focused, in-depth discussions during class breaks. It can be helpful for some students to discuss papers individually with me outside of class and I will make appointments to meet with you as needed.
**Instructional Methods**

This class blends lecture, discussion, videotapes, role-plays, journals, papers, and presentations. My aim is for us to build a collaborative learning community. Within this community we will use large group, small group and individual dialogue to facilitate your learning. In this framework we can explore together the roles, skills and professional selves utilized by social workers. To do this we need commitment from each member to do the readings, attend class, treat colleagues with respect, maintain confidentiality, and give voice to our struggles and questions.

You will be assigned to a small task group in the beginning of winter term that will continue throughout the year. This group, while primarily focusing on assigned tasks in Winter and Spring, will also offer you the opportunity to build a peer network, experience yourself as a member of a group and analyze and explore group dynamics.

**Attendance**

A significant amount of learning will take place during class time; thus attendance and participation are important and expected. For some people participation in the large group is difficult, so there will be ample time for you to process, experiment, and discuss in small groups. The class and small groups will be constantly evolving. Consistency and trust are major factors in facilitating this evolution and we each have a part in contributing to this. Therefore, it is important that you inform me if you will be absent. You are also responsible for finding out what happened in the class you missed and getting any handouts. You cannot receive a passing grade if you miss more than 6 hours of class time without demonstrating your knowledge of the topics discussed in class. Therefore, if you need to miss more than 4 hours you can make up the missed time with a small additional assignment.

**Assignments**

All written assignments are to be typed, double-spaced, with 1-inch margins and 12-point font, and following the American Psychological Association (APA) style for citations and references. You do not need to create a running head, an abstract or use 1½-inch margins.

Written assignments are graded based on both the content (thoroughness, clarity, completeness, depth, substantiation) and the style and organization (grammar, spelling, editing, cohesion, clarity, creativity, APA style). Content will account for 90% of the grade, style and organization for 10%.

Specifically, I look for:

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

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Assignments are to be turned in at the beginning of class on the date specified, unless arrangements have been made ahead of time. Late papers will automatically drop a grade. Because of the numerous assignments I advise you to complete them on time.

Assignments

**Assignment #1: Two Process Recording Journals**
Due throughout the term, last one no later than February 25th (30%)

These journals are designed to help you to sharpen your observation, analytic and reflection skills related to social work practice. Please protect confidentiality for the client and all materials journals will be held confidential. Murphy & Dillon Chapters 4-7 and Poulin chapters 3, 4, 7, & 8 are the basis for this assignment. Poulin pg. 59 has a grid of the skills.

Your grade will be based on your completion of the assignment as outlined not on the success of your interactions/interventions. Significant weight will be given to your analytic thinking about your interactions. Therefore, I encourage you to use interactions that were problematic, difficult, anxiety producing, confusing, etc, as they will provide the best learning experience for you. It is through analyzing these interactions that we push ourselves to develop new skills.

**Due Dates: I cannot anticipate when you will have this type of interaction so there is no specific due date, but I do want them to be turned in at least 2 weeks apart so you have time to receive feedback. The final one is due no later than February 25th unless discussed ahead of time with me. Your grade will drop if there has not been 2 weeks between the journals or if you miss the final due date.**

**Journals:** Introduce each journal with a brief description of the client (age, identified sex, relationship status, ethnicity, etc); the context of the interaction; your role; the goals of this interaction and any larger goals; and the stage of the social work relationship (engagement, assessment, contracting, intervention).

Include a continuous verbatim process recording from the middle of an interaction with the client that includes 8 (no more) verbal communications made by you (16 total)

A. For each verbal response you made:
   1. Label the skill/s you were using. The lists below are a partial list of skills discussed in Murphy & Dillon and Poulin texts) If your response falls into more than one category, include all labels
      **Preengagement Phase** - Open/closed-ended questions, prompts, seeking concreteness, summarizing, containment, exploring silence, reframing, focused listening, reflective/additive empathy, clarification

      **Assessment/engagement/contracting/goal setting phase** - Partializing, identifying options, seeking consensus, sharing data, challenging/confrontation, maintaining focus, checking for ambivalence, information giving, rehearsal, interpretation

   2. Identify the effectiveness and why you thought it was effective or ineffective

The verbatim process recording may be hand written, if legible. I would suggest you use a table format. Below is an example that can be done on Microsoft WORD using a table with 3 columns.
B. Complete and score the Helping Relationship Inventory: Worker (Poulin pg. 63) and then reflect on the quality of the helping relationship. What are you doing well, what are areas of improvement? (don’t include the inventory, just the score)

C. Reflect in general on your work with this client – what would/will you do differently in the future; what did you learn about yourself or the client; what are your strengths/learning needs; how does the agency and community context impact the relationship, contract, and goals; how do the goals impact the relationship?

Assignment #2: Client Biopsychosocial Assessment Due Feb. 11  (20%)

By the end of this quarter, it is important for you to be able to competently gather, organize, and communicate a biopsychosocial assessment of an individual or family. This assignment will assist you toward that goal by showing proficiency in the use of various assessments tools. This is based on handouts, class discussion, Murphy & Dillon Chapter 7, Poulin Chapter 6, and Boyd Webb chapter in the reading packet.

In order to do this assignment you will need to interview an individual or family. Ideally you will be able to have more than one meeting. You can also use case records and collateral contacts. Do not wait until the last minute to begin this assignment. Early in the quarter discuss this assignment with your supervisor and if you do not think you will have access to a client you will need to talk to me soon to make other arrangements.

In addition to the grading criteria outlined in the course overview this assignment will be graded based on the completeness of the assessment, the depth of the information conveyed, and the thoughtfulness and depth of your assessment and plan

Part I – Overview and Context (1 paragraph)
Give a brief description of the client (age, identified sex, relationship status, ethnicity, etc), the context (agency), your role, referral source.

Part II – Biopsychosocial Data (50%)
Problem Situation (referral source and client’s perception/definition of the problem and goals)
History of the Problem Situation (Duration, intensity, stressors, coping, changes)
Mental Health History (diagnosis, description of past symptoms and treatment)
Mental Status Exam (Poulin pg. 138-142)
Substance Abuse History (age of onset, specific drugs, extent of abuse, treatment)
Physical Health and Developmental History (significant issues only)
   Current/past medical problems, current medications
   Include a life history grid for child or adolescent (handout)
   History of abuse/neglect/trauma/loss
Family Situation and History (current, family history of illness, relationships, life cycle)
   Include a 3 generation genogram with a key (Poulin pg. 147-8 and handout)
Education/Employment/Financial/Legal History
Cultural History (religion, spirituality, ethnicity, culture, nationality)
Environmental Systems

Ecomap – Individual or Family (Poulin pg. 143-6; Boyd Webb Table 4.5 and hand out)

Strengths-Obstacles Plot Box (Poulin pg. 143-4, Saleebey/Cowger fall term handout) Strengths worksheet at end of Poulin chapter 6 can help you think comprehensively

Part III – Conceptualization/Formulation and Plan (50%)
Write a case conceptualization/formulation based on your understanding/impression of the client’s problem, using the assessment data to support your conclusions. Include internal (individual/family) and external (environmental) factors that contributed to the development of the problem and may impact the client’s reaching their goals. Pay attention to both strengths and limitations in drawing your conclusions.

Outline a plan of action to address the issues, connecting your plan to the issues identified in the assessment.

Assignment #3: Application of Theory in Clinical Practice Due March 10 (35%)

Pick one of the practice theories (ego, cognitive, behavioral, crisis, structural family systems) discussed in class and the readings and explore the theory in more depth by reading the relevant chapters in Walsh and those provided by the instructor. 8-10 pages, excluding the reference page, APA style.

Part I – Theory (30%)
Paraphrasing/summarize the readings, outline the theory’s perspective on how problems develop and identify and explain the major concepts. Identify what the theory says about how to intervene from this perspective.

Part II – Application (30%)
Apply this theory and its concepts to the client discussed in your biopsychosocial assessment. Discuss how this theory assists you in understanding them, the development of the problem and might guide you in identifying interventions.

Part III – Critique (40%)
Use the handouts, relevant chapters in Walsh, and Robbins, Chatterjee & Canda (HBSE text) to assist you in thinking about these issues. You are not expected to summarize the information in the texts, but to use their discussions to spur your own independent analysis of the theory’s usefulness and appropriateness.

a. Critique this theory in regard to its usefulness to you, your current client population, and your practice setting. Explain your rationale for deciding its usefulness.

b. Address its fit with social work values and ethics (be specific) and the generalist social work perspectives discussed in fall term (strengths, empowerment, ecological systems).

c. Discuss any concerns you have about its cultural relevance and any issues of oppression inherent in this theory.

Assignment #4: Social Problem/Oppression Task Group
Winter Term – Brief Presentation–March 17 (15%)
Spring Term – Poster Presentation of Issue and Intervention
You will form a task group related to a social work service delivery area (schools, healthcare, mental health, homelessness, substance abuse, corrections, child welfare, etc.) Each task group is responsible for researching a specific form of oppression within this service delivery area, identifying factors impacting the problem, proposing and implementing an intervention. The goals of this assignment are:

1. To gain experience working on a task force and learn about group processes
2. To gain experience in researching and defining a problem
3. To gain experience in developing a macro level intervention
4. To gain experience in implementing a macro level intervention

The project is divided into two phases – defining and analyzing the problem; and designing and implementing an intervention. This quarter’s focus will be on defining and analyzing the problem, and making alliances. Netting Chapters 3 & 4 are the basis for this assignment. In preparing for this presentation you are to utilize academic resources, governmental publications, community organizations, and individuals impacted by this problem. To do this you will need to interview community-based stakeholders; at least one of who is a consumer impacted by this problem.

This term each task group is responsible for 20-min class presentation on the problem and a 10-min. follow-up discussion.

March 17th Class Presentation

You are to be creative in your style of presentation, making sure to cover the following:

1. Identify/define the problem
2. Who does the problem impact and why is it a problem? Who are the stakeholders on this issue? What vested interests are driving different policies?
3. What community-based stakeholders did you interview? Identify what your consumer’s perspective is on the factors impacting their experiencing of this problem.
4. Relevant professional knowledge, research, data regarding this problem.
5. Identify any past or presents attempts that have tried to address this problem.
6. Identify any struggles you had as a group in grappling with this problem?
7. How did privilege play a role in your group and your group’s approach to this problem?

The form of your presentation is up to the group. Use your creativity (role-plays, debates, videos, powerpoint, discussion, press releases, games etc). You will be evaluated and graded based on:

I. Substance, coherence, and organization of the content
II. Comprehensive coverage of the outlined questions
III. Creativity and stimulation
IV. Thoroughness, breadth and depth of your analysis
V. Thoughtfulness and organization in facilitating the discussion and evaluation
VI. Quality of your fact sheet and/or handouts

Your groups will be given time in class to work on this, however, you will also need to work on this outside of class. Remember, phone and email can be very helpful in this regard! I will serve as a consultant to any groups that desire and request my assistance with any phase of the project.

Evaluation
GRADING
The evaluation of your work in this course is a letter grade based upon the following:
Process Journals – 30%
Biopsychosocial Assessment - 20%
Application of Theory Paper– 35%
Task Group Presentation and Handouts – 15% (your group grade will not count toward your final grade if your written work is below a B)

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

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

Required Texts and Readings
Texts from fall term, see below, will be used all year


Other Required Reading:
Reading Packet available from Clean Copy includes 4 articles.

Order free online from SAMHSA TIP #35 Enhancing Motivation for Change in Substance Abuse Treatment http://ncadistore.samhsa.gov/catalog/ProductDetails.aspx?ProductID=15543

There is also a good website that will help you with your writing http://www.columbia.edu/cu/ssw/write/handouts.html

Topics and Assigned Readings

Topical Outline:

1. Assessment and goal formulation at multiple levels
2. Application of theory to assessment and intervention at the individual level.
3. Application of theory to assessment and intervention at the family level
4. Collaborative goal and objective development for contracting, clarification of role expectations, and measuring outcomes.
5. Crisis theory and crisis intervention.
6. Role playing for skill development and modeling non-oppressive ways to interact.
7. Treatment and task groups—the characteristics of leadership.
8. Interdisciplinary collaboration for comprehensive assessment and intervention.
9. Organizational and community context of assessment and intervention
10. Research and evaluation and their roles in informing effective practice.

Readings:

**Week 1 Jan 7**
Reconnecting; Overview of Course and Assignments  
SW Assessment – Biopsychosocial assessment, assessment tools  
SW practice perspectives, theories and models - Systems Theory Revisited  
Critical thinking about theory  
Connection between theory, assessment, plan and intervention  
Macro Practice Task Groups

**Week 2 Jan 14**
Systems Theory, Community/Organizational Context  
Understanding Problems and Populations  
Assessment and Assessment Tools – Micro/Mezzo Practice  
Biopsychosocial Assessment, Ecomap, Social Network Map, Genogram  
Readings:  
- Walsh Chapters 1 & 2 (reread)  
- Netting, et al Chapters 3 & 4  
- Poulin Chapter 6  
- Murphy & Dillon Chapter 7  
- Boyd Webb The Biopsychosocial Assessment of the Child (reading packet and on reserve)

**Week 3 Jan 21 No Class Martin Luther King Day**

**Week 4 Jan 28**
Continuation of Week 2  
Theory of Change, Motivational Interviewing  
Goal Setting and Contracting Process  
Readings:  
- Poulin 7 (pp. 165-184)  
- Walsh Chapter 11  
- Murphy & Dillon Chapter 8  
- SAMHSA TIP #35 Chapters 1-3

**Week 5 Feb 4**
Family Practice Theory and Intervention  
Aponte Video  
Readings:  
- Walsh Chapters 5 (optional) & 9  
- Poulin Chapter 10 & 15; reread Chapter 5 pp. 100-112
Week 6 Feb. 11  Biopsychosocial Assessment Due

Individual Practice Theories and Intervention

- Crisis Theory and Crisis Intervention
- Substance Abuse

Readings:  Walsh Chapter 13
           Murphy & Dillon Chapter 11
           Poulin Chapters 11 & 15

Week 7 Feb. 18
Individual Practice Theories and Intervention
- Ego Psychology and Object Relations Theories

Readings:  Walsh Chapters 3 & 4
           Poulin Chapter 12
           Murphy & Dillon Chapter 9

Week 8 Feb. 25  Final Journal Due
Individual Practice Theories and Intervention
- Cognitive and Behavioral Theories

Readings:  Walsh Chapters 6 & 7
           Murphy & Dillon Chapter 10
           Poulin Chapter 8 pp. 197 - 205

Week 9 Mar. 3
Group Practice Theory and Intervention
Readings:  Poulin Chapter 5 pp. 112-124 (reread)
           Toseland, Jones, & Gellis “Group dynamics” in Garvin, Gutierrez & Galinsky (eds) Handbook of Social Work with Groups (reading packet and on reserve)

Week 10 Mar. 10  Application of Theory Paper Due
Group Practice – Leadership and Planning
Readings:  (The following readings are in the reading packet and on reserve)
           Toseland & Rivas “Leadership” in An Introduction to Group Work Practice
           Abramson & Bronstein “Group dynamics and skills in interdisciplinary teamwork” in Garvin, Gutierrez & Galinsky (eds) Handbook of Social Work with Groups (reading packet and on reserve)

Week 11 Mar. 17
Social Problem/Oppression Task Group Presentations
Generalist Social Work Practice II (Distance Option)

Course Description

This sequence is designed to prepare students to offer social work services in a generalist practice framework. Based on the ecosystems, strengths and empowerment perspectives students will develop interviewing, assessment, intervention and evaluation skills across five levels of practice- individual, family, group, organization and community. These skills will be developed in the context of social work values and ethics and with special attention to anti-oppressive and non-discriminatory practice with diverse populations. Theories for social work practice will be examined with an emphasis on critical thinking about their application, their integration with effective practices and their utility with diverse populations across practice settings.

The second term of the generalist practice sequence is focused on the student’s ability to understand and apply the process of assessment with individuals, families and groups. Students will apply crisis theory, ego psychology, cognitive theory, behavioral theory, and family systems theory to the questions that inform their inquiry. Emphasis on collaboration and working on teams is essential. The focus of interviewing skills is on exploration, elaboration and assessment with individuals and families. Intervention and evaluation are introduced to link phases of the entire change process. Use of self is a crucial aspect in the collaborative process. The organizational and community context of practice is explored. The characteristics of group leadership in task and treatment groups are examined.

Learning Objectives:

At the completion of the term, students will be able to:

- Understand and apply the process of assessment with individuals and families.
- Understand and apply specific social work practice theories to work with individuals and families- crisis theory, ego psychology, cognitive theory, behavioral theory, family systems theory.
- Critique the applicability of these theories to work with diverse populations.
- Understand the role of theory and research in determining effective social work practice.
- Begin the development of skills for intervention and evaluation of work with individuals, families and groups.
- Expand the ways supervision can be utilized to enhance practice skills.
- Understand the components of group leadership in task and
• treatment groups.
• Value the dynamics of interdisciplinary collaboration and
team work.

**Students with Disabilities**

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to instructor**

Pam Miller, M.S.W., Ph.D.
Associate Professor of Social Work
Office hours by appointment.
E-mail: millerp@pdx.edu
Telephone: (503) 725-5010
Salem cohort: (800) 547-8887

We can arrange to meet before or after class as needed. It is difficult to meet during breaks and lunch yet we will work together to figure out mutually agreeable appointments.

**Instructional Methods**

This class blends lecture, discussion, films, videotapes, role-plays, and small group process. You will continue in your small group from fall term. This group will accomplish tasks such as discussion, case presentation and consultation, field linkages, and literature review. Due to the variety of methods utilized to teach this course, your attendance and participation are crucial to your learning, the learning of others, and the maximization of all methods used.

We will have “bring your field instructor to School” on Friday, March 14. A letter that will invite your field instructor to class will be given to you to complete and give to your field instructor (if you wish to do so) at our class meeting on Friday, February 15. We will have this event in the afternoon of March 14th, tentatively beginning at 2 p.m. as part of March is Social Work month.

**Attendance**

PLEASE TURN CELL PHONES OFF OR TO SILENT RING DURING CLASS.

The profession of social work requires a high level of personal integrity and self-awareness. The demonstration of professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected in this class. Your participation in a respectful learning environment includes: arriving to class on time, coming back from breaks on time, turning off cell phones, not talking to another student(s) during lecture(s) or when a classmate is speaking, and staying for the entire class. In other words, please be mindful of what might detract from the learning experiences of students and the teacher alike.

I expect you to be in class and stay for the entire class. I do not make judgments about what is a permissible reason to miss class or to leave early or arrive late. **Please ask your colleagues for missed notes and/or handouts.** If you miss a video, that material cannot be borrowed unless it is a video available through PSU’s library.

If you miss an entire day of class or its equivalent (eight hours), your grade may be lowered by one full letter grade. If you miss more than one class session (more than eight hours of class) you may not pass SW 531.

Absences due to inclement weather and/or campus closures will be handled on an as needed basis.
Assignments and Evaluation

There are four requirements for this course: one paper, one in-class presentation, a final, and your journal. The paper, the presentation, and the final are each worth one-third (33%) of your grade. (The descriptions and due dates are explained below). The journal assignment is a requirement that is not graded.

Grades are based on multiple factors, and explanations of letter grades can be found in the student handbook. Please take some time to review the University’s Student Conduct Code, with particular attention to Academic Dishonesty. The student handbook offers guidance as to how to avoid plagiarism and also describes faculty responsibilities around academic dishonesty. Please note: You cannot turn in the same paper to two different classes. If I have cause to believe that academic honesty is in question, I may share your paper with another faculty member and/or your advisor as part of the process of resolution. If the paper receives an unsatisfactory grade for any reason, a copy of the paper may be retained and/or provided to your advisor or other faculty as needed. A grade of B- or higher is required in this course to move into SW 532.

Generally grades are determined by evaluation of content, or how thoroughly you have presented, developed, and substantiated the main ideas of your work. Also, style and organization, such as grammar, spelling, editing, and cohesiveness are important. Your ability to conceptualize, integrate, and present the complexities of social work practice is evaluated as fairly as possible.

I expect that you will learn to use the American Psychological Association (APA) style for papers. I will give you feedback on its use over the term. PLEASE NOTE: All papers must be double-spaced, with one-inch margins, and no smaller than 12-point font.

Assignments must be turned in on the date specified AND at the beginning of the class session. If the paper comes to me after the class has started and this includes e-mail attachments, the paper will be considered late. I ask that you provide me with hard copies of your work unless we make an arrangement for e-mail attachments. Late papers may be graded down one full letter grade. An Incomplete is given at the discretion of the instructor. It is your responsibility to complete the paperwork for an Incomplete. An Incomplete can be assigned if existing quality of work is a C or above, essential work remains to be done, reasons are acceptable to this instructor, and a formal agreement is reached. I do not give Incompletes for failing grades. An Incomplete in practice class may jeopardize enrollment in future classes. March 14 will be our last class meeting and an exam that covers SW 531 will be given on this day. If you miss this exam and/or if you have not turned in other required assignments, you must have the paperwork to me on this date for an Incomplete. Otherwise, the grade for the course will be calculated and the missing assignment(s) will be graded as a zero.

PLEASE NOTE: Rewrites are sometimes an option, but only if the paper is graded at a C or lower, and a rewrite is negotiated. I do not generally read rough drafts, and will not review a paper in order to assure a particular grade. Please do not ask me to give you a particular grade in order to obtain or maintain financial support.

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I strongly recommend that you discuss assignments with your field instructor (except for the journal and that is up to you). As case material and other information are incorporated into papers and presentations, it is necessary that you always disguise client information, refer to the Code of Ethics, and check agency policy.

**JOURNALS:** The journal assignment is a requirement of SW 531 however it is not given a grade. Bring your journals to class. I will look at them during group time, and will not take your journals out of the classroom. The journal is designed to offer you the opportunity to informally and personally write about your experiences at your field placement agency and as a student in this program. No particular format is necessary, yet you need to make an entry at least once per week. More often may be helpful. I would suggest that you think about covering your thoughts and feelings about the following five areas at some point: 1) yourself; 2) your clients; 3) the agency/community in which you are placed; 4) supervision; and 5) this class or other thoughts about the program. Handwritten journals are fine. Your journal entries are private. Your entries may help with selected assignments.

[Assignment #1- DUE February 15]:*

Part 1): Go to Toseland and Rivas chapter 4, pages 121 and 122. Complete the Leadership Comfort Scale (Figure 4.4) and the Beliefs About Structure Scale (Figure 4.5). Please make a copy of these two scales with your responses and turn in with this assignment. Then answer these three points (briefly): a) In terms of the Leadership Comfort scale, how would you perceive your strengths and challenges as a group leader?; b) What are the major themes that emerge about your preferences for a particular level of structure (BASS) within a group?; and c) if you were to co-lead a group, either task or treatment, is there anything that is nonnegotiable regarding your co-leadership?

Part 2): Go to form 6.2 in the Poulin text, the Biopsychosocial Assessment Form or to the Webb article, pages, 78-80. You will need to interview a client (an adult or a child) for this assessment and complete the forms that either Poulin or Webb provide. Poulin is for adults and Webb for children. You will need to inform the client(s), (this might include parents) of your learning experience in this process and also have your field instructor involved in terms of helping you find an appropriate client, etc. This evaluation is designed to give you the experience of such an assessment tool even though you might not do such an extensive exploration with clients in your current setting. PLEASE NOTE: A DSM diagnosis may or may not be possible or appropriate, so under Poulin’s form, the last section can be changed to assessment. If you use the Webb assessment form for a child, the same applies.

Part 3): The assessment questions asked here come from the framework in the Netting et al., macro text (please see pages 300-302 for the full wording of each point). These questions assess your agency in both the task environment and the internal structure. Answers to the points can be one sentence or a few sentences. Please answer the following (remember to involve your field instructor and possibly other people in the agency to help you):

- What is (are) the agency’s funding source(s)?
- Does the agency use volunteers? For what purposes?
• What materials and in-kind resources does the organization receive?
• What are the major sources of client referrals?
• What types of clients does the agency refuse?
• What state or federal regulatory bodies oversee programs provided by your agency?
• With what government agencies does this agency contract for service provision?
• With whom does the agency compete?
• With whom does the agency cooperate?
• Provide an organizational chart- where are you?
• Is there an informal structure?
• How are decisions made?
• How is conflict handled?
• Is there a plan for enhancing agency diversity?
• Are services and facilities accessible to clients?
• Is technology up to date?

Part 4) Please compose a one page paper about your experiences in doing all sections of this assignment. I am curious about your thoughts and feelings as you moved through this process. Your journal may be helpful.

* Similar to fall term, I would recommend a folder in which you place the four pieces of this assignment. No call for chocolate here (virtual or real!)

[ASSIGNMENT #2- Group presentations February 29]: The class will be divided into six groups (four students in each group, plus me in one group since we have 23 students in the class). By random selection, each group will cover one of six theories from the Walsh book by giving a presentation to the class. Three presentations will be given in the morning and three will be given in the afternoon on this date. The theories will be: crisis, cognitive, family structural, behavior, ego psychology, and family emotional systems. Each group member will have 10-12 minutes to speak individually. At the end of all the individual presentations within each group, the group must do a role-play or present a case that demonstrates use of the theory. This would take 5 to 10 minutes. The class can pose questions and/or discussion at the end...so total time for the group is 60 minutes, MAXIMUM. This time line will be closely monitored. The presentation of the theory is divided among the group and must cover:

1) origins, context, and major concepts
2) nature of change, assessment and intervention
3) spirituality, social justice, applicability to diverse populations
4) effectiveness and criticisms

We will begin the work for this at the February 15 class meeting. Each of you will pull a theory out of a “hat” and then join the other students with the same theory. A grading sheet for this presentation will be distributed at a later date.

[Final- In Class on March 14]: The final will be an overview of SW 531. Questions will be distributed on February 29 and selected questions from this list will be chosen for the exam.
Some questions may emerge from the theory presentations. Since you will have the opportunity to view and study the questions before the test, the test will be closed to books and notes. There will be study time on the morning of the 14th before the test is given.

**Required Texts and Readings**


*These are readings available as a packet from Clean Copy on Broadway across from Cramer Hall, 503-221-1876.

**Topics and Assigned Readings**

**Class #1  Friday, January 18**

^Welcome to winter term and course overview
^return and discuss assignment #3 from fall term
^discussion of Nickel and Dimed
^assessment as a product and a process
^assessment tools- forms from your agency
^organizations as arenas for change
^support and empathy/exploration and elaboration
^video: Culture of Emotions

**READINGS:** review Poulin, Chapter 5 and read Chapter 6; Netting
Chapter 7; Murphy & Dillon, Chapters, 5, 6 & 7; and Nickel and Dimed
Class #2  Friday, February 1

^biopsychosocial assessment/mental status evaluation
^leadership of small groups
^ethical responsibilities to colleagues
^ethical responsibilities in practice settings
^documentation
^working in teams
^assessing human service organizations

READINGS:  Netting, Chapter 8; Reamer, Chapters 3 and 4; Toseland & Rivas (Chapters 4 and 5 from reading packet); Abramson & Bronstein chapter (reading packet); and (continued on next page)… through the library find and read by Reamer in Social Work (2005), 50(4), pages 125-134 an article Documentation in social work: Ethical and risk management strategies

Class #3  Friday, February 15 (assignment #1 due today)

^surprise!  What’s your theory?
^small groups begin plans for presentation
^critical thinking about theory
^theory and practice evaluation
^National Alliance for the Mentally Ill (NAMI) In Our Own Voice speaker(s)
^planning for intervention and evaluating change
^helping clients feel, see and do things differently

READINGS:  Walsh, Chapters 1 & 2; Murphy & Dillon, Chapters 8, 9 and 10

Class #4  Friday, February 29 (group theory presentations)

^3 groups in the morning
^lunch
^3 groups in the afternoon
^small group work on test questions

READINGS:  Walsh, Chapters 3, 5, 6, 7, 9, and 13
Class #5  Friday, March 15 (exam today)

^-study time before exam
^-exam
^-March is Social Work month
^-course evaluations
^-field instructors come to class in the afternoon
^-supervision to enhance practice skills
^-any other unfinished work and a preview of spring term

Readings: Overview of SW 531 readings
Generalist Social Work Practice III

Course Description

The third term of the Generalist Practice sequence is focused on using supervision and critical thinking about theory and empirical evidence to guide social work practice at all levels. Emphasis is on the assessment and intervention phases of practice with organizations and communities. Strategies for involving consumers and family members in organizational and community change will be examined with the intent to build organizations that are responsive to the needs of diverse communities. Skill development for effective anti-oppressive and non-discriminatory interventions and endings with individuals, families, groups, organizations, and communities will continue. Evaluation of practice at all levels will be emphasized.

Learning Objectives:

At the completion of the term, students will be able to:

- Use supervision and critical thinking about research and theory to guide assessment and intervention with communities, organizations and groups
- Understand and apply skills for intervention and evaluation with communities and organizations, with the goal of building organizations that are responsive to the needs of diverse communities
- Communicate effectively with diverse consumers, service providers, and community members and form partnerships to support organizational and community change and to build community capacity
- Continue development of skills for anti-oppressive non-discriminatory intervention and evaluation of work with individuals, families and groups
- Understand and apply the skills relevant to the ending phase of social work practice with individuals, families, groups, communities and organizations

Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).
**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to instructor**

Sarah Bradley, M.S.S.W.
Office Hours: Room 404 I, Mon. 12-1 or by appointment
Phone #: GSSW: 503 -725-8028
           Home: 503-697-5886 (T - F) or call after 8:30pm
Email – ssbwmj@teleport.com or bradles@pdx.edu

I encourage you to utilize me outside of class for questions, comments or just general discussion. It can be helpful for some students to discuss papers individually with me outside of class and I will make appointments to meet with you as needed.

**Instructional Methods**

**ADD**

**Attendance**

A significant amount of learning will take place during class time; thus attendance and participation are important and expected. For some people participation in the large group is difficult, so there will be ample time for you to process, experiment and discuss issues in small groups. The class and small groups will be constantly evolving. Consistency and trust are major factors in facilitating this evolution and we each have a part in contributing to this. Therefore, it
is important that you inform me and somebody in your small group if you will be absent. You are also responsible for finding out what was discussed, changed, added in the class you missed. You cannot receive a passing grade in the course if you miss more than 6 hours of in-class time. If you need to miss more than 6 hours you can make up this missed time with a small additional assignment.

Assignments

All written assignments (except journal) are to be typed, double-spaced, with one-inch margins and 12-point font. I expect you to follow the American Psychological Association (APA) style for citations and references.

All assignments are to be turned in on or before the date specified unless specific arrangements have been made ahead of time. Late papers will automatically drop one grade (i.e. an A will be an A-). Because of the numerous assignments I advise you to complete them on time. Taking an incomplete in this class is an option, but has consequences for you and must be discussed with me as well as with your advisor.

Written assignments are graded based on both the content (thoroughness, clarity, completeness, depth, substantiated) and the style and organization (grammar, spelling, editing, cohesion, clarity, creativity, APA style and bibliographic resources).

Specifically, I look for:
1. Relevant, defined, and understandable organizational structure
2. Smooth, logical, and clear transitions between/among ideas
3. Clarity and cohesion of thinking/ideas
4. Interesting, independent and creative ideas
5. Well supported arguments
6. Salient and appropriate use of the literature, citations and references
7. Writing style consistent with the assignment
8. Utilization of your own voice/self as you struggle to integrate the concepts/ideas and the practice of social work

Assignment #1: One Client Process Reflection Journal (15%)
Due no later than June 9th

Process reflection journal will reflect the ending/disengagement phase of social work practice. I cannot anticipate when you will have this type of interaction so there is no specific due date, but no later than June 9th

All materials will be held confidential and your grade will be based on your completion of the assignment as outlined and the sophistication/depth of your reflections, not on the success of your interventions.
These interactions should be focused on the ending/disengagement process with a client (individual, family, group) with whom you have established a contract to work together and defined a goal for this work.

Journal should be typed and include the following:

1. A brief description of the client, the context of the interaction, your role, the overall goals of your work with the client and where in the ending process this meeting took place.
2. Identify the intervention/s you were using in this case (Poulin Chapter 8 – supportive counseling, cognitive restructuring, resource mobilization, service coordination, etc.) and how they were tied to the goals.
3. A verbatim process recording of an interaction with the client related to the ending of the social work relationship, including 8-10 verbal communications that were made by you. (This may be hand written if legible).
4. Reflect on the dynamics and processes of ending/disengagement (Poulin Chapter 7) with this client and how this interaction assists (or not) with this process. Make sure you address how you are feeling, how you think your client is feeling and how this impacts the ending process.
5. Evaluate the effectiveness (or not) of your overall interventions in this case as to whether they assisted the client to achieve the identified goal/s and give evidence to support your conclusion.

Assignment #2: Exploration of Evidence Based Practice (15%)
Presentation dates will vary

Evidence based practice is conceptualized as the integration of evidence about a specific problem with a specific client (individual, family, group, organization, community). This process requires formulating a question, searching for evidence, critically thinking about its applicability, applying the knowledge and evaluating the outcome. The purpose of this assignment is for you to begin learning how to pose searchable questions, find evidence, evaluate its usefulness to you, your client, and your context. You can choose to find information on a problem from your current field experience, your work place or your placement next year. The results of your search will be presented in class and in a handout.

The following websites will be valuable for this assignment

1. Formulate a searchable question - Using a current or typical problem in your agency formulate a searchable question. Use either the PICO or COPES formats discussed in class and on the above websites to help you with this process.

2. Search - Plan and carry out a search for the best information that addresses your question. Use the above websites, emailed list of resources, library databases/catalogue. Keep track of the key words you used to search. Robin Paytner, social work librarian, can be helpful with this process.

3. Critically evaluate and analyze the results
What is the quality of the evidence? Using the Timberlake handout, lecture notes and discussion, and the following website http://sophia.smith.edu/~jdrisko/rating_the_evidence.htm critically address the quality of the evidence as it pertains to your clients and agency.

4. Presentation - Informally present an overview of the above process. Identify your question, the key words, the results, your analysis of the results and how/whether you would use the information.

5. Annotated Bibliography (APA) – Bring a copy for each member of the class
Identify the question, significant key words and what you consider the top 3-4 resources that address your question. Provide in APA format a brief summary/paraphrase for each resource. Your list should include at least one relevant article/chapter from the professional literature.

Grading of this assignment will be based on the clarity of your question, depth of your search, clarity of your presentation/discussion, depth of your critical thinking and the usefulness of the annotated bibliography.

Assignment #3: Assessing Institutional Oppression and Proposing Change (45%)
Due May 19th

As discussed in class, institutions exclude, under serve, exploit, oppress, isolate and divide nondominant individuals and communities as a way to maintain the status quo and privilege for those with power. In order to change human services organizations we need to analyze the ways in which oppression manifests itself and the privilege it bestows on others. This paper draws on the readings in Netting, et al Chapters 8-11, Western State Center Dismantling Racism: A Resource Book, “Anti-Racist Organizational Development” (pg 56-66) http://www.westernstatescenter.org/resources/index.html and Organizational Cultural Competence: Assessment Protocols http://rtckids.fmhi.usf.edu/rtcpubs/CulturalCompetence/protocol/
You will need access to these resources for this paper. Diversity and Social Justice readings and bibliographies may also be helpful.

The goal of this assignment is for you to identify forms of institutional oppression in an agency where you intern or work, assess the organization’s current level of cultural competence, and identify a change to increase the agency’s cultural competence or decrease oppression. In order to get some of the information for this paper (Part II) you may need to talk to people in administration about some areas of the organization.

Throughout this paper integrate at least 3 professional references that discuss oppression/discrimination/cultural competence in this type of setting, with this population and/or addresses solutions to the problems you have identified (use the evidence based model for searching)

APA style expected with a maximum length of 12 pages.
Briefly describe the agency and its services and clients

PART I: Describe the oppression and what/who maintains it (24%)

Identify one specific oppressed social/cultural identity group (race, class, gender identity/expression, sexual orientation, ability, religion) and provide evidence of how this oppression is manifested in the agency.

Considering the following:

- What does it “look like”? Is it manifested formally and/or informally?
- Who does what to whom?
- How is it maintained – policies, procedures, practices, budgets, decision making, leaders, etc.
- Who is negatively impacted (employees, clients)
- How subtle, covert, or overt is it?
- How widespread is it?
- Who has privilege as a result of this oppression?

Netting, et al Chapter 8 Appendix “Framework for Analyzing a Human Service Organization (pg. 298) and “Assessing Organizational Racism” in Dismantling Racism: A Resource Book (pgs. 64-66) will help you identify organizational factors that contribute to its maintenance. The latter focuses on race, but for this assignment generalize the information to all oppressed groups.

PART II: Cultural Competence of the Agency (32%)


PART III: Change Proposal (24%)

Propose a feasible (i.e. beginning step) change to increase the agency’s cultural competence or decrease oppression, analyze the political and economic factors impacting the success of this proposal, and a strategy to promote the change (Netting Chapter 9, 10 & 11)

- What is the goal of the proposed change?
- How will this change address an issue discussed in either part I or II?
- Assess resource considerations
- Assess the supporting and constraining forces, using the force field analysis model
- What processes/steps/strategies will you use to promote the change?
- How you will develop support and/or counter opposition?

PART IV: Agency Response (10%)
1. Discuss your ideas with a member of the administrative team. Identify with whom you had this discussion, summarize their response and reflect on this response and your thoughts about the potential for the implementation of this idea and any other thoughts you have about this issue.

Assignment #4 Class Policy Practice Assignment
Due Throughout the term (20%)

The focus of this term is for the whole class to address the need for an Oregon social work practice act and to take a position and make a recommendation to NASW, Oregon State Board of Clinical Social Work and PSU-SSW. This will require a series of steps to arrive at a recommendation.

Each of you will be assigned a portion of this process, based on interest and skills. You will work independently and/or with the students in your area and report to the class on the dates noted.

All students, except those doing the final presentation will report verbally, as well as provide a written summary of your report, including a reference page. You will need 2 copies of the written report, one for the instructor and one for the students compiling the final verbal and written reports.

I. Define the Problem (Netting pg. 85-92)
   Report to class April 14th – 3 people
   Talk w/ OR State Board of SW Admin and Board members
   Review minutes of meetings (on line)

II. Explore and define what currently exists – Federal, State, Professional
    Report to class April 28th – 3 people

III. Explore the knowledge base (evidence) on the problems (Netting pg. 93-103)
     Report to class May 5th – 4 people
     No over sight on SW – harm to the public
     Lack of training for those providing SW (DHS)
     Lack of standard for social work
     Protect the title of social work

IV. Identify/Analyze Interventions (literature on intervention)
    Report to class May 12th – 5 people
    SW Practice Act (Title protection)
    Other interventions for the problems

V. Present the findings – 4 people
   Verbally (2 people)
   June 6th PSU-SSW Faculty Mtg.
   NASW Legislative Cmtee (Thursday in May?)
   Written (2 people)
   June 10th OR Bd of CSW Mtg
Grading
Your individual grade will be based on the quality of your verbal and written reports and your participation in the class discussion around this project.

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

Client Process Reflection Journal – 15%
Evidence Based Practice Presentation – 15%
Institutional Oppression and Change Paper – 45%
Policy Practice Assignment – 20%

An explanation of letter grades can be found in your student handbook. I consider a B to be indicative of good graduate level work and an A to represent exceptional work. An A reflects work that comprehensively addresses the assignment, is well written and organized, and reflects depth of reflection and integration beyond the basics of the assignment. If you receive below a B- on a written assignment you may request to rewrite the paper. If you rewrite the paper your final grade will be an average of both grades.

Required Texts and Readings
All the books previously purchased.

On line readings
http://rtckids.fmhi.usf.edu/rtcpubs/CulturalCompetence/protocol/ (Findings pp. 12-22)
http://www.westernstatescenter.org/resources/index.html “Anti-Racist Organizational Development” (pg 56-66)

Topics and Assigned Readings

WEEK 1 March 31 Course Overview/Evidence Based Practice
Linkage of theory with assessment and intervention; Evidence based practice

WEEK 2 April 7 Community Assessment/Relational Dynamics & Power
Readings: Rothman Chapter 6
Murphy Chapter 12
Poulin Chapter 5 (pp. 124-129) and 8 (pp. 209-229)
Netting Chapter 6
WEEK 3 April 14  Organizational Assessment - Practice Act Report I  
Readings:  Rothman Chapter 2 and 5  
Netting Chapter 8  
http://www.westernstatescenter.org/resources/index.html  
http://rtckids.fmhi.usf.edu/rtcpubs/CulturalCompetence/protocol/ (Findings pp. 12-22)

WEEK 4 April 21  Community and Organizational Change  
Readings:  Poulin Chapter 8 (pp. 209-229)  
Netting Part 5 (pp. 307-367)

WEEK 5 April 28  Endings/Transitions/Evaluation - Practice Act Report II  
Readings:  Poulin Chapters 7 (pp. 184-193) and 9  
Murphy Chapter 14

WEEK 6 May 5  Group Assessment and Change - Practice Act Report III  
Readings:  Poulin Chapter 5 pp. 112-124

WEEK 7 May 12  Ethics/Boundaries/Dual Relationships - Practice Act Report IV  
Readings:  Murphy Chapter 13  
Poulin Chapter 13

WEEK 8 May 19  Catch Up & Social Work Practice Act Discussion  
Organizational Change Paper Due

WEEK 9 May 27  Holiday

WEEK 10 June 2  Self Care and Professional Development  
Readings:  Murphy Chapter 15

WEEK 11 Jun 9  Future and beyond/Party/Goodbyes/Evaluation
Generalist Social Work Practice III (Distance Option)

Course Description

This sequence is designed to prepare students to offer social work services in a generalist practice framework. Based on the ecosystems, strengths and empowerment perspectives, students will develop interviewing, assessment, intervention and evaluation skills across five levels of practice - individual, family, group, organization and community. These skills will be developed in the context of social work values and ethics and with special attention to anti-oppressive and non-discriminatory practice with diverse populations. Theories for social work practice will be examined with an emphasis on critical thinking about their application, their integration with effective practices and their utility with diverse populations across practice settings.

The third term of the Generalist Practice sequence is focused on using supervision and critical thinking about research and theory to guide social work practice at all levels. Emphasis is on the assessment and intervention phases of practice with organizations and communities. Strategies for involving consumers and family members in organizational and community change will be examined with the intent to build organizations that are responsive to the needs of diverse communities. Skill development for effective anti-oppressive and non-discriminatory interventions and endings with individuals, families, groups, organizations, and communities will continue. Evaluation of practice at all levels will be emphasized.

Learning Objectives:

At the completion of the term, students will be able to:

- Use supervision and critical thinking about research and theory to guide assessment and intervention with communities, organizations, and groups.

- Understand and apply skills for intervention and evaluation with communities and organizations, with the goal of building organizations that are responsive to the needs of diverse communities.

- Communicate effectively with diverse consumers, service providers, and community members and form partnerships to support organizational and community change and to build community capacity.

- Continue development of skills or intervention and evaluation of work with individuals, families and groups.
• Understand and apply the skills relevant to the ending phase of social work practice with individuals, families, groups, communities and organizations.

Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

Populations at Risk

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

Access to instructor

Pam Miller, M.S.W., Ph.D.
Associate Professor of Social Work
Office hours by appointment
E-mail: millerp@pdx.edu
Telephone: (503) 725-5010
Salem cohort: (800) 547-8887

We can arrange to meet before or after class as needed. It is difficult to meet during breaks and lunch yet we will work together to figure out mutually agreeable appointments.

**Instructional Methods**

This class blends lecture, discussion, videos, role-plays, guest speakers, and small group process. You will meet in small groups during class. This group will accomplish tasks such as discussion/debate, case presentations and consultation, field linkages, and literature review. Due to the variety of methods utilized to teach this course, your attendance and participation are crucial to your learning, the learning of others, and the maximization of all methods used.

**Attendance**

PLEASE TURN CELL PHONES OFF OR TO SILENT RING DURING CLASS

The profession of social work requires a high level of personal integrity and self-awareness. The demonstration of professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected in this class. Your participation in a respectful learning environment includes: arriving to class on time, coming back from breaks on time, turning off cell phones, not talking to another student(s) during lecture(s) or when a classmate is speaking and staying for the entire class. In other words, please be mindful of what might detract from the learning experiences of students and teacher alike.

Course content, class discussions, and assignments for this class rest on an assumption that human diversity is normative. This course and our profession require and expect critical thinking about and sensitivity to the impact of diversity (race, class, gender, sexual orientation, religion/faith, culture, ethnicity, physical and cognitive ability, and other considerations) in relation to the populations we serve and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences.

I expect you to be in class and stay for the entire class. I do not make judgments about what is a permissible reason to miss class or to arrive late or leave early so there is no need to ask for permission to miss class. **Please ask your colleagues for missed notes and/or handouts.** If you miss a video, you can check if it is available through the PSU library.

If you miss an entire day of class or its equivalent (eight hours), your grade may be lowered by one full letter grade. If you miss more than one class session (more than eight hours of class) you may not pass SW 532.

Absences due to inclement weather and/or campus closures will be handled on an as needed basis.

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Assignments and Evaluation

There are four graded assignments for this course. Assignment #1 is worth 25%, assignment #2 is worth 50%, and assignment #3 is worth 25% of your total grade (see below). The journal expectation will continue but will not be graded. Also, we will have class time devoted to the book *The Spirit Catches you and you fall down* that will also be graded pass/no pass.

PLEASE NOTE: All work for this course must be turned in by our last class session of May 30, no exceptions. If you cannot meet this deadline, an Incomplete may be arranged if requirements for an Incomplete are met (see below).

Grades are based on multiple factors and explanation of letter grades can be found in the student handbook. Please take the time to review the University’s Code of Student Conduct, with particular attention to Academic Dishonesty. The student handbook offers guidance as to how to avoid plagiarism and also describes faculty responsibilities around academic dishonesty. If I have cause to believe that academic honesty is in question, I may share your paper with another faculty member and/or your advisor as part of the process of resolution. I might also ask you to provide me with hard copies of your references. If a paper receives an unsatisfactory grade for any reason, a copy of the paper may be retained and/or provided to your advisor or other faculty as needed. A grade of B- or higher is required in this course to move into your practice concentration in the fall.

Generally grades are determined by evaluation of content, or how thoroughly you have presented, developed, and substantiated the main ideas of your work. Also, style and organization, such as grammar, spelling, editing, and cohesiveness are important. Your ability to conceptualize, integrate, and present the complexities of social work practice is evaluated as fairly as possible.

I expect that you will learn to use the American Psychological Association (APA) style for papers. A small percentage of your grade is based on your ability to use APA and I will give you feedback on its use over the term.

PLEASE NOTE: All papers must be double-spaced, with one-inch margins, and no smaller than 12-point font.

Assignments must be turned in on the date specified AND at the beginning of the class session. If the paper comes to me after the class has started, and this includes e-mail attachments, the paper will be considered late. I ask that you provide me with hard copies of your work unless we make an arrangement for e-mail attachments. Late papers will be graded down one full letter grade.

Negotiations for late work are possible and an Incomplete is given at the discretion of the instructor. An Incomplete can be assigned if existing quality of work is a C or above, essential work remains to be done, reasons are acceptable to this instructor, and a formal agreement is reached. I do not give Incompletes for failing grades. It is your responsibility to complete the paperwork for an Incomplete. If you take an Incomplete in this class, the grade may not be
changed until fall term. An incomplete in practice class may jeopardize enrollment in future classes.

PLEASE NOTE: Rewrites are rarely an option, and only if the paper is graded at a C or lower, and a rewrite is negotiated. I may make a copy of your original paper if a rewrite is in process. I do not generally read rough drafts, and will not review a paper in order to assure a particular grade. I also do not give feedback on how to make papers earn an “A”. Please do not ask me to give you a particular grade in order to obtain or maintain financial support.

I strongly recommend that you discuss assignments with your field instructor (except for the journal and that is up to you). As case material and other information are incorporated into papers, it is necessary that you always disguise client information, refer to the Code of Ethics, and check agency policy.

The following assignments are required but not graded:

JOURNALS: The journal assignment is a continued requirement in SW 532, however it is not graded. Bring your journals to class every class session. The journal is designed to offer you the opportunity to informally and personally write about your experiences at your field placement and as a student in this program. This term the journals will focus on intervention, evaluation, and termination to include thoughts and feelings about yourself, supervision, clients, the agency/community in which you are placed, and this class. Your journal entries are strictly confidential. Your journal will be utilized in the final assignment.

SPIRIT CATCHES YOU DISCUSSION: We will devote class time to this book on April 4.

CASE PRESENTATIONS: There will be the opportunity for case presentations in both the small groups and the large class on May 16. A guide for this is a part of the syllabus.

GRADED ASSIGNMENTS:

Assignment #1: Due May 2

This assignment is worth 25% of your grade and formalizes our discussion about evidence-based practice and critical thinking from weeks one and two. You will be provided a page to complete that has been utilized from Gibbs & Gambrill (1999) in Critical Thinking for social workers: Exercises for the Helping Professionals, p. 242, Pine Forge Press.

Please fill out this form as directed.

Then add your comments to the following two points as typewritten pages (two to three should do it):

1) Discuss your conversation with your field instructor about this assignment. How does critical thinking and evidence-based practice fit into your agency’s structure? What do you think about the ethical obligations that are stressed by Gambrill?
2) Share a bit about your experience with this process. How do you think that searching for answers will influence your future practice?

**Assignment #2: Due May 16**

This assignment is worth 50% of your grade. The purpose of this assignment is to integrate theory with assessment, intervention, and termination with a client system from a generalist social work perspective. This means that you could choose an individual or family and utilize Walsh as a starting point, or choose your agency or a community and utilize Netting as the base.

Literature from outside of class readings must be utilized for this assignment. Class readings will also be helpful.

Please select a client that you are working with. This could be an individual, a family, a group, or your agency or a community.

1) Provide a description of the client. You will need to give a short case summary that includes concerns and strengths and along with the assessment of what work you and the client will be doing. What are the goals and objectives and how did you come to an understanding of what those would be? (one page)

2) Choose a practice theory and apply it to the client(s) by:

   a) providing a one-page summary of the theory and its utility in social work assessment and intervention specific to your client(s);
   b) finding three articles or book chapters (outside of class readings) that link your client(s) with the theoretical framework. For example, if your client is a teenager with mental health concerns and your theory is crisis, find three articles that address crisis theory and adolescents (2 to 3 pages);
   c) selecting two concepts from the theory and applying each to the client’s situation (1 to 2 pages);
   d) describing an intervention from theory as it applies to the client (1 page);
   e) discussing how you will end with this client. How will change be maintained or generalized? (1 page)
   f) evaluating the change process. How did you analyze and interpret the change process now that it is ending? (1 page)
   g) providing a one-page critique of the theory’s applicability to the client’s culture.

**Assignment #3: May 30**
You will be placed in a small group during the first class session. The final goal of your small group project is to provide a copy of the final product that your small group sent to the Oregon Health Fund Board by this due date. Other documentation materials to turn in (see next paragraph) may include your visitation to public sessions of the Board or its committees, conversations with interested parties, efforts on your group’s part, etc. Your group will decide how it will move forward with involvement in health reform through SB 329, the Healthy Oregon Act. Your group will give a presentation at the last class that captures your work on this community-based project.

At our first class session, some background about this project and some examples/ideas about possible topics and methods will be provided. However, your group will be responsible for deciding how and where you want to focus your attention. It may be that you will have to communicate with me and/or your group between class sessions. I will give class time to the project at all class sessions. It is critical that each group member participates and so your group will need to decide how to equitably divide up the work. In this regard, each group member must submit a summary of his/her efforts and contributions to the group goals as part of this assignment. The end product of your efforts will be a formal submission to the Health Board for their consideration during this time of public input about health reform in our State. This document must also be turned in as part of the assignment. Recommendations from the Board will go forward to the Legislature in 2009. You, your clients, your colleagues in this class and your agency are poised to have significant input into this process.

Heidi Allen, M.S.W., Ph.D. Candidate at Portland State University, and Director of the Medicaid Advisory Committee, Office for Oregon Health Policy and Research (OHPR) will consult with our class about this project on Friday, April 18th around 10:15 until lunch. Her e-mail is <Heidi.Allen@state.or.us>. Your or your group may want to network with her as you explore this assignment.

**Required Texts and Readings**


*There are additional readings in the topical outline.

**Topics and Assigned Readings**

**Class #1**  Friday, April 4
Welcome to spring term and course overview
Fadiman’s *The Spirit catches you and fall down* discussion
^critical thinking in social work practice
^ethics and decision-making for interventions
^evidence-based practice and practice-based evidence
^ethics and values related to termination
^tasks and feelings related to termination
^macro practice, with a focus on community
^get started on assignments #1 and #3

Readings: Fadiman’s book; begin Chapters 5 and 6 in Netting;
Review chapters 8, 9 and 10 in Murphy and Dillon;
Review pages 97 to 105 in Chapter 2 of Reamer; and
Review chapter 7 of Poulin, pages 184-191.

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**Class #2  Friday, April 18**

^the answerable question
^continue EPB
^supervision and critical thinking in macro practice
^analyzing and assessing communities
^community crises and interventions
^continue work on assignments #1 and #3
^consultation visit with Heidi Allen from OHPR

Readings: Reamer, Chapters 5 and 6; Chapter 9 Poulin; Chapter 10 from Eileen Gambrill’s *Critical Thinking in Clinical Practice* (2005), published by Wiley, “Evidence-based practice: A philosophy and process for thinking ethically and critically about decisions,” pages 253-285, available by e-reserve (see last page of syllabus), and read Murphy & Dillon, pages 300-306.

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**Class #3  Friday, May 2**

^Assignment #1 due
^the clinical relationship
^ethical obligations: local to global
^value frameworks for practice and advocacy
^assessment and intervention with task and treatment groups
^work on assignments #2 and #3
Readings: Murphy and Dillon, Chapter 12; Reamer, Chapter 7; Find and read, “Value differences between social Workers and members of the working and middle Classes,” by Hodge, in Social Work, 2003, v. 48, #1, pages 107-119; article in winter packet by Toseland, Jones & Gellis called Group Dynamics; Please find one article/book chapter that helps you consider international social work to share with your colleagues.

Class #4  Friday, May 16

Assignment #2 due
endings and transitions
harm reduction and social justice
intervention with individuals and families
Endings and evaluation of practice with individuals, families, groups, organizations and communities
case presentations in class
work on assignment #3

Readings: Murphy and Dillon, Chapter 14; find and read “Harm Reduction,” by Brocato & Wagner in Health & Social Work (2003), v. 28, #2, pages 117-125.

Class #5  Friday May, 30

Assignment #3 due
Sharing of work for the Oregon Health Fund Board interventions with organizations to enhance responsiveness to community needs
effective communication and relationship building to involve diverse community stakeholders in organizational and community change
Self-care
Safety
Burnout
Self-reflection with in-class exercise
Course evaluations
not the end…just a step along the way!
lunch party! (I’ll supply the pizza)

Readings: Murphy and Dillon, Chapter 15, and pages 306-309 in Chapter 11.
Diversity and Social Justice (Distance Option)

Course Description

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

A critical dimension of the social work profession involves sensitivity and competence in working with diverse populations. Of particular concern are the issues affecting ethnically diverse populations, sexual minorities, people who are poor or working class, and people with disabilities. This course is designed to enable students to develop a knowledge base and critical awareness of diversity issues in practice and policy. Although this is not a course for the development of techniques such as those developed in a practice course, it will provide the basis on which such techniques can rest.

Learning Objectives:

- Have a detailed understanding of historical accounts, experiences and treatment of diverse populations in the United States.
- Articulate a familiarity with issues related to situated knowledge and representation.
- Articulate critical frameworks for understanding oppression.
- Articulate critical frameworks for understanding liberation.
- Articulate critical frameworks for understanding social, political and economic justice.
- Point to research that explores cross-cultural theories and practice.
- Have a greater sense of self-awareness, particularly around their multiple cultural identities.
- Utilize skills to examine intergroup relations and policies that affect subordinated groups.
- Utilize cross-cultural practice skills with individuals and groups.
- Engage in cross-cultural group dialogue.
- Utilize dialogue as a tool to cross cultural boundaries.
- Utilize dialogue as a tool to work with conflict.
- Practice with individuals and groups in a way that both honors and thinks critically about the NASW Code of Ethics.
• Identify, navigate and locate themselves within ethical dilemmas, particularly those related to cross-cultural differences.
• Articulate an awareness of interlocking dynamics of multiple identities {e.g., race, ethnicity, social class, gender, sexual orientation, and (dis)abilities}
• Recognize and explore one’s own experiences, emotions and thoughts associated with oppression and privilege.

**Students with Disabilities**

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to instructor**

Lisa Race  
Email: erace66@comcast.net  
Telephone: 503 772 9175
Shauna Adams  
Email: sl_adams @comcast.net  
Telephone: 503 201 1822  

Please note: The best way to contact us is through email.  

**Instructional Methods**

This class will be taught with a variety of methods in order to; (1) convey different types of information, (2) meet the preferred learning styles of different students, and (3) include formats that require students to “take charge” of their own learning. Course readings allow students to individually gain knowledge of information. In-class sharing of reactions to the course materials allows students to gain an understanding of multiple perspectives on, and critiques of, the readings. Interactive lectures will be used to present frameworks for understanding diversity, oppression, and social changes strategies, and also allow students’ reactions and perspectives to be shared so that we all learn from each other. Anonymous written reactions to emotion-laden topics ensure that all students’ perspectives are heard and thus enhance our learning.

**Theoretical Framework**

The approach taken in this class is based on the conviction that issues related to race, ethnicity, sexuality, gender, social class, and other categories are highly complex and controversial areas of study. They also are areas of study necessary for the effective adoption of social work interventions that will contribute to enhancing the life chances and opportunities of all oppressed groups. There is, however, no consensus about the ways in which oppressions related to these phenomena are institutionalized or about their causes. Thus, we will examine several theories intended to explain racism, sexism, and other “isms” in American society. Our purpose will be to increase the likelihood that social work interventions, particularly in cross-cultural settings, will become increasingly more sensitive and competent.

**Attendance**

This course is based on the premise that understanding and grappling with diversity and oppression issues begins with self-reflection, and must include learning from one another as we each bring our experiences, knowledge, and analyses to mutual learning and reflection. Such learning requires that students attend all class sessions; constructive participation of all students is a right and a responsibility.

**Assignments and Evaluation**

The three assignments (see accompanying handout) build on each other. In the first assignment, **Culture Chest**, you will explore some of your social and cultural identities as well as get to know some of your classmates better. The second assignment, **Multi-Culture Mapping**, you will examine your membership in social identity groups within a larger societal context in order to recognize ways in which these memberships affect your understanding of various dominant and subordinated groups. In the third assignment, **Class journal** you write about your experiences in and out of class and the course readings. For the final assignment **Reflection on class journal** you will submit a written reflection on your journaling experience.
Following is a breakdown of the weight of each course requirement. A complete description of each assignment, including evaluation criteria, will be handed out separately.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Active Participation in Class Activities</td>
<td>25</td>
<td>On-going throughout the semester</td>
</tr>
<tr>
<td>Assignment 1: Culture Chest</td>
<td>10</td>
<td>Due in class Session 2</td>
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<tr>
<td>Assignment 2: Multi-Culture Mapping</td>
<td>20</td>
<td>Due in class Session 3</td>
</tr>
<tr>
<td>Assignment 3: Class journal</td>
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<td>Ongoing throughout the semester</td>
</tr>
<tr>
<td>Assignment 4: Reflection on journal</td>
<td>20</td>
<td>Due in class session 4</td>
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</tbody>
</table>

TOTAL POINTS FOR THE COURSE: 100

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

- use of 8-by-11-inch white paper;
- selection of clear, readable font;
- double-spacing between lines;
- left-margin justification;
- page numbers in upper right-hand corner;
- indentation of the first line of every paragraph (with no extra spacing between paragraphs).

The APA manual provides information on creating headings, the use of which may help you to present your information more clearly

Policy Regarding Late Submission of Assignments. All assignments are due in class on the date specified in this syllabus. Except under extenuating circumstances, 10% of the assignment grade will be deducted on late assignments.

ASSIGNMENT 1: CULTURE CHEST\(^1\) 10 POINTS DUE OCT. 13TH

This assignment is designed to help us begin to understand each other’s important social and cultural group identities. In our second session, we will use the fruits of this assignment to get to know each other better and to generate dialogue among ourselves about the meanings of our

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\(^1\) adapted from Program on Intergroup Relations and Conflict, University of Michigan, 1994.
cultural and social group identities. We will also explore similarities and differences that surface.

Preparing the Culture Chest
Choose a container as your “chest.”

- **Inside** the “chest” place objects that symbolically represent your social and /or cultural identity - specifically Race, Ethnicity, Gender, Sexual Orientation, Ability, Religion, Social Class, nationality, and/or Age. These items may be things that are close to your heart (or not) e.g. a photograph, piece of art, book, music, or anything that describes aspects of these identities, and that are meaningful to you.

- On the **top** of the container identify people and events you feel have had a significant impact on the development of your social/cultural identity.

- Last, decorate the **outside** of the box with images (pictures, your own drawings, words/phrases) that describe how you think other people define you as a result of your different social/cultural group memberships

As you are preparing your culture chest pay attention to the following questions:
- What feelings/thoughts arose as you began this assignment and made decisions about what social group memberships to reveal?
- Which social group memberships were easiest to identify? Most difficult?
- What questions arose for you in trying to identify your social group membership?
- Which social group memberships are you most aware of on a daily basis?
- Which ones are you least aware of?
- What surprised you about your overall profile?
- What surprised you about your response to this assignment?

We will share these culture chests with each other during the class session. In addition to sharing the culture chest you are invited, but not required, to discuss any thoughts/reactions you had in response to the above questions. In order for us to present all of the chests, each student will have a set amount of time to discuss their chest.

**Evaluation criteria- 10 points**
Your assignment will be evaluated based on your:
- a. Completion of culture chest as outlined
- b. Sharing it with the class
- c. Completion of the presentation in allotted time

**ASSIGNMENT 2 MULTI-CULTURAL MAPPING** 20 points Due November 3rd

This assignment is designed to help you understand and recognize your locations in social groups and to reflect on how these social group memberships have affected your life. 5-7 pages in length, excluding your map.

THE CONTENT OF THESE PAPERS AND MAPS WILL BE KEPT STRICTLY CONFIDENTIAL. Nevertheless, if you are uncomfortable discussing certain group memberships, you are not obliged to do so. As you develop a social justice approach to social work practice, it is important to acknowledge the ways in which each of us is “multicultural.” That is, we are all members of many different cultural groups (or social identity groups) that influence our lives strongly or subtly. The groups of which we are members are themselves located within a societal context; in our case this would be Oregon and U.S. social, political, and economic structures.

Based upon our group memberships, how we identify with (or are identified within) each group, and how others perceive or identify us, we have similar and different experiences than other people. All people have things that are unique about them that arise from individual temperaments, families, and socialization experiences. We have many elements we share with others because of the groups we belong to, some of which we choose and some of which are assigned to us by law or the assumptions of others. These group identities affect how we perceive ourselves and how others perceive us. We can use our knowledge in one category to help us to see and understand more about another category, and also by sharing our understanding and perceptions with others who occupy similar and different categories. This assignment will begin the process of examining these multiple social identities.

In class you will be given a “Power Flower” diagram showing social identity “petals”. The Flower shows the social and cultural identities in the context of multiple group memberships and societal contexts. The inner petals reflect your “self,” the outer petals represent the societal context (Oregon and the US) and the characteristics of those who have power. We will complete the outer portions of the social identity “petals” in class. Include your map with the assignment

Part 1 (4 points) – Your Multi-culture Map
On the inner petals identify your specific group membership (e.g., African or African American, East Indian, European American, Irish American, Japanese or Japanese American; female, male; 52yo, poverty class, bisexual, etc.) for each of the identity groups. Also list any of the commonly-held values, beliefs, behaviors, or other aspects of your group’s culture of which you are aware. (e.g. What are the beliefs of those in the poverty class, men, Chinese, baby boomers?)

Part II (16 points: 4 points each) - Reflections
1. Begin by discussing which of your group memberships you believe have the most significant influence on you. Explain why you believe this to be the case. If you believe or feel that all are equally important, discuss why you believe this is so.

2. In areas where your social identity is different from the dominant identity how are members of your group treated within different institutions (media, education, legal system, medical
etc.), and what is their relationship to power and access to social, political and economic resources?

3. How many of your social identities are different from the dominant identity? If none are different, write about that. Which of your non-dominant identities, if any, allow you to pass as a member of a dominant group? What does your ability to pass (or not pass) say about your access to resources?

4. Discuss your experiences as a person having or lacking social, political, and economic power in relation to your different social identities?

Assignments 3 & 4 will be discussed in class

ASSIGNMENT 3: TAKING ACTION TO ADDRESS PERSONAL AND SOCIAL CHANGE

ASSIGNMENT 3: TAKING ACTION TO ADDRESS PERSONAL AND SOCIAL CHANGE 1 25 points Due Nov. 28th, Dec. 5th

In the first and second assignments, you reflected on your own cultural background and the influence of various social identity groups and society. In this last assignment, we move to identifying ways in which we can participate in changing the oppressive dynamics that are pervasive in our lives and society. How can each of us, individually and collectively, participate in personal and social change?

Step 1 of Assignment: Create a group and select a change activity
The focus of this assignment is on CHANGE and the central question for this assignment is: What actions can I take NOW to effect personal and social change? For this assignment, you will participate in a group project with two, three, or four other students.

A. Create a group. Identify at least two other students with whom you will participate in a personal or social change activity. Be sure to create a group which includes individuals who are members of different social identity groups.

B. Select a change activity. You may select an activity from the list below, or you may participate in a personal or social change activity that is not on the list. If you choose to participate in an activity that is not on this list, please be sure to discuss your choice with the instructor prior to your participation.

- Attend a cultural event held by and for members of a social identity group of which you are not a member. Attending a religious celebration does not count.
- Participate in a social justice event (e.g., rally, protest, picketing) to demonstrate your support for social change.

1 adapted from Ambrosino, Austin, Grant and Van Soest (1997); Nagda (1997)
• Wear a lapel pin for one week to demonstrate your support for the rights of gay/lesbian/bisexual individuals.

• Create a media presentation depicting images of oppression and/or liberation.

Because one purpose of this assignment is to increase your learning and/or skills, the activity you select must be one that is new for you and one that is connected to social change. For instance, if you've been active in Immigrant Rights activities in the past, you must select a new activity for this project.

**Step 2 of Assignment: Participate in the personal or social change activity with your group.**

Prior to participating in the activity, be sure to (1) make sure that “outsiders” are welcome at the selected event, and (2) read the instructions in Step 3 (below) in order to be prepared for reflecting on your experiences.

**Step 3 of Assignment: Reflect on your experiences with your group.**

After participating in the activity, meet as a group and consider each of the following five items. As you consider your responses to each of these five items, consider some ways in which at least two themes (developed throughout the course) from the list below are useful in understanding your experiences.

- Theme 1: Identities—personal identities and group identity
- Theme 2: Difference, dominance, oppression, and power
- Theme 3: Social change, alliances, and coalition-building
- Theme 4: Dialogue and working across differences

1. What are the most important things you learned about yourselves as individuals? About yourselves as members of particular social identity groups? About other people?

2. What were some of your thoughts and feelings as you participated in this activity? In particular, in which ways did you feel comfortable, and in which ways uncomfortable? Why do you think you felt comfortable/uncomfortable?

3. In what ways did the social group memberships of your work group members influence your group's (a) selection of activities, (b) each group member’s reactions to the activities, and (c) your ability to work together as a group? If you encountered any particular difficulties, how did you work these out?

4. In what way(s) do you see your group project contributing to personal change and social change? Be sure to consider changes that occurred within individual group members, between or among group members, and between group members and others.

5. Reflecting broadly, what interconnections do you see between personal and social change?

**Step 4 of Assignment: Sharing your group's experiences.**
Format. Each group will share its experiences in class during one of the final two class sessions. The length of the presentations will vary depending upon (1) the number of students in your group, and (2) the total number of groups. In general, the group presentations should last about 15-20 minutes each.

Each group must notify the instructor by the eighth class session about its topic and the amount of time desired for the presentation. The instructor will let students know during a later session about (1) which week each group will present, and (2) the amount of time available for each presentation.

Presentation format is entirely up to your group. You may want to include visual aids such as overheads, handouts, posters, slides, role plays, or videos, although none of these is required. Please keep in mind that use of visual aids may assist you in sharing your experiences within the brief time allotted. (Please contact the instructor no later than the 11th class session if your group needs the instructor to provide any audiovisual equipment for your presentation.) In short, feel free to be creative in planning the way in which your group will share its experiences, selecting whatever methods you feel will be useful in helping your fellow students to understand your experiences. Please be sure to include a minimum of ten minutes for student questions and discussion.

In addition to the presentation, please prepare a 1-page handout summarizing the main points of your learning through the change activity, and bring enough copies for all students in the class. You may also include any additional community resources or other materials you became aware of as a result of this activity.

Unfortunately, due to the limited time available for the sharing of these experiences, it is imperative that groups abide by the time allotted. Groups which are not able to address each item during their presentation to the class will be responsible for submitting a brief paper to the instructor within the following five calendar days. This group paper will provide any information that was not included in the in-class sharing of experiences.

Evaluation criteria. Your group may earn up to 25 points for this assignment. Your project will be evaluated based on your:

a. Ability to incorporate at least two of the four themes (described above) into the sharing of your group's experiences (4 points possible);

b. Discussion of item 1, above (4 points possible);

c. Discussion of item 2, above (4 points possible);

d. Discussion of item 3, above (4 points possible);

e. Discussion of item 4, above (4 points possible);

f. Discussion of item 5, above (4 points possible); and

g. Ability to clearly communicate your experiences to the class in the time allotted for your group (1 points possible).

FINAL TAPING PROJECT: PART 1 10 points Due. Oct. 10th
The purpose of this project is for you to do an initial assessment of your own ideas and attitudes about oppression. In order to do this project, you will need the attached interview guide, a recording devise (tape, computer, etc) and a blank tape or CD.

**Interview Instructions:**
1. Answer each of the questions on the attached interview guide as though you were being interviewed by someone else. Be candid and truthful. Make your answers as complete as possible so that if someone else were listening, s/he would understand what you meant by your response. Tape all your answers even if you need 2 tapes.
2. Turn in the tape labeled with your name or other identifying information by **October 11th.**
3. **I will not listen to it; you will be the only person who will listen to the tape.** Your confidentiality is assured. The tapes will be returned to you near the end of the term. At that time you will be asked to listen to your own tape and do a reflection of it according to guidelines that will be provided at that time.

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

### Taping Project Questions

#### Personal Identity
1. Do you think of yourself in terms of any color, race, nationality and/or ethnicity, which one/s?
2. Do you think of yourself in terms of a gender, which one/s?
3. Do you think of yourself in terms of ability, which one/s?
4. Do you think of yourself in terms of an age grouping, what group do you see yourself in?
5. Do you think of yourself in terms of any sexual orientation, which one/s?
6. Do you think of yourself in terms of a social class, which one?
7. How often do you think about these identities and what do you think?
8. Which identities are a source of pride for you and why?
9. Which identities are a source of discomfort for you and why?
10. Which identities have made a difference in your life?
11. Do you think you are racist, sexist, heterosexist, ageist, ableist, classist? Why or why not?

#### Present Life
1. Do you have friends from a different racial or ethnic group than your own? If so, how do you feel when you are with them? If not, would you like to and why?
2. Do you have friends who identify with a different sexual orientation than you? If so, how do you feel when you are with them. If not, would you like to and why?
3. Do you have friends who have a disability? If so, how do you feel when you are with them? If not, would you like to and why?
4. Do you have friends from a different social class than your own? If so, how do you feel when you are with them. If not, would you like to and why?
5. Do you have friends, other than family, who are elderly? If so, how do you feel when you are with them? If not, would you like to and why?
6. What diverse groups were represented in your most recent workplace? What do you think of that ratio? If yes, why? If no, why not?

Beliefs and Attitudes
1. What do you think about efforts to recruit and/or hire a more diverse workforce?
2. What do you think about affirmative action?
3. What does “integration” mean?
4. What do you think about the diversity in your neighborhood, workplace, school?
5. When was the last time that you talked about race, class, ability, sexual orientation or diversity? When and where did that occur? About what group(s)? What was the discussion about? What did you say? How often do you talk about these issues?
6. What person of color do you most admire? Why?
7. What woman in America do you most admire? Why?
8. What gay or lesbian person in America do you most admire? Why?
9. What person with a disability in America do you most admire? Why?
10. What kinds of people from a different race/ethnicity, gender, sexual orientation, age, ability and class are you comfortable working with? Why?

The Interview
1. What feelings did you experience in interviewing yourself?
2. What topics or questions made you uneasy?
3. Are these relevant topics for a social work curriculum? Why or why not?
4. How will your multiple social identities impact your work as a social worker? Why or why not?

FINAL

TAPING PROJECT: PART II 25 points Due Nov. 28th

At the beginning of the semester you made a tape in which you interviewed yourself and answered questions about your own ideas and attitudes about racism and oppression. In many ways the tape represents a story about your multiple social identities. As we approach the end of the semester, it is time to listen to the tape and to reflect on your story as you told it at the beginning of the semester.

Your assignment is to:

1. Carve out a block of time (at least half an hour in addition to the length of your interview) and listen to your tape without interruption. After listening to the tape, write down your initial response to hearing your interview. Were you surprised to hear any of your responses? Would any of your answers remain the same? What were your feelings as you listened? What did you learn about yourself from listening to the tape? How do you understand your impressions and responses?

2. Respond to the following questions in a written paper:
a. Identify personal and social concerns that you have resolved or are working on. For instance, reflect on what is the story of your multiple social identities, how have you made sense of institutional oppression, and what values were learned through socialization into your family, neighborhood and community? What aspects of oppression have you internalized?

b. How has your story changed over the course of the semester? In what ways has it changed? In what ways has it remained the same?

c. What does your story tell you about:

1) Barriers within and outside of yourself that make it difficult to confront oppression
2) Resources both within and outside of self that can help you in confronting oppression
3) Steps you will take in your personal journey after leaving this course

Identify 3-4 references from assigned readings and class discussions that have been useful to you in the development of your thinking and self awareness. The purpose of the assignment is self-reflection. Refer only to ideas, events and readings that were most significant to you in your analysis. The essay should be no more than 5-6 pages in length. The brief length of the paper requires that you think through your answers prior to writing in order to really synthesize and concisely present your thoughts.

Assignment #4 Due: December 1st.

Throughout the semester you have been keeping a journal and answering questions about your own ideas and attitudes about racism and oppression. In many ways the journal represents a story about your multiple social identities. As we approach the end of the semester, it is time to review your journal and to reflect on your writing

Your assignment is to:

1. Carve out a block of time and read your journal without interruption. After reading your journal, write down your initial response to reading it. Were you surprised at any of your entries? Would your answers to the prompt questions remain the same? What were your feelings as you read? What did you learn about yourself from reading your journal? How do you understand your impressions and responses?

2. Respond to the following questions in a written paper:

a. Identify personal and social concerns that you have resolved or are working on. For instance, reflect on what is the story of your multiple social identities, how have you made sense of institutional oppression, and what values were learned through socialization into your family, neighborhood and community? What aspects of oppression have you internalized?
b. How has your story changed over the course of the semester? In what ways has it changed? In what ways has it remained the same?

c. What does your story tell you about:

1) Barriers within and outside of yourself that make it difficult to confront oppression
2) Resources both within and outside of self that can help you in confronting oppression
3) Steps you will take in your personal journey after leaving this course

Identify 3-4 references from assigned readings and class discussions that have been useful to you in the development of your thinking and self awareness. The purpose of the assignment is self-reflection. Refer only to ideas, events and readings that were most significant to you in your analysis. The essay should be no more than 5-6 pages in length. The brief length of the paper requires that you think through your answers prior to writing in order to really synthesize and concisely present your thoughts.

Required Texts and Readings

Required Texts

The following texts are required for this course. Both are available at the University Bookstore and are available on 2-hour reserve at the Marriott Library.


Other Required Readings may be required to read selected articles, as listed in the Course Outline section of this syllabus under each week’s session description. (The instructor may add articles to the required reading list throughout the semester as the media report events that are related to this area of study.) Note that, for course readings that are not included in a course text the listing on the Course Outline is followed by either “On reserve” or “Handout.”

Handouts. Articles offered as a Handout will be distributed in class prior to the session for which it is to be read. It is your responsibility to make sure that you receive copies of these readings, so be sure to talk with the instructor if you must be absent from class when these handouts are distributed.

Readings On Reserve. These articles are available through electronic reserve at the Marriott Library. The instructor will give you a hand out explaining how to access the readings.
Topics and Assigned Readings
(identified by class date)

SESSION 1: September, 29th

Morning:
Introduction
  Overview of Course
  Review syllabus, assignments and expectations
  Key Concepts for Understanding Diversity
  Guidelines for Class Discussion/Dialogue

Session objectives: At the end of this session, students will be able to:
  • understand the purposes, goals, and requirements for this course;
  • discuss ways in which diversities intersect at the individual level;
  • demonstrate a beginning understanding of selected key course concepts, including social group, difference, diversity, socialization, culture, group memberships, social identities, conflict, and dialogue; and
  • demonstrate a beginning understanding of the usefulness of dialogue in learning about diversity and social justice.

Required reading
None

Afternoon:
Culture & Social Identity

Session Objectives: At the end of this class, students will be able to:
  ▪ appreciate a variety of social group memberships
  ▪ begin to explore issues of difference based on social group membership
  ▪ increase understanding of values, norms and beliefs associated with different social group membership

Required reading
None

SESSION 2: October, 13th

Assignment 1: Due

Morning:
The Social Construction of “Race” in the U.S.
Dynamics of Oppression
Session objectives: At the end of this class, students will be able to:

- discuss a historical perspective on the concept of race and its multiple meanings for people in the U.S.; and
- identify how dichotomies were used historically in the social construction of “savage relationships” and of “inferior” peoples, and to describe the benefits for whites of these social constructions.
- describe the concept of a “matrix of domination”;
- critique the concept of “race”; and
- describe why understanding historical and social conditions are critical components when studying diversity.
- demonstrate a beginning understanding of the key concepts of power and inequality, domination and subordination, privilege and oppression;
- differentiate among the five faces of oppression;
- recognize ways in which prejudice, discrimination, and stereotypes serve as techniques of oppression;
- understand how social institutions serve as instruments of societal oppression and/or social change;
- examine the interconnections among different social institutions in relation to oppression and domination;
- apply the cycle of oppression to their own lives;
- describe ways in which culture, group membership, social identity, difference, and diversity may affect class discussions and/or dialogues; and
- understand and be able to discuss who benefits from oppression.

Required reading

Note: As you read Takaki, in your journal prepare a list of (1) the cultural characteristics and values of the ethnic groups described in these chapters, and (2) the strengths that these ethnic groups demonstrated.

- Group member 1: read 4 & 9
- Group member 2: read 5 & 13
- Group member 3: read 7 & 12
- Group member 4: read 8 & 10
Each student is to come prepared to discuss: (1) the cultural characteristics and values of the ethnic groups described in these chapters, (2) the strengths that these ethnic groups demonstrated, and (3) what information is new to you.
Session objectives: At the end of this class, students will be able to:

- describe ways in which whites in the U.S. benefit from white privilege;
- relate the receipt or denial of white privilege to their own lives;
- identify privileges available to members of other dominant groups (e.g., men, middle-class, heterosexuals, Christians) in the U.S.; and
- critique the melting pot concept.

Required Reading
Readings for Social Justice and Diversity: pp. 5-15; 35-50
- One selection of your groups choice from Section 2: Racism under “Contexts”
- One selection of your groups choice from Section 2: Racism under “Personal Voice”
- One selection of your groups choice from Section 2: Racism under “Next steps and Action”
- One selection from Section 3: Antisemitism

SESSION 3: November 3rd
Assignment 2: Due

Morning
Class and Inequality
Session objectives: At the end of this class, students will be able to:

- articulate a complex understanding of what social, political and economic elements and values make up ‘class’
- describe some variations in experiences and opportunities of people from different social classes; and
- discuss the intersections of race, class, and gender.

Required Reading
Readings for Social Justice and Diversity
- Two selections of your groups choice from Section 7: Classism under “Contexts”
- Two selections of your groups choice from Section 7: Classism under “Personal Voice”
- Pp. 432 – 436; Bring to class the completed social class questionnaire.


Afternoon
Disability and Ableism

Session objectives: At the end of this class, students will be able to:

- understand the concepts of ableism;
- develop self-awareness regarding the impact of institutional ableism on their personal beliefs, behaviors, and professional practice;
- analyze the historical development of oppression towards people with disabilities in the United States and how that history continues to shape current circumstances;
- identify existing gaps noted in the research and contradictions between the social work value system and the delivery of social services to clients with disabilities.

Required Reading

Readings for Social Justice and Diversity
- Two selections of your groups choice from Section 6: Ableism under “Contexts”
- Two selections of your groups choice from Section 6: Ableism under “Personal Voice”
- Two selections of your groups choice from Section 6: Ableism under “Next steps and Action”


SESSION 4: December 1st
Morning

Gender and Sexism

Session objectives: At the end of this class, students will be able to:

- critique the dominant U.S. culture’s social construction of gender;
- discuss ways in which the social construction of gender affects their own lives;
- describe the current evidence of continuing sexism; and
- discuss who benefits from sexism and from the denial of gender inequality.

Required reading

Readings for Social Justice and Diversity
- Two selections of your groups choice from Section 4: Sexism under “Contexts”
- Two selections of your groups choice from Section 4: Sexism under “Personal Voice”
- Two selections of your groups choice from Section 4: Sexism under “Next steps and Action”

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Sexual Orientation and Heterosexism and Homophobia

Gay, Lesbian, Bisexual, Transgender panel presentation

**Session objectives:** At the end of this class, students will be able to:

- demonstrate knowledge of current social issues related to diversity/oppression, particularly those related to sexual orientation; and
- apply social justice values included in the *NASW Code of Ethics* as they relate to selected social issues;
- be familiar with some of the research on cross-cultural work with GLBT people.

**Required reading**

Readings for Social Justice and Diversity

- Two selections of your groups choice from Section 5: Heterosexism under “Contexts”
- Two selections of your groups choice from Section 5: Heterosexism under “Personal Voice”
- Two selections of your groups choice from Section 5: Heterosexism under “Next steps and Action”


**Complete the Sexual Orientation Worksheet** at [http://members.tde.com/ben/kleingrid.html](http://members.tde.com/ben/kleingrid.html)

This tool will not be turned in. Use this to understand yourself and the complexities of sexual orientation. You will be asked to reflect on your thoughts about this exercise in small groups.

**Afternoon**

Social Change, Pathways Toward Social Justice

**Session objectives:** At the end of this class, students will be able to:
• understand and articulate the intersections of “isms”;
• identify ways in which they have perpetuated systems of oppression;
• articulate critical questions they have about their multiple social group memberships/identities
• understand the cycle of liberation;
• identify change actions they can engage in at the personal, interpersonal, group, and community levels;
• develop a vision of a multicultural society;
• demonstrate an understanding of what a coalition is;
• identify elements necessary for effective coalition and alliance work; and
• understand some of the benefits and challenges of coalition work.

Required reading
Readings for Social Justice and Diversity
- Two selections of your groups choice from Section 8: Working for Social Justice under “Contexts”
- Two selections of your groups choice from Section 8: Working for Social Justice under “Personal Voice”
- Two selections of your groups choice from Section 8: Working for Social Justice under “Next steps and Action”

From Internalized Racist Oppression to Empowerment and From Internalized White Supremacy to Anti-Racist White Ally, In *Dismantling Racism: A Resource Book*, pp. 40-55 (see link on below website)  
[http://www.westernstatescenter.org/resources/dr.html](http://www.westernstatescenter.org/resources/dr.html)

Required Readings On E-Reserve


**Recommended Future Readings**


Diversity and Social Justice

Course Description

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

A critical dimension of the social work profession involves sensitivity and competence in working with diverse populations. Of particular concern are the issues affecting ethnically diverse populations, sexual minorities, people who are poor or working class, and people with disabilities. This course is designed to enable students to develop a knowledge base and critical awareness of diversity issues in practice and policy. Although this is not a course for the development of techniques such as those developed in a practice course, it will provide the basis on which such techniques can rest.

Learning Objectives:

At the completion of the term, students will be able to:

- Have a detailed understanding of historical accounts, experiences and treatment of diverse populations in the United States.
- Articulate a familiarity with issues related to situated knowledge and representation.
- Articulate critical frameworks for understanding oppression.
- Articulate critical frameworks for understanding liberation.
- Articulate critical frameworks for understanding social, political and economic justice.
- Point to research that explores cross-cultural theories and practice.
- Have a greater sense of self awareness, particularly around their multiple cultural identities.
- Utilize skills to examine intergroup relations and policies that affect subordinated groups.
- Utilize cross-cultural practice skills with individuals and groups.
- Engage in cross cultural group dialogue.
- Utilize dialogue as a tool to cross cultural boundaries.
- Utilize dialogue as a tool to work with conflict.
- Practice with individuals and groups in a way that both honors and thinks critically about the NASW Code of Ethics.
• Identify, navigate and locate themselves within ethical dilemmas, particularly those related to cross-cultural differences.
• Articulate an awareness of interlocking dynamics of multiple identities {e.g., race, ethnicity, social class, gender, sexual orientation, and (dis)abilities}
• Recognize and explore one’s own experiences, emotions and thoughts associated with oppression and privilege.

**Students with Disabilities**

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to instructor**

Dr. Stéphanie Wahab  
Associate Professor  
Office: Rm. 400I
Email: wahabs@pdx.edu
Office Hrs: Monday 1:30-3:30

I will hold office hours every Monday afternoon from 1:30-2:30. If this time is not convenient for you I suggest you make an appointment with me so that we may find a time to meet.

**Instructional Methods**

This class will be taught with a variety of methods in order to; (1) convey different types of information, (2) meet the preferred learning styles of different students, and (3) include formats that require students to “take charge” of their own learning. Course readings allow students to individually gain knowledge of information. In-class sharing of reactions to the course materials allows students to gain an understanding of multiple perspectives on, and critiques of, the readings. Interactive lectures will be used to present frameworks for understanding diversity, oppression, and social changes strategies, and also allow students’ reactions and perspectives to be shared so that we all learn from each other. **Anonymous written reactions to emotion-laden topics ensure that all students’ perspectives are heard and thus enhance our learning.** Finally, in-class student presentations allow all students to benefit from each others’ experiences and learning, and allow for peer feedback as we strive to increase our cross-cultural competence.

**Theoretical Framework**

The approach taken in this class is based on the conviction that issues related to race, ethnicity, sexuality, gender, social class, and other categories are highly complex and controversial areas of study. They also are areas of study necessary for the effective adoption of social work interventions that will contribute to enhancing the life chances and opportunities of all oppressed groups. There is, however, no consensus about the ways in which oppressions related to these phenomena are institutionalized or about their causes. Thus, we will examine several theories intended to explain racism, sexism, and other “isms” in American society. Our purpose will be to increase the likelihood that social work interventions, particularly in cross-cultural settings, will become increasingly more sensitive and competent.

**Attendance**

This course is based on the premise that understanding and grappling with diversity and oppression issues begins with self-reflection, and must include learning from one another as we each bring our experiences, knowledge, and analyses to mutual learning and reflection. Such learning requires that students attend as many class sessions as possible; constructive participation of all students is a right and a responsibility. Students are expected to speak with fellow students to obtain information missed due to necessary absences from class. If you miss three or more classes it is highly likely that you will not pass the class.

**Assignments and Evaluation**

The three assignments (see accompanying handout) build on each other. In the first assignment, **Culture Chest**, you will explore some of your social and cultural identities as well as get to know some of your classmates better. The second assignment, **Multi-Culture Mapping**, you will examine your membership in social identity groups within a larger societal context in order to recognize ways in which these memberships affect your understanding of various dominant
and subordinated groups. In the third assignment, you participate in, and reflect on, **activities to effect personal and social change**. The final will give you the opportunity to critically explore your own learning throughout the semester.

Following is a breakdown of the weight of each course requirement. A complete description of each assignment, including evaluation criteria, has been handed out separately. As you read the assignment descriptions, you’ll note that Assignments 1 and 3 involve in-class activities. If for any reason you must be absent from class when these activities are conducted, it is your responsibility to arrange to meet with other student(s) outside of class to complete these requirements, and to inform the instructor of your plans for completing these course requirements.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td><strong>Assignment 1: Culture Chest</strong></td>
<td>10</td>
<td>Due in class Session 2</td>
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<tr>
<td><strong>Assignment 2: Multi-Culture Mapping</strong></td>
<td>25</td>
<td>Due in class Session 4</td>
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<tr>
<td><strong>Assignment 3: Effecting Change</strong></td>
<td>25</td>
<td>Due in class Session 10 &amp; 11</td>
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<tr>
<td>Taking Action to Address Personal and Social Change</td>
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<td><strong>Final</strong></td>
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<tr>
<td>Part I</td>
<td>10</td>
<td>Due in class Session 3</td>
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<td>Part II</td>
<td>30</td>
<td>Due in class Session 10</td>
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<td><strong>Total</strong></td>
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**TOTAL POINTS FOR THE COURSE: 100**

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

- use of 8-by-11-inch white paper;
- selection of clear, readable font;
- double-spacing between lines;
- left-margin justification;
- page numbers in upper right-hand corner;
- indentation of the first line of every paragraph (with no extra spacing between paragraphs).

The APA manual provides information on creating headings, the use of which may help you to present your information more clearly. Note that I am requesting that you leave 1-inch margins rather than the 1.5-inch margins specified in the APA manual. Further, you do not need to create a running head, cover page, or abstract.
In addition, I will subtract 1 point for every 3 editorial mistakes (per page). MAKE SURE YOU EDIT YOUR PAPERS BEFORE YOU TURN THEM IN!

Policy Regarding Late Submission of Assignments. All assignments are due in class on the date specified in this syllabus. Except under extenuating circumstances, late assignments will be dropped an entire grade.

ASSIGNMENT 1: CULTURE CHEST\(^1\) 10 POINTS DUE OCT. 3RD

This assignment is designed to help us begin to understand each other’s important social and cultural group identities. In our second session, we will use the fruits of this assignment to get to know each other better and to generate dialogue among ourselves about the meanings of our cultural and social group identities. We will also explore similarities and differences that surface.

Preparing the Culture Chest
Choose a container as your “chest.”

- **Inside** the “chest” place objects that symbolically represent your social and/or cultural identity - specifically Race, Ethnicity, Gender, Sexual Orientation, Ability, Religion, Social Class, nationality, and/or Age. These items may be things that are close to your heart (or not) e.g. a photograph, piece of art, book, music, or anything that describes aspects of these identities, and that are meaningful to you.

- On the top of the container identify people and events you feel have had a significant impact on the development of your social/cultural identity.

- Last, decorate the outside of the box with images (pictures, your own drawings, words/phrases) that describe how you think other people define you as a result of your different social/cultural group memberships

As you are preparing your culture chest pay attention to the following questions:
- What feelings/thoughts arose as you began this assignment and made decisions about what social group memberships to reveal?
- Which social group memberships were easiest to identify? Most difficult?
- What questions arose for you in trying to identify your social group membership?
- Which social group memberships are you most aware of on a daily basis?
- Which ones are you least aware of?
- What surprised you about your overall profile?
- What surprised you about your response to this assignment?

We will share these culture chests with each other during the class session. In addition to sharing the culture chest you are invited, but not required, to discuss any thoughts/reactions you had in response to

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\(^1\) adapted from Program on Intergroup Relations and Conflict, University of Michigan, 1994.
the above questions. In order for us to present all of the chests, each student will have a set amount of
time to discuss their chest.

**Evaluation criteria- 10 points**

Your assignment will be evaluated based on your:

- a. Completion of culture chest as outlined
- b. Sharing it with the class
- c. Completion of the presentation in allotted time

**ASSIGNMENT 2 MULTI-CULTURAL MAPPING** 1 25 points Due Oct. 17th

This assignment is designed to help you understand and recognize your locations in social groups
and to reflect on how these social group memberships have affected your life. 5-7 pages in
length, excluding your map.

**THE CONTENT OF THESE PAPERS AND MAPS WILL BE KEPT STRICTLY
CONFIDENTIAL.** Nevertheless, if you are uncomfortable discussing certain group
memberships, you are not obliged to do so. As you develop a social justice approach to social
work practice, it is important to acknowledge the ways in which each of us is “multicultural.”
That is, we are all members of many different cultural groups (or social identity groups) that
influence our lives strongly or subtly. The groups of which we are members are themselves
located within a societal context; in our case this would be Oregon and U.S. social, political, and
economic structures.

Based upon our group memberships, how we identify with (or are identified within) each group,
and how others perceive or identify us, we have similar and different experiences than other
people. All people have things that are unique about them that arise from individual
temperaments, families, and socialization experiences. We have many elements we share with
others because of the groups we belong to, some of which we choose and some of which are
assigned to us by law or the assumptions of others. These group identities affect how we
perceive ourselves and how others perceive us. We can use our knowledge in one category to
help us to see and understand more about another category, and also by sharing our
understanding and perceptions with others who occupy similar and different categories. This
assignment will begin the process of examining these multiple social identities.

In class you will be given a “Power Flower” diagram showing social identity “petals”. The
Flower shows the social and cultural identities in the context of multiple group memberships and
societal contexts. The inner petals reflect your “self,” the outer petals represent the societal
context (Oregon and the US) and the characteristics of those who have power. We will complete
the outer portions of the social identity “petals” in class. **Include your map with the
assignment**

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1 Adapted from Nagda (1992, 1996) and VeneKlasen with Miller (2002. *A New Weave of Power, People &
Politics*. Oklahoma: World Neighbors.)
Part 1 (5 points) – Your Multi-culture Map
On the inner petals identify your specific group membership (e.g., African or African American, East Indian, European American, Irish American, Japanese or Japanese American; female, male; 52yo, poverty class, bisexual, etc.) for each of the identity groups. Also list any of the commonly-held values, beliefs, behaviors, or other aspects of your group’s culture of which you are aware. (e.g. What are the beliefs of those in the poverty class, men, Chinese, baby boomers?)

Part II (20 points: 5 points each) - Reflections
1. Begin by discussing which of your group memberships you believe have the most significant influence on you. Explain why you believe this to be the case. If you believe or feel that all are equally important, discuss why you believe this is so.
2. In areas where your social identity is different from the dominant identity how are members of your group treated within different institutions (media, education, legal system, medical etc.), and what is their relationship to power and access to social, political and economic resources?
3. How many of your social identities are different from the dominant identity? If none are different, write about that. Which of your non-dominant identities, if any, allow you to pass as a member of a dominant group? What does your ability to pass (or not pass) say about your access to resources?
4. Discuss your experiences as a person having or lacking social, political, and economic power in relation to your different social identities?

ASSIGNMENT 3: TAKING ACTION TO ADDRESS PERSONAL AND SOCIAL CHANGE
1. 30 points Due Nov. 28th, Dec. 5th

In the first and second assignments, you reflected on your own cultural background and the influence of various social identity groups and society. In this last assignment, we move to identifying ways in which we can participate in changing the oppressive dynamics that are pervasive in our lives and society. How can each of us, individually and collectively, participate in personal and social change?

Step 1 of Assignment: Create a group and select a change activity
The focus of this assignment is on CHANGE and the central question for this assignment is: What actions can I take NOW to effect personal and social change? For this assignment, you will participate in a group project with two, three, or four other students.

A. Create a group. Identify at least two other students with whom you will participate in a personal or social change activity. Be sure to create a group which includes individuals who are members of different social identity groups.

B. Select a change activity. You may select an activity from the list below, or you may participate in a personal or social change activity that is not on the list. If you choose to participate in an activity that is not on this list, please be sure to discuss your choice with the instructor prior to your participation.

- Attend a cultural event held by and for members of a social identity group of which you are not a member. Attending a religious celebration does not count.

1 adapted from Ambrosino, Austin, Grant and Van Soest (1997); Nagda (1997)
• Participate in a social justice event (e.g., rally, protest, picketing) to demonstrate your support for social change.

• Wear a lapel pin for one week to demonstrate your support for the rights of gay/lesbian/bisexual individuals.

• Create a media presentation depicting images of oppression and/or liberation.

Because one purpose of this assignment is to increase your learning and/or skills, the activity you select must be one that is new for you and one that is connected to social change. For instance, if you've been active in Immigrant Rights activities in the past, you must select a new activity for this project.

Step 2 of Assignment: Participate in the personal or social change activity with your group.
Prior to participating in the activity, be sure to (1) make sure that “outsiders” are welcome at the selected event, and (2) read the instructions in Step 3 (below) in order to be prepared for reflecting on your experiences.

Step 3 of Assignment: Reflect on your experiences with your group.
After participating in the activity, meet as a group and consider each of the following five items. As you consider your responses to each of these five items, consider some ways in which at least two themes (developed throughout the course) from the list below are useful in understanding your experiences.

• Theme 1: Identities--personal identities and group identity
• Theme 2: Difference, dominance, oppression, and power
• Theme 3: Social change, alliances, and coalition-building
• Theme 4: Dialogue and working across differences

1. What are the most important things you learned about yourselves as individuals? About yourselves as members of particular social identity groups? About other people?

2. What were some of your thoughts and feelings as you participated in this activity? In particular, in which ways did you feel comfortable, and in which ways uncomfortable? Why do you think you felt comfortable/uncomfortable?

3. In what ways did the social group memberships of your work group members influence your group's (a) selection of activities, (b) each group member’s reactions to the activities, and (c) your ability to work together as a group? If you encountered any particular difficulties, how did you work these out?

4. In what way(s) do you see your group project contributing to personal change and social change? Be sure to consider changes that occurred within individual group members, between or among group members, and between group members and others.

5. Reflecting broadly, what interconnections do you see between personal and social change?

Step 4 of Assignment: Sharing your group's experiences.

Format. Each group will share its experiences in class during one of the final two class sessions. The length of the presentations will vary depending upon (1) the number of students in your group, and (2) the total number of groups. In general, the group presentations should last about 15-20 minutes each.
Each group must notify the instructor by the eighth class session about its topic and the amount of time desired for the presentation. The instructor will let students know during a later session about (1) which week each group will present, and (2) the amount of time available for each presentation.

Presentation format is entirely up to your group. You may want to include visual aids such as overheads, handouts, posters, slides, role plays, or videos, although none of these is required. Please keep in mind that use of visual aids may assist you in sharing your experiences within the brief time allotted. (Please contact the instructor no later than the 11th class session if your group needs the instructor to provide any audiovisual equipment for your presentation.) In short, feel free to be creative in planning the way in which your group will share its experiences, selecting whatever methods you feel will be useful in helping your fellow students to understand your experiences. Please be sure to include a minimum of ten minutes for student questions and discussion.

In addition to the presentation, please prepare a 1-page handout summarizing the main points of your learning through the change activity, and bring enough copies for all students in the class. You may also include any additional community resources or other materials you became aware of as a result of this activity.

Unfortunately, due to the limited time available for the sharing of these experiences, it is imperative that groups abide by the time allotted. Groups which are not able to address each item during their presentation to the class will be responsible for submitting a brief paper to the instructor within the following five calendar days. This group paper will provide any information that was not included in the in-class sharing of experiences.

Evaluation criteria. Your group may earn up to 30 points for this assignment. Your project will be evaluated based on your:
   a. Ability to incorporate at least two of the four themes (described above) into the sharing of your group's experiences (5 points possible);
   b. Discussion of item 1, above (5 points possible);
   c. Discussion of item 2, above (5 points possible);
   d. Discussion of item 3, above (5 points possible);
   e. Discussion of item 4, above (5 points possible);
   f. Discussion of item 5, above (5 points possible).

FINAL TAPING PROJECT: PART 1  10 points  Due. Oct. 10th

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

Interview Instructions:
1. Answer each of the questions on the attached interview guide as though you were being interviewed by someone else. Be candid and truthful. Make your answers as complete as possible so that if someone else were listening, s/he would understand what you meant by your response. Tape all your answers even if you need 2 tapes.
2. Turn in the tape labeled with your name or other identifying information by October 11th.
3. I will not listen to it; you will be the only person who will listen to the tape. Your confidentiality is assured. The tapes will be returned to you near the end of the term. At that time you will be asked to listen to your own tape and do a reflection of it according to guidelines that will be provided at that time.
This assignment has been adapted from an activity in Van Soest & Garcia (2003) that was originally designed by Beverly Daniel Tatem (1992). Other sources used are Adams, Bell & Griffin (1997), Derman-Sparks & Brunson Phillips (1997)

Taping Project Questions

Personal Identity
1. Do you think of yourself in terms of any color, race, nationality and/or ethnicity, which one/s?
2. Do you think of yourself in terms of a gender, which one/s?
3. Do you think of yourself in terms of ability, which one/s?
4. Do you think of yourself in terms of an age grouping, what group do you see yourself in?
5. Do you think of yourself in terms of any sexual orientation, which one/s?
6. Do you think of yourself in terms of a social class, which one?
7. How often do you think about these identities and what do you think?
8. Which identities are a source of pride for you and why?
9. Which identities are a source of discomfort for you and why?
10. Which identities have made a difference in your life?
11. Do you think you are racist, sexist, heterosexist, ageist, ableist, classist? Why or why not?

Race/Ethnic Identity
1. What does your racial/ethnic identity mean to you? If it doesn’t mean anything, speak to that.
2. When were you first aware of yourself as a member of a particular racial or ethnic group?
3. When were you first aware of people from other (than your own) races or ethnicities? Which races/ethnicities?
4. When did you first witness or experience someone being treated differently because of their racial or ethnic identity?
5. When was your first contact with a person of a different racial or ethnic group? What kind of relationship was it and how did you feel?
6. When did you realize you would be treated differently because of your race or ethnicity?
7. Who were the most significant influences on the establishment of your racial/ethnic identity?
8. Do you think racism is a problem in this country? Why or why not?
9. If yes, what can be done about it and what have you done about it? If nothing, why?

Gender
1. What does your gender identity mean to you?
2. Are your biological sex and gender identities consistent?
3. What do you like about being female, male, or transgendered?
4. What do you dislike about being female, male, or transgendered?
5. When was the first time you were aware boys and girls were treated differently because of their sex?
6. What do you remember about your first friendship with a person of the opposite sex?
7. What did you learn growing up about how to act like a woman or man?
8. What are some of the advantages and disadvantages of these teachings?
9. Do you think sexism is a problem in this country? Why or why not?
10. If yes, what can be done about it and what have you done about it? If nothing, why?

Sexual Orientation
1. Are you clear about your sexual orientation? Why you think you are or are not clear?
2. What is the first time you realized there was a sexual orientation other than heterosexual?
3. What do you remember learning about people who were not heterosexual and from what source did you learn this information?
4. How did you learn you were expected to be heterosexual?
5. What do you remember about your first contact with a gay/lesbian/bisexual person? What kind of relationship was it and how did you feel?
6. Do you think heterosexism is a problem in this country? Why or why not?
7. If yes, what can be done about it and what have you done about it? If nothing, why?

Ability
1. When did you first become aware of people with disabilities?
2. What different disabilities are you aware of?
3. What images, impressions, or feelings did you have as a child about people with disabilities?
4. What do you remember learning about people with disabilities and from what source did you learn this information?
5. What do you remember about your first contact with a person who was disabled? What kind of relationship was it and how did you feel?
6. As an adult what images, impressions, or feelings do you have about people with disabilities?
7. How does your awareness of disability impact how you think about yourself?
8. Do you think ableism is a problem in this country? Why or why not?
9. If yes, what can be done about it and what have you done about it? If nothing, why?

Socioeconomic Class
1. What are your first memories of someone you thought was richer than yourself? Why did you think so?
2. What are your first memories of someone you thought was poorer than yourself? Why did you think so?
3. What do you remember learning about rich people and from what source did you learn this information?
4. What do you remember learning about poor people and from what source did you learn this information?
5. How and when did you become aware of your class status? How did you feel about your class status?
6. What advantages or gains did you experience because of your class?
7. What has been difficult or what limitations did you experience because of your social class status?
8. How does your class background impact your current attitudes, beliefs, behaviors, and feelings?
9. How do you feel about other members of your own class?
10. Do you think classism is a problem in this country? Why or why not?
11. If yes, what can be done about it and what have you done about it? If nothing, why?
Age
1. What are your first memories of someone who was considered elderly? What kind of relationship did you have with them? What were the messages you received about this person?
2. What do you remember learning about older people and from what source did you learn this information?
3. As an adult what images, impressions, or feelings do you have about people who are elderly?
4. How does your awareness of age impact how you think about yourself?
5. Do you think ageism is a problem in this country? Why or why not?
6. If yes, what can be done about it and what have you done about it? If nothing, why?

Present Life
1. Do you have friends from a different racial or ethnic group than your own? If so, how do you feel when you are with them? If not, would you like to and why?
2. Do you have friends who identify with a different sexual orientation than you? If so, how do you feel when you are with them. If not, would you like to and why?
3. Do you have friends who have a disability? If so, how do you feel when you are with them? If not, would you like to and why?
4. Do you have friends from a different social class than your own? If so, how do you feel when you are with them. If not, would you like to and why?
5. Do you have friends, other than family, who are elderly? If so, how do you feel when you are with them? If not, would you like to and why?
6. What diverse groups were represented in your most recent work place? What do you think of that ratio? If yes, why? If no, why not?

Beliefs and Attitudes
1. What do you think about efforts to recruit and/or hire a more diverse workforce?
2. What do you think about affirmative action?
3. What does “integration” mean?
4. What do you think about the diversity in your neighborhood, work place, school?
5. When was the last time that you talked about race, class, ability, sexual orientation or diversity? When and where did that occur? About what group(s)? What was the discussion about? What did you say? How often do you talk about these issues?
6. What person of color do you most admire? Why?
7. What woman in America do you most admire? Why?
8. What gay or lesbian person in America do you most admire? Why?
9. What person with a disability in America do you most admire? Why?
10. What kinds of people from a different race/ethnicity, gender, sexual orientation, age, ability and class are you comfortable working with? Why?

The Interview
1. What feelings did you experience in interviewing yourself?
2. What topics or questions made you uneasy?
3. Are these relevant topics for a social work curriculum? Why or why not?
4. How will your multiple social identities impact your work as a social worker? Why or why not?

**Required Texts and Readings**

**Required Texts**
The following texts are required for this course. Both are available at the University Bookstore and are available on 2-hour reserve at the Marriott Library.


Other Required Readings may be required to read selected articles, as listed in the *Course Outline* section of this syllabus under each week’s session description. (The instructor may add articles to the required reading list throughout the semester as the media report events that are related to this area of study.) Note that, for course readings that are not included in a course text the listing on the *Course Outline* is followed by either “On reserve” or “Handout.”

**Handouts.** Articles offered as a Handout will be distributed in class prior to the session for which it is to be read. It is your responsibility to make sure that you receive copies of these readings, so be sure to talk with the instructor if you must be absent from class when these handouts are distributed.

**Readings On Reserve.** These articles are available through electronic reserve at the Marriott Library. The instructor will give you a hand out explaining how to access the readings.

**Topics and Assigned Readings**

**SESSION 1: September, 26th**

**Introduction**
- **Overview of Course**
- **Key Concepts for Understanding Diversity**
- **Debate, Discussion, and Dialogue**
- **Guidelines for Class Discussion/Dialogue**

**Session objectives:** At the end of this class, students will be able to:
- understand the purposes, goals, and requirements for this course;
- discuss ways in which diversities intersect at the individual level;
- demonstrate a beginning understanding of selected key course concepts, including social group, difference, diversity, socialization, culture, group memberships, social identities, conflict, and dialogue; and
• demonstrate a beginning understanding of the usefulness of dialogue in learning about diversity and social justice.

Required reading
None

SESSION 2: October, 3rd                                   Assignment 1 Culture Chest Due

Session Objectives: At the end of this class, students will be able to:

• appreciate a variety of social group memberships
• begin to explore issues of difference based on social group membership
• increase understanding of values, norms and beliefs associated with different social group membership

Required Reading:
Reader: pp. 5-15, 35-50. You choose to begin the Tekaki readings due Session 3.

SESSION 3: October, 10th                                    Part I of the final due, taping exercise

The Social Construction of “Race” in the U.S. and Shifting the Center and the Dynamics of Oppression

Precursors to Building a Racialized State:
European Arrivals
The Development of Slavery
Whites’ Construction of “Savage Relationships”

Session objectives: At the end of this class, students will be able to:
• discuss a historical perspective on the concept of race and its multiple meanings for people in the U.S.; and
• identify how dichotomies were used historically in the social construction of “savage relationships” and of “inferior” peoples, and to describe the benefits for whites of these social constructions.
• describe the concept of a “matrix of domination”;  
• critique the concept of “race”; and
• describe why understanding historical and social conditions are critical components when studying diversity.
• demonstrate a beginning understanding of the key concepts of power and inequality, domination and subordination, privilege and oppression;
• differentiate among the five faces of oppression;  
recognize ways in which prejudice, discrimination, and stereotypes serve as techniques of oppression;
• understand how social institutions serve as instruments of societal oppression and/or social change;
• examine the interconnections among different social institutions in relation to oppression and domination;
• apply the cycle of oppression to their own lives;
• describe ways in which culture, group membership, social identity, difference, and diversity may affect class discussions and/or dialogues; and
• understand and be able to discuss who benefits from oppression.

Required reading

Note: As you read Takaki, prepare a list of (1) the cultural characteristics and values of the ethnic groups described in these chapters, and (2) the strengths that these ethnic groups demonstrated.

- Group 1: read 4 & 9
- Group 2: read 5 & 13
- Group 3: read 7 & 12
- Group 4: read 8 & 10

Each student is to come prepared to discuss in mixed groups: (1) the cultural characteristics and values of the ethnic groups described in these chapters, (2) the strengths that these ethnic groups demonstrated, and (3) what information is new to you.

<table>
<thead>
<tr>
<th>Session 4: Race and Racism</th>
<th>Assignment 2 Due &amp; Notify instructor this week about topic and members of group presentations</th>
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</thead>
<tbody>
<tr>
<td>October, 17th</td>
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</table>

**Session objectives:** At the end of this class, students will be able to:

- describe ways in which whites in the U.S. benefit from white privilege;
- relate the receipt or denial of white privilege to their own lives;
- identify privileges available to members of other dominant groups (e.g., men, middle-class, heterosexuals, Christians) in the U.S.; and
- critique the *melting pot* concept.

**Required Reading**


**SESSION 5: October, 24th**

**Class and Inequality**

**Session objectives:** At the end of this class, students will be able to:
• articulate a complex understanding of what social, political and economic elements and values make up ‘class’
• describe some variations in experiences and opportunities of people from different social classes; and
• discuss the intersections of race, class, and gender.

**Required Reading**


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

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**SESSION 6: October 31st**

**Gender and Sexism**

**Session objectives:** At the end of this class, students will be able to:

- critique the dominant U.S. culture’s social construction of gender;
- discuss ways in which the social construction of gender affects their own lives;
- describe the current evidence of continuing sexism; and
- discuss who benefits from sexism and from the denial of gender inequality.

**Required reading**


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**SESSION 7: November, 7th**

**Sexual Orientation and Heterosexism and Homophobia**

Gay, Lesbian, Bisexual, Transgender panel presentation

**Session objectives:** At the end of this class, students will be able to:

- demonstrate knowledge of current social issues related to diversity/oppression, particularly those related to sexual orientation; and
- apply social justice values included in the *NASW Code of Ethics* as they relate to selected social issues;
- be familiar with some of the research on cross-cultural work with GLBT people.
Required reading


**Complete the Sexual Orientation Worksheet at** [http://members.tde.com/ben/kleingrid.html](http://members.tde.com/ben/kleingrid.html)

This tool will not be turned in. Use this to understand yourself and the complexities of sexual orientation. You will be asked to reflect on your thoughts about this exercise in small groups.

**SESSION 8: November, 14th**

**Students get tapes back for Final Part B, taping exercise**

**Disability and Ableism**

**Session objectives:** At the end of this class, students will be able to:

- understand the concepts of ableism;
- develop self-awareness regarding the impact of institutional ableism on their personal beliefs, behaviors, and professional practice;
- analyze the historical development of oppression towards people with disabilities in the United States and how that history continues to shape current circumstances;
- identify existing gaps noted in the research and contradictions between the social work value system and the delivery of social services to clients with disabilities.

**Required Reading**


**SESSION 9: November, 21st**

**Social Change, Pathways Toward Social Justice**

**Session objectives:** At the end of this class, students will be able to:
• understand and articulate the intersections of “isms”;
• identify ways in which they have perpetuated systems of oppression;
• articulate critical questions they have about their multiple social group memberships/identities
• understand the cycle of liberation;
• identify change actions they can engage in at the personal, interpersonal, group, and community levels;
• develop a vision of a multicultural society;
• demonstrate an understanding of what a coalition is;
• identify elements necessary for effective coalition and alliance work; and
• understand some of the benefits and challenges of coalition work.

Required reading


From Internalized Racist Oppression to Empowerment and From Internalized White Supremacy to Anti-Racist White Ally, In Dismantling Racism: A Resource Book, pp. 40-55 (see link on below website)
http://www.westernstatescenter.org/resources/dr.html

______________________________________________________________________________

SESSION 10: November, 28th  
Student Presentations  
Assignment 3 due  
Final Part B due

Group Activity Presentations

______________________________________________________________________________

SESSION 11: December, 5th  
Student Presentations  
Assignment 3 due

Group Activity Presentations

______________________________________________________________________________

Required Readings On E-Reserve


**Recommended Future Readings**


Human Behavior in the Social Environment (Distance Option)

Course Description

This is one of two foundation courses (SW540 & SW541) designed to present social work students with a range of theories that seek to explain and predict human behavior at both micro and macro levels. In this micro level course, basic knowledge of human development from infancy to late adulthood in the context of individuals and families is presented, and relationships between theoretical frameworks and the bio-psycho-social environment will be identified. Variations over the human life course are emphasized, and attention is paid to addressing the development of populations considered to be at risk. A major task of this course is to provide students with knowledge of how developmental frameworks organize information about human dynamics, while still stressing the multi-causal nature of behavioral outcomes. A framework of critique will be presented against which the various theories of development will be compared, applied and evaluated. Included in this framework is an examination of the values and ideologies that are associated with the social construction of such knowledge. Knowledge will also be evaluated according to the degree of existing empirical support. Systems theory and life cycle models of nuclear, changing, and nontraditional families are presented in the context of intergenerational relationships that exist within families. Both traditional and contemporary perspectives on human development are presented.

Learning Objectives:

At the completion of the term, students will be able to:

- Evaluate theories of human behavior in the social environment for their adequacy in representing and dealing with issues of diversity, e.g., age, gender identity, family structure, sex, race, (dis)ability, ethnicity, economic and social status, sexual orientation and religion.

- Identify and describe the utility of theory to social work understanding of human development and persistent social conditions and problems.

- Critique theories for their consistency with social work values and ethics, status of empirical support, and application to social work practice.

- Discuss the effects of social and economic injustice on human development across the life course.

- Analyze selected theories used in the study of infancy, childhood, adolescence, adulthood and late adulthood, including psychodynamic theories, social learning theory and social cognition, cognitive development theory, moral development theory, and life-span development theories.
• Understand the interaction of biology, psychology, and social processes as catalysts for growth and development from infancy through late adulthood.

• Identify and describe the major transitions and challenges experienced in childhood, adolescence, adulthood, and aging, and analyze associated sources of stress and strategies employed by individuals to deal with them.

• Discuss the major sources of risk and resiliency that affect bio-psycho-social development across the life course.

• Analyze the role of cultural strengths and group membership in addressing individual oppression.

• Apply developmental theories in the analysis of individuals and families.

**Students with Disabilities**

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize
yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

Access to Instructor

Instructor: Vicki Cotrell, Ph.D.
Office telephone: 503-725-8024
Email: cotrelv@pdx.edu

I will be available in my office to meet with students before class. Please notify me if you would like to assure a specific time to meet, otherwise appointments will be available on a first come basis. The location of my office is University Center Building (UCB), SSW, 4th floor, room 465F. You can also contact me at 503-725-8024 or through WebCT email. Josh Thomas is the course assistant who will handle WebCT and technical questions. When sending an e-mail, please indicate in the subject line whether you want the mail to be read by Josh or Dr. Cotrell. If I do not return your e-mail within 48 hours, please assume I did not get your message and contact me again.

Instructional Methods

ADD

Attendance

Class involvement and participation in on-line discussions will be included when assigning grades. Six discussion assignments are included and each should be submitted no later than the due date. Responses received after this date will not receive grade points. Each response should be directed to the instructor and 2 other students. Postings to the instructor should contain approximately 100 words, and student responses should be shorter (i.e., your responses should contain meaningful content but you should attempt to be succinct.) Students are expected to attend all on-campus classes and to show and develop their knowledge through class discussion and debate. It is particularly important that students read the assigned material as scheduled. Any absence from on-campus classes must be cleared with your instructor and may be associated with a reduction of your grade. A student is not permitted to complete this course if more than one class is missed.

Assignments and Evaluation

The final grade will be based on the following:

1. There will be two exams, one at mid-term and one at the end of the term. Both will consist of multiple choice, true-false and matching. The questions will be based on information covered in the readings and during class, and you may use these resources to complete the exam out of class. The content of the final exam will not be cumulative (i.e., it will cover content presented in the second half of the term.) Exams will be distributed as a hard copy during class, and your answers will be submitted on-line by the date posted. The first exam will be distributed during
class on 2-8 and must be submitted by noon on 2-18. The final exam will be distributed during class on 3-7 and will be due no later than noon on 3-18. You must treat these exams as if they were open-book tests conducted in-class, i.e., you must work independently, and academic dishonesty will be treated according to the School of Social Work policy (see above.)

2. A paper of approximately 10-12 pages (excluding references) will analyze the usefulness of various theories when applied to a situation in which social workers would typically intervene. It must be submitted electronically no later than noon on 3-12. A detailed explanation of this assignment is included with this syllabus.

3. Class involvement and participation in on-line discussions will be included when assigning grades. Six discussion assignments are included and each should be submitted no later than the due date. Responses received after this date will not receive grade points. Each response should be directed to the instructor and 2 other students. Postings to the instructor should contain approximately 100 words, and student responses should be shorter (i.e., your responses should contain meaningful content but you should attempt to be succinct.) Students are expected to attend all on-campus classes and to show and develop their knowledge through class discussion and debate. It is particularly important that students read the assigned material as scheduled. Any absence from on-campus classes must be cleared with your instructor and may be associated with a reduction of your grade. A student is not permitted to complete this course if more than one class is missed.

4. Points will be given for the above assignments as follows:
   - Mid-term Exam: 15 points
   - Final Exam: 15 points
   - 6 Discussion responses: 30 points (5 each)
   - Paper: 40 points

Grading of Paper
Papers will be evaluated for content (appropriate application of theory and well developed and substantiated ideas), good writing (clear, well organized, edited and in final draft form), appropriate use of citations and references and adherence to APA writing style. The writer should use guidelines provided by the Publication manual of the American Psychological Association (5th ed.).

Final Paper Assignment

The purpose of this assignment is to encourage you to apply theories of human behavior to a particular social problem or client group. This paper should be 10-12 pages, (excluding references), double-spaced, with 1-inch margins.

For this assignment, you will choose a social problem, challenge, or obstacle (a mental illness, homelessness, domestic violence, substance abuse, child abuse and neglect, poverty, issues related to aging, discrimination, etc.) experienced by a client or client group (sexual minority, ethnic minority, women, men, youth, children, older adults, etc). Using a person-focused approach (see p. 426 in Robbins), you will examine how two theories differentially explain the
problem. The approaches/theories that you should select from are: psychodynamic theories, social learning theory and social cognition, cognitive development theory, moral development theory, and life-span development theories.

**Paper Outline**

1. **Social problem & target population** (approximately 1-2 pages) – Describe a problem, challenge, or obstacle experienced by a client or client group served by social workers. Include information about the nature of the problem and the characteristics of individuals likely to be affected by the problem. What does the most recent research say about this problem?

2. **Person-Focused Theory Analysis** (approximately 6-8 pages) 
Choose two theories listed above and apply each of those theories to the social problem. You should describe how each theory explains the social problem you chose, evaluate how useful the theory is in addressing the problem, and how consistent the explanations are with what we know about the problem from current scientific knowledge. Each social problem will vary in relevance to biological, social relational (including culture) and/or psychological functioning. In other words, one social problem may have strong biological components (like some forms of mental illness), while others may have more components that involve social relational or psychological influences (like divorce or underachievement.) Most social problems will have some of all three, but a greater emphasis on one or two areas of functioning.

3. **Conclusion** (approximately 1-2 pages) 
Briefly summarize the findings of your paper. Sum up major observations of your paper and discuss any issues of social justice and diversity that you encountered when applying theories to your social problem.

**Required Texts and Readings**


Available on the internet:
- *Cracking the Code of Life*, Nova/PBS: [www.pbs.org/wgbh/nova/genome/program.html](http://www.pbs.org/wgbh/nova/genome/program.html) (short videos.)

A supplemental reading packet is also required:
• Electronic Reserve. (You will need Adobe Acrobat Reader to open the electronic files.) Here’s how you access it:
  1. Go to the electronic reserve website: http://psu-eres.lib.pdx.edu

  2. Click on “material on reserve”. This packet is under the instructor name Beckett.

  3. You can access by instructor name or course title.

  4. The password you need is beckett (all in lowercase)

  5. Click ‘accept’

  6. Select the document you want. (You will not use all the readings in this packet.)

  7. Now you can view or print

• The packet for this course will consist of the following readings:

**Topics and Assigned Readings**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Week of Jan 7 - 11&lt;br&gt;⊙ 1st</td>
<td>• Overview of course &amp; housekeeping&lt;br&gt;• Paradigms, theories, assumptions and beliefs</td>
<td>• Read: Robbins text Cp 1&lt;br&gt;• View mini-videos: Cracking the Code of Life, Nova/PBS: <a href="http://www.pbs.org/wgbh/nova/genome/progr">www.pbs.org/wgbh/nova/genome/progr</a></td>
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<tr>
<td>Class</td>
<td>About Human Behavior</td>
<td>Notes</td>
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<td></td>
<td>Biology, The Environment and Human Behavior</td>
<td>am.html (uses Quick Time or Real Time to view) – “Instructions for a human being”, “Getting the letters out”, “Genetic variation”, “Finding cures is hard”, “Complexity in proteins” &amp; “Contemplating the message”</td>
<td></td>
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<tr>
<td>2</td>
<td>Biological Determinants of Human Behavior</td>
<td>Sapolsky Cp 1 (“Why don’t zebras get ulcers?”&amp; Cp 2 (“Glands, gooseflesh &amp; hormones”)</td>
<td></td>
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<tr>
<td>4</td>
<td>Life-Span Theories</td>
<td>Read: Robbins text Cp 7; Arnett article pp 317-326; Rosenberg chapter pp 47-73 ; Rothbard chapter pp 31-71 Post response to Discussion # 3 by midnight, 2-3</td>
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<tr>
<td>5</td>
<td>Traditional Psychodynamic Theories of Human Development</td>
<td>Mid-term exam distributed 2-8 and due no later than noon on 2-18.</td>
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<tr>
<td>6</td>
<td>Psychic Structures V. Neurobiological Development &amp; Functioning</td>
<td>Read: Ginsberg text Cp 9 &amp; 12 (pp 213-216 only); Sapolsky Cp 12 “Stress &amp; depression” Read: Robbins text Cp 8, 9 &amp; 11;</td>
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<td>Week</td>
<td>Topic</td>
<td>Assignments/Notes</td>
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| 7    | Week of Feb 18 – 22 | • Behaviorism, social learning & social cognition theory  
• Post response to Discussion #4 by Midnight, 2-17  
• Submit mid-term exam no later than midnight, 2-18 |
| 8    | Week of Feb 25 - 29 | Theories to address oppression & powerlessness  
• Read: Robbins text Cp 4, 5 & 10; Levy article pp P203-P211  
• Post response to Discussion #5 by Midnight, 2-24 |
| 9    | Week of Mar 3 – 7  
3rd class | • Cognition, social learning theory & human behavior  
• Family thru-out the life-span  
• Focus on adulthood  
• Final exam distributed and due no later than noon 3-18 |
| 10   | Week of Mar 10 – 14 | • Submit Paper by noon 3-12 |
| 11   | Week of Mar 17 | Not so dead week  
• Submit final exam by noon 3-18 |
Human Behavior in the Social Environment

Course Description

This is one of two foundation courses (SW540 & SW541) designed to present social work students with a range of theories that seek to explain and predict human behavior at both micro and macro levels. In this micro level course, basic knowledge of human development from infancy to late adulthood in the context of individuals and families is presented, and relationships between theoretical frameworks and the bio-psycho-social environment will be identified. Variations over the human life course are emphasized, and attention is paid to addressing the development of populations considered to be at risk. A major task of this course is to provide students with knowledge of how developmental frameworks organize information about human dynamics, while still stressing the multi-causal nature of behavioral outcomes. A framework of critique will be presented against which the various theories of development will be compared, applied and evaluated. Included in this framework is an examination of the values and ideologies that are associated with the social construction of such knowledge. Knowledge will also be evaluated according to the degree of existing empirical support. Systems theory and life cycle models of nuclear, changing, and nontraditional families are presented in the context of intergenerational relationships that exist within families. Both traditional and contemporary perspectives on human development are presented.

Learning Objectives:

At the completion of the term, students will be able to:

- Evaluate theories of human behavior in the social environment for their adequacy in representing and dealing with issues of diversity, e.g., age, gender identity, family structure, sex, race, (dis)ability, ethnicity, economic and social status, sexual orientation and religion.

- Identify and describe the utility of theory to social work understanding of human development and persistent social conditions and problems.

- Critique theories for their consistency with social work values and ethics, status of empirical support, and application to social work practice.

- Discuss the effects of social and economic injustice on human development across the life course.

- Analyze selected theories used in the study of infancy, childhood, adolescence, adulthood and late adulthood, including psychodynamic theories, social learning theory and social cognition, cognitive development theory, moral development theory, and life-span development theories.
• Understand the interaction of biology, psychology, and social processes as catalysts for growth and development from infancy through late adulthood.
• Identify and describe the major transitions and challenges experienced in childhood, adolescence, adulthood, and aging, and analyze associated sources of stress and strategies employed by individuals to deal with them.
• Discuss the major sources of risk and resiliency that affect bio-psycho-social development across the life course.
• Analyze the role of cultural strengths and group membership in addressing individual oppression.
• Apply developmental theories in the analysis of individuals and families.

**Students with Disabilities**

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize...
yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to instructor**

Instructor: Vicki Cotrell, Ph.D.  
Office telephone: 503-725-8024  
Email: cotrelv@pdx.edu

I am available to meet with you before and after class and appointment at other times. My office is located on the 4th floor of SSW, Room 465F. Students may also contact me at 725-8024 (office) or by e-mail: cotrelv@pdx.edu. If I do not return your e-mail within 12-24 hours, assume that I did not receive it and try again. If you are having difficulty reaching me, my home phone is 503-350-2350.

**Instructional Methods**

**ADD**

**Attendance**

Class involvement and attendance will be considered when assigning grades. Students are expected to attend all classes on time, and to show and develop their knowledge through class discussion and debate. It is particularly important that students read the assigned material before coming to class. More than 2 absences will result in a substantially lower grade for the course.

**Assignments and Evaluation**

The final grade will be based on the following:

1. There will be two exams, one at mid-term and one at the end of the term. Both will consist of multiple choice, true-false and matching. The questions will be based on information covered in the readings and during class, and you may use these resources to complete the exam out of class. The content of the final exam will not be cumulative (i.e., it will cover content presented in the second half of the term.) The first exam will be distributed during class on 2-4 and will be due no later than 2-11. The final exam will be distributed during class on 3-3 and will be due on 3-17. You must treat these exams as if they were open-book tests conducted in-class, i.e., you must work independently, and academic dishonesty will be treated according to the School of Social Work policy (see above.) Late exams will not be permitted except for extraordinary circumstances.

2. A paper of approximately 10-12 pages (excluding references) will analyze the usefulness of various theories when applied to a situation in which social workers would typically intervene. It must be submitted electronically no later than noon on 3-10. A detailed explanation of this assignment is included with this syllabus.
3. Class involvement and attendance will be considered when assigning grades. Students are expected to attend all classes on time, and to show and develop their knowledge through class discussion and debate. It is particularly important that students read the assigned material before coming to class. More than 2 absences will result in a substantially lower grade for the course.

4. Points will be given for the above assignments as follows:
   - Mid-term Exam: 20 points
   - Final Exam: 20 points
   - Paper: 50 points
   - Class attendance/participation 10 points

Grading of Paper
Papers will be evaluated for content (appropriate application of theory and well developed and substantiated ideas), good writing (clear, well organized, edited and in final draft form), appropriate use of citations and references and adherence to APA writing style. The writer should use guidelines provided by the *Publication manual of the American Psychological Association* (5th ed.).

**Final Paper Assignment**

The purpose of this assignment is to encourage you to apply theories of human behavior to a particular social problem or client group. **This paper should be 10-12 pages, (excluding references), double-spaced, with 1-inch margins.**

For this assignment, you will choose a social problem, challenge, or obstacle (a mental illness, homelessness, domestic violence, substance abuse, child abuse and neglect, poverty, issues related to aging, discrimination, etc.) experienced by a client or client group (sexual minority, ethnic minority, women, men, youth, children, older adults, etc). Using a person-focused approach (see p. 426 in Robbins), you will examine how two theories differentially explain the problem. The approaches/theories that you should select from are: psychodynamic theories, social learning theory and social cognition, cognitive development theory, moral development theory, and life-span development theories.

**Paper Outline**

1. **Social problem & target population** (approximately 1-2 pages) – Describe a problem, challenge, or obstacle experienced by a client or client group served by social workers. Include information about the nature of the problem and the characteristics of individuals likely to be affected by the problem. What does the most recent research say about this problem?

2. **Person-Focused Theory Analysis** (approximately 6-8 pages)
   Choose two theories listed above and apply each of those theories to the social problem. You should describe how each theory explains the social problem you chose, evaluate how useful the theory is in addressing the problem, and how consistent the explanations are with what we know about the problem from current scientific knowledge. Each social problem will
vary in relevance to biological, social relational (including culture) and/or psychological functioning. In other words, one social problem may have strong biological components (like some forms of mental illness), while others may have more components that involve social relational or psychological influences (like divorce or underachievement.) Most social problems will have some of all three, but a greater emphasis on one or two areas of functioning.

3. Conclusion (approximately 1-2 pages)
Briefly summarize the findings of your paper. Sum up major observations of your paper and discuss any issues of social justice and diversity that you encountered when applying theories to your social problem.

Required Texts and Readings


Available on the internet:
- Cracking the Code of Life, Nova/PBS: www.pbs.org/wgbh/nova/genome/program.html (short videos.)

A supplemental reading packet is also required:
- Electronic Reserve. (You will need Adobe Acrobat Reader to open the electronic files.) Here’s how you access it:
  1. Go to the electronic reserve website: http://psu-eres.lib.pdx.edu
  2. Click on “material on reserve”. This packet is under the instructor name Beckett.
  3. You can access by instructor name or course title.
  4. The password you need is beckett (all in lowercase)
  5. Click ‘accept’
  6. Select the document you want. (You will not use all the readings in this packet.)
  7. Now you can view or print
• The packet for this course will consist of the following readings:

**Topics and Assigned Readings**

**Course Schedule and Readings**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | Jan 7 | • Overview of course & housekeeping  
                  • Paradigms, theories, assumptions and beliefs about human behavior | • Read: Robbins text Cp 1                                                                     |
| 2    | Jan 14| • Biological determinants of human behavior  
                  • Read: Ginsberg text Cp 3 & Cp 7 (pp 123-125 only)  
                  • Read: *Genes, Environment & Human Behavior* – pp 19-22 (start at What is behavior and stop at How do we measure behavior?); pp 30-32 (some |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 21</td>
<td>MLK Day</td>
<td>No Class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goldstein (2001) pp 53-78</td>
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<td></td>
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<td>Robbins text Cp 6</td>
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<tr>
<td>Feb 4</td>
<td>Attachment theory</td>
<td>Rothbard chapter pp 31-71</td>
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<td>Focus on childhood &amp; adolescence</td>
<td>Ginsberg text Cp 4 (pp 57-72 only)</td>
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<tr>
<td>Feb 11</td>
<td>Life-span theories</td>
<td>Read: Robbins text Cp 7</td>
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<tr>
<td></td>
<td>Bio-psycho-social catalysts for growth</td>
<td>Arnett article pp 317-326</td>
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<td></td>
<td>Controversies about developmental crises</td>
<td>Rosenberg chapter pp 47-73</td>
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<td></td>
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<td><strong>Mid-term exam due</strong></td>
</tr>
<tr>
<td>Feb 18</td>
<td>Psychic structures v. neurobiological development &amp; functioning</td>
<td>Read: Ginsberg text Cp 9 &amp; 12 (pp 213-216 only)</td>
</tr>
<tr>
<td></td>
<td>Behaviorism, social learning &amp; social cognition theory</td>
<td>Sapolsky Cp 12 “Stress &amp; depression” &amp; Sapolsky Cp 13 “Why is psychological stress stressful?”</td>
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<td></td>
<td>Read: Robbins text Cp 8, 9 &amp; 11</td>
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<tr>
<td>Feb 25</td>
<td>Theories to address oppression &amp; powerlessness</td>
<td>Read: Robbins text Cp 4, 5 &amp; 10</td>
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<tr>
<td></td>
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<td>Levy article pp P203-P211</td>
</tr>
<tr>
<td>Mar 3</td>
<td>Family thru-out the life-span</td>
<td>Read: Robbins text Cp 2</td>
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<tr>
<td></td>
<td>Final exam distributed</td>
<td>Walsh chapter 2</td>
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<tr>
<td></td>
<td></td>
<td>Lawson article, pp 429-442</td>
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<tr>
<td>Mar 10</td>
<td>Theories of middle and late adulthood</td>
<td>Final exam distributed and due no later than noon 3-17</td>
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</table>
| 10 | Mar 17 | • Paper due  
|   |   | • Final exam due |
Human Behavior in the Social Environment: Macro Theory

Course Description

This is the second of two foundation courses (SW540 & SW541) designed to present social work students with a range of theories that seek to explain and predict human behavior from micro to macro levels. In this macro level course, basic knowledge about the development, behavior and change process of groups, communities and organizations is presented. Social theory is used to provide students with conceptual frames for analyzing how the actions of both clients and social work practitioners are conditioned and constrained as well as enabled and empowered by broader social forces. Major theoretical perspectives will be addressed, including general systems theory, structural functionalism, conflict theory and political economy. Attention is given to the intersection of the individual with larger systems, in particular the effect of organizational culture on the individual’s ability to function effectively within that organization. A major task of this course is to provide students with knowledge of how theoretical frameworks organize information to explain human dynamics on the mezzo and macro level. A framework of critique will be presented against which the various theories of development will be compared, applied and evaluated. Included in this framework is an examination of the implicit assumptions, values and ideologies that are associated with the social construction of such knowledge and the consistency of this knowledge with social work values and ethics. Knowledge will also be evaluated according to the degree of existing empirical support.

Learning Objectives:

At the completion of the term, students will be able to:

- Employ the ecological/systems perspective to examine in an integrated manner, the interactive process of human systems at various levels from the individual to the global community.

- Identify the cultural, economic and structural conditions that produce social and economic injustice.

- Identify and describe the utility of theory to social work understanding of persistent social conditions and problems.

- Critique theories for their consistency with social work values and ethics, status of empirical support and application to social work practice.

- Analyze macro level influences on human development using general systems theory, structural functionalism, conflict theory and theories of political economy.

- Analyze social theory to understand how individuals are conditioned and constrained, as well as enabled and empowered by broader social forces.
• Understand the reciprocal effects of social policies and human development and behavior across the life course.

• Analyze the effects of organizational culture on the ability of both client and social worker to function effectively within organizations.

• Examine ways in which group membership, organization and community ties and local and global economics affect the health and well-being of the individual.

**Students with Disabilities**

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**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.
Access to Instructor

Instructor: William “Ted” Donlan, Ph.D., MSW

I will be available in my office (University Center Building, 527 SW Hall, SSW, 4th floor, room 401H) for in-person meetings on Tuesdays from 9 am to 12 noon, and by appointment. My office number is 503.725.8977. I can most easily be contacted through my email: donlan@pdx.edu. If I do not return your e-mail within 12-24 hours, assume that I did not receive it and try again.

Instructional Methods

A variety of teaching methods will be used in this course. Class lectures will be a combination of didactic, guest lectures, videos, small group discussions and presentations.

Attendance

Weekly and full class attendance and participation are factored into final grade. See below for criteria. I really do want to see you so do make arrangements to be in class.

Assignments and Evaluation

General evaluation criteria

I want you to use actual terminology and concepts from the course and its readings and to cite your sources, even if this feels awkward--for a number of reasons:

- First, one of the goals of a professional education is to assist you to learn and use the language of the profession—because people communicate using that language within professional contexts (although you may want to translate into day-to-day language with those from other disciplines and from the community).
- Second, it requires specific types of terminology to be able to conceptualize the macro components of the “world” and your practice environments, and it requires a language to be able to theorize.
- Third, in terms of my understanding and being able to evaluate your work, you will discover many authors use different terms for similar phenomena and similar terms for different phenomena. If I don’t know which version of concepts you are using, I will not be able to evaluate whether you are using it accurately—specific use of terms and citations of where they came from will help me identify their sources.

Your final grade will be based on the following:

1. Take-home mid-term, consisting of essay questions. The questions will be based on information covered in the readings and during class. Essays should conform to APA style: (a) double space, 1 inch margins all around, (b) a reference page with at least five references, (c) all assertions in essay answers should cite an authority from course readings, and (d) please use your own words as much as possible, and use of direct quotations should be minimal. You are encouraged to email me your midterm, which will allow me to give you feedback in electronic
The exam will be distributed on Wednesday, May 7th in class and is due the following Wednesday, May 14th.

2. Final Paper – A Structural Analysis of an Agency / Field Placement
A paper of at least 10 pages (excluding references) will encourage you to gain a better understanding of a particular social service agency. You will use the analysis outline in Mullaly, pgs. 364-366, completing each of the questions found under the 6 main topic headings: (1) origin and mandate of agency, (2) problem definition and focus, (3) interventions used by agency personnel (4) relationship between agency and users, (5) relationship between agency and employees, and (6) conclusion. You will use a range of the theories that we have discussed during the course in your analysis, and you should cite extensively to the various readings that we have covered during the course as they apply. This paper should include references to at least ten different readings. These references may include social science articles or texts other than those we have discussed in class. This paper should conform to APA style: (a) be double-spaced and have 1-inch margins all around, (b) include a reference page with at least ten references, (c) use your own words and minimally use direct quotations. It is due on Wednesday, June 11th.

You are encouraged to email me your final, which will allow me to give you feedback in electronic form using the Word Comment feature.

3. Class involvement and participation in group activities
Students will be assigned to teams and will be responsible for making brief (15 minute) presentations on individual readings and any unresolved questions that arose from their reading. Teams will be responsible for creating a 1-2 page bullet point handout for all class members and the instructor that outlines any of the following aspects of the reading that apply. Presenters will address: (a) What are the key theoretical concepts and how do they fit together; (b) Is this a conflict or consensus theory; (c) How are social problems defined and how does the theory explain their causes; (d) Can you identify who benefits from this definition and who does not, and why; (e) What are identified as the consequences of the problem; (f) What solutions are offered to lessen the effects of the social problem(s); and (g) In what ways does the theory identify vulnerable populations?

Perfect attendance alone will result in 5 points for the participation grade. Except under extenuating circumstances, two points will be deducted from your final grade for missing a class session. Participation in class is more than attendance. Students are expected to take part in all class discussion, and play an active role in class exercises. Class participation will be evaluated by: 1) evidence of having read the required materials, 2) the extent to which critical questions and comments are raised in class, 3) evidence of reflecting on one’s own and other’s ideas.

Assignments not delivered to the instructor on time will not receive full credit.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Participation in Class and Group Activities</td>
<td>25</td>
<td>On-going throughout the term</td>
</tr>
<tr>
<td>Take Home Midterm Exam</td>
<td>30</td>
<td>May 14</td>
</tr>
<tr>
<td>Final Paper</td>
<td>45</td>
<td>Due June 11</td>
</tr>
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</table>
Grading Policy

Final grades will be assessed according to Portland State University’s +/- system

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>100 – 93</td>
<td>A</td>
<td>Excellent: outstanding, exemplary</td>
</tr>
<tr>
<td>92 – 91</td>
<td>A-</td>
<td>Excellent</td>
</tr>
<tr>
<td>90 – 88</td>
<td>B+</td>
<td>Very Good</td>
</tr>
<tr>
<td>87 – 83</td>
<td>B</td>
<td>Good: satisfactory graduate level work</td>
</tr>
<tr>
<td>82 – 81</td>
<td>B-</td>
<td>Fair: marginal graduate level work</td>
</tr>
<tr>
<td>80 – 71</td>
<td>C</td>
<td>Inadequate: below graduate standards</td>
</tr>
</tbody>
</table>

Required Texts and Readings


Other assigned readings are available at the PSU library website under “Find Course Reserves” (http://library.pdx.edu/index.php?st=3&it=1). Once at “Search Field”, select “Course Number” from the drop down menu and type in “SW 541”. After you click “Go” you will be taken to another webpage where you will look to the bottom left hand corner for “Course Number”; put your cursor over “SW541” and click. Click “Accept” at the next page and you will be taken to another page where you will look to the bottom left hand corner and see “Reading Folder” which you will click. You will be taken to another page where you will be asked for a password; type in “socialwork” (all lower case and do not enter a space between “social” and “work”). You will be then taken to a number of PDF files of required readings. You will need Adobe Acrobat Reader to open the electronic files.

Some readings will be distributed to students in class.

Recommended Text


Topics and Assigned Readings

Session 1: Wednesday, April 2

Introduction to course
- Brief introduction to each other
- Brief review of theory in general
- Macro level theoretical perspectives

Recommended Reading
- Review Robbins et al., Chapter 1
Session 2: April 9

Social constructivism
The social construction of social problems
Progressive social work

Required Reading
- Mullaly, Chapters 1: Capitalism, crises, and paradigms
- Mullaly, Chapter 2: The social work vision: A progressive view

Recommended Reading
Review Robbins et al., Chapters 9 & 10

Session 3: April 16

Political economic paradigms: Order and consensus
Systems and ecological perspectives
Structural functionalism

Required Reading
- Mullaly, Chapter 3: The neo-conservative paradigm
- Mullaly, Chapter 4: The liberal and neo-liberal paradigms

Recommended Reading
- Payne, Chapter 7
- Review Robbins et al., Chapter 2

Session 4: April 23

Political economic paradigms: Conflict and change
Feminist, anti-racist, and postmodern social theories
Required Reading
- Mullaly, Chapter 5: The social democratic paradigm
- Mullaly, Chapter 7: Feminist, anti-racist, and postmodern critiques

Recommended Reading
- Payne, Chapters 12 & 14
- Review Robbins et al., Chapter 4
- Mullaly, Chapter 6: The Marxist paradigm

Session 5: April 30

A theory of structural social work

Required Reading
- Mullaly, Chapter 9: A reconstructed theory of structural social work
- Mullaly, Chapter 10: Oppression: The focus of structural social work
- Mullaly, Chapter 12: Working outside (and against) the system: Radical humanism

Session 6: May 7

Theories of cultural and social capital
Pierre Bourdieu: A critique of domination
Take-home midterm exam distributed in class

Required Reading

Recommended Reading

**Session 7: May 14**

**Conflict theories in complex social situations**  
**Political economy and disability**  
**Take-home midterm exam due**

**Required reading**

**Recommended Reading**

**Session 8: May 21**

**Community as a concept of social theory**

**Required reading**

**Session 9: May 27**

**Organizational theories**

**Applications of theories to complex social situations**

**Required reading**
- Mullaly, Chapter 11: Working within (and against) the system: Radical humanism


**Session 10: June 2**

Group theory, development, and functioning

**Required reading**


**Session 11: June 11**

Exam week

Final paper due
Human Behavior In The Social Environment: Macro Theory (Distance Option)

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- Identify the cultural, economic and structural conditions that produce social and economic injustice.

- Identify and describe the utility of theory to social work understanding of persistent social conditions and problems.

- Critique theories for their consistency with social work values and ethics, status of empirical support and application to social work practice.

- Analyze macro level influences on human development using general systems theory, structural functionalism, conflict theory and theories of political economy.

- Analyze social theory to understand how individuals are conditioned and constrained, as well as enabled and empowered by broader social forces.
• Understand the reciprocal effects of social policies and human development and behavior across the life course.

• Analyze the effects of organizational culture on the ability of both client and social worker to function effectively within organizations.

• Examine ways in which group membership, organization and community ties and local and global economics affect the health and well-being of the individual.

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**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.
Access to Instructor

Instructor: Mary Oschwald
University Center Building, Room 485
Office Hours: Saturdays: April 5th, May 3rd and May 31st

I will be available in my office for in-person meetings on the following Friday mornings (April 4th, May 2nd and May 30th). Please let me know if there is a specific time on one of these Friday mornings you would like to meet. My office is at the Regional Research Institute, 9th Floor, in the Cingular Building, on the corner of SW 4th and Market (a couple of blocks off campus). You can also contact me at 503.725.9062 or through WebCT email.

Josh Thomas, the Tech support assistant for this class, is also available to help you with questions you may have about WebCT. He will be here each Saturday of class and will also be available through the class WebCT. His office is adjacent to our classroom (University Center Building #485).

Instructional Methods

A variety of teaching methods will be used in this course. Class lectures will be a combination of didactic, guest lectures, videos, small group discussions and presentations.

Attendance

Students are expected to attend all on-campus classes and to show and develop their knowledge through class discussion and debate. It is particularly important that students read the assigned material as scheduled. Any absence from on-campus classes must be cleared with your instructor. A student is not permitted to complete this course if more than one class is missed.

Assignments and Evaluation

1. Three Critical Self-Reflections (when due, please email to me via WebCT).

   Critical reflections help us integrate theory with the ways we do our social work practice. Being critically reflective helps us see the ways in which our influence as a social worker affects the client-worker relationship, the context surrounding this relationship, and the ways in which our professional power may inhibit the self-empowerment of others. We are the tool of our work – our knowledge, understanding, perspectives, location in the social and political community, and our beliefs and biases will inform our work and affect our relationships with others. Because of our influence, it is important to critically reflect on “us” as people doing the work of advocacy change.

   According to Mullaly (2007), critical reflection “prevents us from taking things for granted and encourages us to reanalyze situations in ways that provide for new actions and changes in power relations (p. 354). This reflexive knowledge “is knowledge about ourselves. …It helps us understand how our identities are largely determined by the dominant ideology (Mullaly, 2007, p. 355). More about Critical Self-Reflection in Mullaly, pgs. 352 – 355.
Each Critical Self-Reflection should be typed, double-spaced and 3 - 4 pages long. For each Critical Reflection, please answer the following questions (each question should be a header in your paper).

1. What is the situation you are reflecting on? (Please give me a 1-paragraph summary of this situation).
2. What were you actions during the situation? (words you used, your body language, tone of voice, pace of the interaction and overall feel of the conversation, your energy level, attention level, etc.)
3. What is the social situation of the person you were working with?
4. What is your social situation? (for questions 3 and 4, social situation involves socio-economic backgrounds, group memberships in society, class status, working status, level of education, etc.)
5. What is the cultural background/personal history of the person you were working with?
6. How does your specific cultural background affect the interaction between you and the other person?
7. What were some of the emotions you were feeling at the time?
8. What were some of your assumptions about why the person was seeking help?
9. What were some of your assumptions about what you could do to provide effective advocacy?

These Critical Reflections are due on: (1) Sunday, April 20th, (2) Saturday, May 3rd, and (3) Sunday, May 18th.

2. Four WebCT Essays (when due, please email to me via WebCT)

You are required to write two 1-page essays. Essay questions will be based on your required readings. Via your WebCT e-mail, I will send you the essay question and you will have 1 week to answer. Please double-space these essays and have 1-inch margins. These WebCT Essays are due on: (1) Sunday, April 13th, (2) Sunday, April 27th, (3) Sunday, May 11th, and (4) Sunday, May 25th.

3. Paradigm - Theory Matrix

As an on-going assignment throughout the term, you are required to fill-in the Paradigm – Theory Matrix. Please bring your work-in-progress on the Matrix to the second and third classes, and come prepared to discuss this work in both large and small group discussions. As you read about the various paradigms and theories, your learning will be enhanced if you also work on this Matrix. The Paradigm-Theory Matrix is due on the final in-class day, Saturday, May 31st.

4. Final Paper – A Structural Analysis of an Agency / Field Placement

The purpose of this assignment is to encourage you to gain a better understanding of a particular social service agency. You will use the analysis outline in Mullaly, pgs. 364-366, completing each of the questions found under the 6 main topic headings: (1) Origin and mandate of agency,
(2) Problem definition and focus, (3) Interventions used by agency personnel (4) relationship between agency and users, (5) Relationship between agency and employees, and (6) Conclusion. This paper should be double-spaced and have 1-inch margins. It is due on **Wednesday, June 11th 2008**.

**Points will be given for the above assignments as follows:**

- 3 Critical Reflections, 10 pts each x 3 = 30 points
- 4 WebCT essays, 5 pts each x 2 = 20 points
- Paradigm - Theory Matrix = 20 points
- Final Paper - Structural Analysis of an Agency = 30 points

**TOTAL** = **100 points**

**Required Texts and Readings**


**Topics and Assigned Readings**

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**ON-CAMPUS CLASS Saturday April 5th, 9 - 5pm**

**Week #1:** March 31- April 6  
Readings: Robbins, Ch. 1: The Nature of Theories  
Mullaly, Ch. 1: Capitalism, Crises, Paradigms  
Wong (2004). Knowing through discomfort: A mindfulness-based critical social work pedagogy  
Hanson (2007). The heterosexual invisible knapsack.

**Week #2:** April 7-13  
Readings: Robbins, Ch. 2: Systems Theory  
Mullaly, Ch. 2: SW Vision – Progressive View; pgs 352-363.  
Rossiter (2005). Discourse analysis in critical social work: From apology to question  
Morley (2006). Teaching critical practice: Resisting structural domination through critical reflection (handed out in class)
DUE: WebCT Essay #1: Post on Monday, April 7th
Due on Sunday, April 13th

Week #3:
April 14-20
Readings:
- Robbins, Ch. 3: Conflict Theories
- Mullaly, Ch. 3: The Neo-Conservatism Paradigm
- DeFilippis, Fisher & Shragge (2006). Neither romance nor regulation: Re-evaluation community

DUE on Sunday, April 20th -- Critical Reflection #1

Week #4
April 21-27
Readings:
- Robbins, Ch. 4: Theories of Empowerment
- Mullaly, Ch. 4: The Liberal and Neo-Liberal Paradigms
- Gamson & Moon (2004), The sociology or sexualities: Queer and beyond.
- Grossman (2004). Political economy perspectives on disability and aging: Competing or complementary frameworks?

DUE: WebCT Essay #2: Post on Monday, April 21st
Due on Sun. April 27th

ON-CAMPUS CLASS Saturday May 3rd, 9-5pm

Week #5:
April 28 - May 4
Readings:
- Mullaly, Ch. 5: The Social Democratic Paradigm
- Mullaly, Ch. 6: The Marxist Paradigm
- Mullaly, Ch. 7: Feminist, Anti-Racist, Postmodern Critiques
- Bierria et.al. (2006). Taking risks: Implementing grassroots community accountability strategies (handed out in class)

DUE: on Saturday, May 3rd - Critical Reflection #2 – Please bring #2 Critical Reflection to class on Sat. May 3rd

Week #6:
May 5 - 11
Readings:
- Mullaly, Ch. 8: The Third Way
- Mullaly, Ch. 9: A Reconstructed Theory of Structural SW
Freeman (2005). No child left behind and the denigration of race.

DUE: WebCT Essay #3: Post on Monday, May 5th
Due on Sunday, May 11th

Week #7: May 12 - 18
Readings: Mullaly, Ch. 10: Oppression: The Focus of Structural SW
Bricker-Jenkins (???? Year). Legislative tactics in a movement strategy: The economic human rights-Pennsylvania campaign.

DUE on Sunday, May 18th -- Critical Reflection #3

Week #8: May 19 - 25
Readings: Mullaly, Ch. 11: Working Within (and Against) the System:
Radical Humanism

DUE: WebCT Essay #4: Post on Monday, May 19th,
Due on Sunday, May 25th

ON-CAMPUS CLASS Saturday, May 31st, 9-5pm

Week #9 May 26 - June 1
Readings: Mullaly, Ch. 12: Working Outside (and Against) the System:
Radical Structuralism and Working within Ourselves
Robbins, Ch. 13: Application of Theories
Netting (2007). Planning transformative programs:
Challenges for advocates in translating change processes into effectiveness measures.

DUE on Saturday, May 31st -- Paradigm - Theory Matrix – please bring hardcopy to class on Saturday, May 31st AND email a copy to me through WebCT
**Week #10:**

**June 2-8**
- Web CT
- Individual Question
- Post Fri. June 8\textsuperscript{th} / Due June 13th

**Finals Week**

**June 9-15**

DUE on Wednesday, June 11\textsuperscript{th}, FINAL PAPER – A Structural Analysis of an Agency
Foundations of Social Work Research

Course Description

Introduction to research in social work. Stresses the importance of research to social work practice and policy. Introduction to qualitative and quantitative social work research, group designs, single case studies, and evaluation of programs and of practice. Introduction to critical consumption of research, to ethics of social work research. Considers scientific method, systematic inquiry, relation of theory to research, problem formulation, measurement, sampling, design, and data collection.

Learning Objectives:

SW 550 is the first in a two-course sequence. At the end of the sequence students are expected to:

- Understand the purpose of social work research and its importance for effective social work practice.
- Understand and apply principles of evidence-based practice as a foundation for accountable and ethical social work practice.
- Critically analyze the merit and utility of published and unpublished social work research.
- Understand key ethical issues in social work research and identify methods for protecting human subjects.
- Identify key approaches to scientific inquiry; understand how these approaches are applied in social work research; identify strengths and limitations of quantitative and qualitative approaches.
- Understand key issues involved in conducting research about and with diverse populations and vulnerable populations; understand and apply methods for conducting culturally sensitive research.
- Understand links among theory, research, and practice; understand the challenges of conducting research guided by ecological theory with its emphasis on multiple levels of influence (individual, family, community, society).
- Understand and apply computer-based technology to all aspects of the social work research process.

At the end of this course, students are expected to:

- Understand and apply techniques of research problem formulation, literature review, and conceptualization as part of the social work research process.
- Understand and apply techniques of operationalizing variables.
- Identify threats to internal validity of social work research and identify the strengths and weaknesses of experimental and quasi-experimental designs in addressing these threats.
• Identify threats to external validity of social work research and identify the strengths and weaknesses of various sampling methods in addressing these threats.

• Understand the rationale for, and various approaches to conducting, qualitative social work research.

• Understand and apply the process of evaluating practice through a single subject design.

**Topics**

1. Introduction; Research for Social Work Practice
2. Key Approaches to Inquiry; Research Problem Formulation
3. Ethics in research; Issues of Diversity
4. Conceptualization and Operationalization
5. Measurement Issues; Reliability and Validity
6. Research Procedures: Sampling
7. Quantitative Designs: Quasi-experimental and Experimental Groups
8. Single Subject Design
9. Qualitative Designs: Field Research, Focus Groups

**Students with Disabilities**

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**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**
All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

**Instructor:**

Daniel Coleman, MSW, Ph.D.
dcoleman@pdx.edu
Phone: 503-725-8013
Office: UCB 465k
Office hours: Monday 11:30-12:30, Tues 12-1 on second, fourth, sixth, eighth and tenth week of term, or by appointment.

**Teaching Assistant:**

Jolanta Piatkowska, MA, MSW
jolanta@pdx.edu

**Instructional Methods**

With the goal of promoting a learning community, the instructor will provide structure through a combination of reading and assignments, brief lectures, dialogue, and small and large group activities. Learning through inquiry, problem-solving, and discussion will be emphasized throughout the course. To gain maximum benefit from these learning opportunities, and contribute to the learning of everyone in the class, students are required to complete the assigned readings prior to class, and to participate respectfully in class discussions and activities.

**Assignments and Evaluation**

**ACTIVITIES**

**Homework**

Several times during the term homework will be assigned. One homework assignment will be a journal article review.

**Quizzes**

- There will be two in class quizzes. At least one week before the quiz, a study guide will be provided. You may bring writing instruments and one 8.5 x 11 sheet of paper to the quiz.
Final Project: Research Proposal
The final project will be due in Class 9. It is described at the end of the syllabus.

Grading
   HW- 15%
   Quizzes- 35%
   Final Project- 35%
   Attendance/Participation- 15%

Assignment Detail

Final Project

Step 1 of Final Project:
A one-page single-spaced draft is due in Class 4, focusing on headings I. Introduction, II. Research Questions, III. Methods. This meant to be a first working draft- to get your ideas out there in rough form so you can get feedback on them. Use the outline below as your guide.

Final draft is due in Class 8

In this assignment you will develop a proposal for a hypothetical research project. Even though you will not actually conduct this study, it may be helpful to imaginatively tie it to some real situations that you have experience with, such as the agency where you are placed.

This project is designed to help students review and consolidate their understanding of formulating a research question, stating hypotheses, choosing an appropriate research design, operationalizing the constructs of interest including choosing measures, considering human subjects issues, and conceptualizing data analysis.

The paper should 7 pages double-spaced, and follow this format, using my headings and subheadings:

I. **Introduction.** Briefly describe research area of interest (Choose an area of strong interest to you). Very briefly summarize pertinent literature or prior research (two recent citations are adequate). The current state of the science in your area will help you formulate your study. Its not necessary to replicate well-established findings, but it may add to current knowledge to replicate preliminary findings, test out something found with one population with another, etc. Scientific knowledge advances in small steps, based on previous results and carefully formulating studies to test hypotheses. (1.5-2 pages)

II. **Research questions and hypotheses.** State your two to four research questions and related hypotheses. (1 page or less)

III. **Methods.** (Approximately 4 pages)
Design- Describe the research design you have selected, using categories from Rubin & Babbie or Stanley & Campbell handout (ie survey design, quasi-experimental). (1-2 paragraphs)

Sampling- What population are you drawing a sample from? How are you sampling? For example, taking a simple random sample of a population, or using a purposive sample. Briefly describe the demographics you expect in your sample- age, gender, ethnicity, etc (2 paragraphs)

Measurement- Describe how you will collect data, how you will operationalize the constructs of interest- identify at least one existing measure and give reliability and validity data for it. Measures can be found in Corcoran & Fisher Measures for Clinical Practice, in journal articles, and to a limited extent on the web. (1-2 pages)

Procedures- Some proposals may skip this, if no complex procedures are involved. If needed, describe how subjects will be “run” through the study, etc (1 paragraph).

Analysis- Conceptually state how you will analyze the relationship between the variables of interest. Be clear about what are the dependent variable(s), and what are the independent variables. For example if you are comparing two treatments, comparing mean change in symptom score between the two groups. Optional: state the level of measurement of the variables you are focusing on and state the correct test, using the table of statistical tests handed out in class. (1-2 pages)

Human Subjects. Briefly state how informed consent would be elicited, state risks and benefits (if any) to subjects. State any potential ethical problems or concerns with the study. (1-2 paragraphs)

Required Texts and Readings

REQUIRED TEXTBOOK


Additional readings are required and will be made available through electronic reserve and/or WebCT.

WEB CT

Course materials including selected handouts and other materials will be posted on the WEB CT site for this class. The URL is: http://psuonline.pdx.edu/. In order to enter the WEBCT site you must obtain an ODIN account. Detailed instructions for students are available at the URL above. If you have problems, please call the OIT help desk at (503)725-HELP.

Topics and Assigned Readings
The structure of this class roughly follows the main components of the scientific method, with a few tangents:

**Philosophy of science**
**Literature review, and hypothesis formation.**

**Study methods:**
- Research design.
- Sampling.
- Measures.
- Procedures.
- Analysis.

**Qualitative research**

JANUARY 7, 2008 (class 1):

**Introduction/ Overview/ Philosophy of Science**
- What to expect - overview of the course and assignments
- Course Introduction and Expectations
- What’s so important about research?
- Epistemology and Philosophy of Science.
- Ethics and human subjects issues.
- Involving participants in research process.
- Oppression and SW Research

JANUARY 14, 2008 (class 2): Cont’d Philosophy of Science, Ethics

**Required Reading**
- Rubin & Babbie, Chapter 1 pp. 3-12 ; Chapter 3 pp. 40-48 scan, 58 “probabilistic knowledge,” 62-63 Chapter 4, pp. 69-77, read one example in 80-86, scan 89-94.

Optional: Portland State University Office of Research and Sponsored Projects website: [http://www.gsr.pdx.edu/forms/hsrrc_app.pdf](http://www.gsr.pdx.edu/forms/hsrrc_app.pdf) (requires Adobe Acrobat Reader). Read sections II (Definitions), IV (Informed Consent), and VI (Special Topics, especially vulnerable populations).

JANUARY 21, 2008- No Class

JANUARY 28, 2008 (class 3) – Literature Review and Hypothesis Formulation
**Required Reading:**
- Rubin, & Babbie Chapter 6 pp. 125-126, 130, 148 ; Chapter 7 pp. 281-285, 293-295

February 4, 2008 (class 4) Research Designs and Threats to Validity
**Step 1 of Final Project due**

**Required Reading:**

February 11, 2008 (class 5) – Sampling: Probability and Non-Probability; Diversity.
**Quiz #1**

**Required Reading:**

FEBRUARY 18, 2008 (class 6) Measurement (and Procedures).

**Required Reading:**
- Rubin & Babbie, Ch. 8, pp. 174-191, 195-198 ; Ch. 9, pp. 201-208, 216-224.
- **Complete TEST using [www.web.pdx.edu/~dcoleman/test.html](http://www.web.pdx.edu/~dcoleman/test.html), or using the paper and pencil version distributed in class. This exercise will be integrated with homework.**
- **Optional:** Coleman, D. (2004). The theoretical evaluation self test (TEST): a preliminary validation study. *Social Work Research* 28(2), 117-128. On web-ct This is a large file (2.3 mb), so it will take some time to download.

FEBRUARY 25, 2008 (class 7) Evidence-Based Practice.
**Quiz #2**

**Required Reading:**
- Coleman EBP Chapter excerpt (Access to be arranged).

MARCH 3, 2008 (class 8) Qualitative Research
**Final Project due**

*Required Reading:*
• Rubin & Babbie, Chapters 17 pp. 417-422, 428-433; Ch. 18, pp. 437-452.

MARCH 10, 2008 (class 9) – Unfinished Topics/ Review/ Evaluation and Wrap-up.
Foundations of Social Work Research (Distance Option)

Course Description

This course is an introduction to research in social work. The goal of the course is to provide students with an understanding of the importance of research to social work practice and policy. Students will be introduced to both qualitative and quantitative research methodologies used in social work research methods. Specific research designs covered will include group designs, single case studies and evaluation of programs and practice. Scientific method, systemic inquiry and the relation of theory in research, problem formulation, measurement, sampling, design and data collection will also be considered.

Learning Objectives:

SW 550 is the first in a two-course sequence. At the end of the sequence, students are expected to:

- Understand the purpose of social work research and its importance to effective social work practice.
- Understand and apply principles of evidence-based practice as a foundation for accountable and ethical social work practice.
- Critically analyze the merit and utility of published and unpublished social work research.
- Understand key ethical issues in social work research and identify methods for protecting human subjects.
- Identify key approaches to scientific inquiry; understand how these approaches are applied in social work research; identify strengths and limitations of quantitative approaches.
- Understand key issues involved in conducting research about and with diverse populations and vulnerable populations; understand and apply methods for conducting culturally sensitive research.
- Understand links among theory, research, and practice; understand the challenges of conducting research guided by ecological theory with its emphasis on multiple levels of influence (individual, family, community, society).
- Understand and apply computer-based technology to all aspects of the social
• work research process.

At the end of this course, students are expected to:

• Understand and apply the techniques of research problem formulation, literature review and conceptualization as part of the social research process.

• Understand and apply techniques of operationalizing variables.

• Identify threats to *internal* validity of social work research and identify the strengths and weaknesses of experimental and quasi-experimental designs in addressing these threats.

• Identify threats to *external* validity of social work research and identify the strengths and weaknesses of various sampling methods for addressing these threats.

• Understand the rationale for, and various approaches to conducting, qualitative social work research.

• Understand and apply the process of evaluating practice through a single-subject design.

**Students with Disabilities**

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to
poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**
All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

Plagiarism is when you steal the ideas of others and pass them off as your own. Both the SSW and the University have strict policies governing plagiarism and academic fraud. Offenses are treated seriously and can result in student expulsion. We will review the SSW policy on plagiarism during our first class.

**Access to instructor**
Instructor: Lisa Stewart
Contact: stewartl@pdx.edu
Office Hours: By appointment

**Instructional Methods**
This course will be taught using a variety of formats: Lectures, group discussion, group work, mini-assignments, and two major assignments. Portions of the assignments will be completed in-class.

**Attendance**
See below.

**Assignments and Evaluation**
1. **Attendance and Participation 10%**
   We meet four times this term: 10/5, 10/19, 11/2, 11/16 from 9 until 12 and 1 until 4. If you cannot make a class please contact me ahead of time to let me know. Note that regardless of circumstances attendance points will be taken off for missed classes in fairness to those who attend.

2. **Bi-monthly Concepts, Definitions (4 @ 5% for 20% of final grade).**
   **Due on: 10/19, 11/2, 11/16, 12/3 via email.**
   These are concepts and definitions that have been discussed in the readings and class the week prior. Each week after class I will post the selected concepts and
definitions on WebCT. You will be asked to write a brief definition the concept in your own words (1-2 sentences) and apply it to a social work related issue (3-4). The purpose of this assignment is to have you put the research concept into your own words and apply it to practice. Format, content and my evaluation strategy for this assignment will be reviewed during our first class.

3. **Summary and Critique of Two Refereed Research Articles 20%**
   **Due 11/30 via email.**
   During our class sessions we will be going through “the anatomy” of a research article. As a way to assess your growing proficiency in reading and evaluating the merit of these articles for social work practice this assignment asks that you summarize and critique two articles with regard to content (research purpose, hypothesis, variables used in the study, findings and limitations) as well as process (data collection procedures, participant recruitment, ethical considerations and attention to diversity). The summary and critique will involve (1 page summary and 1-2 page critique, double-spaced each article for a total of 4-6 pages). A handout detailing the specifics of the assignment and my evaluation of your work will be reviewed during our first class.

4. **Research Proposal 50%**
   **Due 12/10 via email.**
   Last, at the heart of this course is your integration of the readings and class discussions applied through the development of a research proposal. You must complete this project by yourself. We will be tackling a section of the proposal in class throughout the term. I will provide class time for you to work on each section. Include a title page with the title of your study, a running head, your name and institutional affiliation. Follow APA format rules and provide a reference list. Use double spaces and 12-pt font. Late assignments will lose one grade point per day e.g. B+ = B if one day late.

**Research Proposal**

(8-10 pages + conceptual map)

50% of Final Grade

The following is an outline of your research proposal. Please ensure that you have spoken to all the points listed below. Do not forget to reference ideas that are not your own following APA Style formatting rules. Points will be taken off for improperly cited sources and student may be asked to re-write paper or receive a failing grade.

**Section 1: Introduction (1 page)**
Write an introduction (rationale) for a research study that relates to a social work practice or policy area that you would like to systematically explore. The introduction should include:

a. A problem statement (2-3 sentences)
b. Paradigm used to frame the social problem/research project (1 sentence):
   i. postpositivist or
ii. interpretivist paradigm or
iii. critical social science paradigm.

Note: Your research project can only be framed using one paradigm not a combination of
two nor a combination of three.

c. Identify how your choice of paradigm will shape the formulation of your research question and the ways that you would study your issue or problem (2-3 sentences). Specifically address whether the paradigm precludes your selection of a quantitative or qualitative study or a mix of both and why.

d. Identify the assumptions about the nature of reality and human behavior and how they are shaped by your paradigm. Do not forget to include in this discussion assumptions regarding the nature of social work and social justice values as well as the kind of knowledge that will come out of your study.

e. Identify and discuss one potential ethical issue that might arise from your study and how you will handle it.

Section 2: Literature Review (2-3 pages)
Find at least six research articles on your topic of interest to guide your proposal. This is the center of your proposal in that you are using prior knowledge of the problem and or population to frame your proposed research. This section should resemble the structure of the article summary and critique, however, this time you are critically using the article showing how it supports your research proposal by demonstrating (1) the need for more research in this area, (2) the methodology you have selected to conduct your research, (3) an absence of knowledge about the particular population or problem, (4) that the research article authors’ findings are promising regarding your proposed problem and potential intervention and a study such as yours would deepen our understanding of the issue.

Hint: Research articles on your topic can be very helpful in showing you how others in your area of interest have handled the population of interest & the social problem. Sometimes you can replicate work already done or even build off prior work!

Section 3: Research Methodology (2-3 pages + a conceptual map).
This should be written just like the methods section of a research article. The purpose of this section is for you to describe how you would go about studying your particular research problem. Start by creating a conceptual map (you will have drawn this in class). Title this map Figure 1: (Name of Proposed Study). Under the conceptual map you will address in text each of the following:
a. Describe the research design (one-group pretest/posttest, quasi-experimental, experimental). Remember your choice of paradigm will influence your design selection.

b. Describe how you would select a sample for your study? Remember your choice of paradigm will influence how your participants are selected (random, purposive etc.).

c. Describe all your predictor (IVs) and outcome variables (DVs).

d. Describe how one predictor variable (IV) and one outcome variable (DV) are to be conceptualized and operationalized in your study.

Note: These are two different concepts.

Hint: Look in the Greenhaus article to see how they did this for their variables.

b. Using the predictor variable that you identified above explain the reliability and validity of the measure.

c. Identify the level of measurement and range of possible values for the above identified predictor variable (IV).

d. Identify the strengths and weaknesses of the design focusing on concepts discussed in Chapters 10 and 11 in your text.

e. Develop a critique of the cultural competence of your proposal and describe modifications that you will make to ensure culturally competence in your study.

f. Use information from Chapter 14 to describe a qualitative alternative to what you have proposed.

Required Texts and Readings

Required Texts


Required readings
Additional readings (for in-class work) will be placed on Web CT by the instructor for download. You are responsible for downloading and reading the documents as well as bringing them to class.
Topics and Assigned Readings

Class 1: October 5th
Introductions and group warm up
Overview of course and assignments
Why research for social work practice?
What is epistemology? How is it used to guide research?
Key approaches to inquiry
Research problem formulation.
Ethics in research
Issues of diversity.

In class
We will go over how to summarize and critique a research article through a small group assignment. We will also be going to the lab for a brief workshop on how to locate key resources using database searches. Come to class with an idea of a research area that you would like to develop a proposal for...this can be as vague as “children with behavior problems in schools” or “early discharge of women offenders”. We will devote some time in class to refining your idea into a research problem statement.

Reading:
Rubin & Babbe, Chapter 1: An Introduction to Scientific Inquiry and Social Work
Rubin & Babbe, Chapter 2: Evidence-based Practice
Rubin & Babbe, Chapter 3: Philosophy and Theory in Social Work Research
Rubin & Babbe, Chapter 4: The Ethics and Politics of Social Work Research
Rubin & Babbe, Chapter 5: Culturally Competent Research

Class 2: October 19th
Conceptualization and operationalization.
Measurement issues
Reliability and validity.

In class
Using the Greenhaus (2003) article we will go over the anatomy of a research article identifying the various components of this type of scientific paper. You will have a small group task in which you will go through the article, identify the various elements, summarize the article and critique it on its value to social work knowledge. Class time will also be allotted for working on your conceptual maps and identifying potential IV’s and DV’s for your research projects.

Reading:
Rubin & Babbe, Chapter 6: Problem Formulation
Rubin & Babbe, Chapter 7: Conceptualization and Operationalization
Rubin & Babbe, Chapter 8: Measurement
Rubin & Babbe, Chapter 9: Constructing Measurement Instruments

Class 3: November 2nd
Research procedures
Sampling

Quantitative designs
Quasi-experimental and experimental groups
Single subject designs.

In class
We will be discussing various sampling techniques and will learn how to do both random and purposive sampling through a small group activity. In addition to this we will be going through the different methodological designs to give you an idea of what they look like and what kind of information they can provide you along with the different threats to validity and reliability. This exercise is meant to help you think through your own potential design for your research proposal. Time will also be given for you to finalize your conceptual map and start working on your 3rd section of your proposal.

Readings:
Rubin & Babbe, Chapter 14: Sampling
Rubin & Babbe, Chapter 15: Survey Research
Rubin & Babbe, Chapter 10: Causal Inference and Correlational Designs
Rubin & Babbe, Chapter 12: Single Case Evaluation Designs

In class

Class 4: November 16th
Qualitative Designs: Field research, Focus groups
Introduction to single-system designs
Wrap up and look ahead to next term.

Readings:
Rubin & Babbe, Chapter 13: Program Evaluation
Rubin & Babbe, Chapter 17: Qualitative Research: General Principles
Rubin & Babbe, Chapter 18: Qualitative Research: Specific Methods

In class
We will be discussing the concept and process of field research along with various methods of collecting data with a focus on single-case evaluations. Class work will involve you examining another research article identifying the variables, research design, threats to validity and reliability. Students will work in small groups to develop a qualitative alternative to the study reviewed.
Course Description

This course focuses on techniques of quantitative data analysis and introduces methods of qualitative data analysis. Also focuses on interpreting and using results to improve social work practice including program evaluation. Covers descriptive statistics, probability theory and hypothesis testing, and inferential methods. Includes discussion of culturally sensitive research and ethical issues in social work research. Prerequisite: SW 550

Learning Objectives:

The following objectives are common to both terms of the foundation research content (i.e., SW 550 and SW 551)

- Understand the purpose of social work research and its importance for effective social work practice.
- Understand and apply principles of evidence-based practice as a foundation for accountable and ethical social work practice.
- Critically analyze the merit and utility of published and unpublished social work research.
- Understand key ethical issues in social work research and identify methods for protecting human subjects.
- Identify key approaches to scientific inquiry; understand how these approaches are applied in social work research; identify strengths and limitations of quantitative and qualitative approaches.
- Understand key issues involved in conducting research about and with diverse populations and vulnerable populations; understand and apply methods for conducting culturally sensitive research.
- Understand links among theory, research, and practice; understand the challenges of conducting research guided by ecological theory with its emphasis on multiple levels of influence (individual, family, community, society).
- Understand and apply computer-based technology to all aspects of the social work research process.

- The following are objectives for SW 550

- Understand and apply techniques of research problem formulation, literature review, and conceptualization as part of the social work research process.
- Understand and apply techniques of operationalizing variables.
- Identify threats to internal validity of social work research and identify the strengths and weaknesses of experimental and quasi-experimental designs in addressing these threats.
• Identify threats to external validity of social work research and identify the strengths and weaknesses of various sampling methods in addressing these threats.
• Understand the rationale for, and various approaches to conducting, qualitative social work research.
• Understand and apply the process of evaluating practice through a single subject design.

The following are objectives for SW 551

• Understand and apply descriptive analysis methods to quantitative data.
• Understand and apply inferential analysis methods to quantitative data, including bivariate and multivariate methods.
• Understand and apply methods for analyzing qualitative data.
• Present and disseminate research findings, with an emphasis on relating findings to theory, practice, and policy.

Topics

1. Issues of Ethics and Cultural Sensitivity in Data Collection and Analysis in Social Work Research
2. Univariate Statistics, Descriptive Statistics, Charts, and Graphs
3. The Normal Curve, Probability Theory, Hypothesis Testing, and Inferential Statistics
4. Bivariate Statistics: Chi-square, T-test, Correlation
5. Introduction to Multivariate Statistics
6. Qualitative Methodologies and Data Analysis: Content Analysis, Focus Groups, Field Methods, Ethnography
7. Interpretation and Presentation of Data and Results, including Dissemination to Sponsors, Lay Audiences, and Subjects of Research.

Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).
**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

Daniel Coleman, MSW, Ph.D.
Office: UCB 465K
Email: dcoleman@pdx.edu
www.web.pdx.edu/~dcoleman
Telephone: 503-725-8013
Office hours by appointment.

**Instructional Methods**

With the goal of promoting a learning community, the instructor will provide structure through a combination of reading and assignments, brief lectures, dialogue, and small and large group activities. Learning through inquiry, problem-solving, and discussion will be emphasized throughout the course. To gain maximum benefit from these learning opportunities, and contribute to the learning of everyone in the class, students are required to complete the assigned readings prior to class, and to participate respectfully in class discussions and activities.

**Attendance**
Consistent attendance is important to individual learning and to the group learning process. Please notify me if you must miss class. You are responsible for getting notes from a fellow student for a missed class. Students who miss more than 3 hours of class time will have to negotiate a replacement learning experience.

Active, reflective participation is essential to creating a positive learning environment. You are expected to have read and reflected on course readings before each class.

**Assignments**

**Homework.** Every week there will be short homework assignments, most involving some computer time with SPSS. Homework will be graded on both evident effort and demonstration of level of understanding.

**Project**

For this project you will choose one of three datasets that will be made available to you on the web-ct site. For each dataset there will be three files: the data file itself, a codebook and a file with the description of the methods of that study. Each of these datasets are listed below and will be described further in class.

**Datasets for Data Analysis Project**

For each dataset there is the data file (.sav), the codebook, and a description of the methods. All files are on web-ct

“Therapy Study”
Files: therapy.sav, thrpycdbk.doc, thrpymeth.doc
This is data from a clinical trial comparing cognitive-behavioral therapy and interpersonal therapy in the treatment of depression. Variables include level of depression before and after treatment, and therapy process variables (therapist is sensitive to feelings, therapist is teacher-like, etc).

“Time-one Clinic Study”
files: t1data.sav (t1data37v.sav for SPSS student version), t1cdbk.doc, t1method.doc
This is data from a naturalistic study (not a clinical trial) of outpatient therapy in a community mental health center. Variables include client ethnicity, socioeconomic status as a child, insurance status, mental health symptoms, and wellbeing.

“Juvenile delinquents study”
files: juvenile.sav, juveneckdbk.doc, juvenemethod.doc
This is data from a cross-sectional survey of adolescents incarcerated in Oregon. Variables include sexual abuse, trauma exposure, sadness, grief, antisocial attitudes, externalizing and internalizing behavior problems.

**Do not attempt any analyses with the datasets until you have proceeded through the following steps**
One page paper due Class 3 via Email and Paper Copy
For the one-page description of your research question and hypotheses, due in Class 4: look at the codebook for the dataset you have selected. Choose two sets of two or three variables each for which you can theoretically formulate a research question and some hypotheses.

In your one page paper:

1. Identify the dataset you are using from among the three on the web-ct site.
2. State your research question.
3. State your hypotheses, first in general terms, then stating which variables measure the concepts included in your hypotheses. (It is not necessary to formally state the null and alternative hypothesis for each test)
4. State which statistical tests you will perform, specifying the variables you will use to test your hypotheses. Use the “Table of Tests” handout to identify which test to use based on the level of measurement of your variables (categorical or continuous). We will have learned 3 tests: correlation, chi-square, t-test.. You should use all 3 tests.

This draft process will give me a chance to give you feedback on your research plan. Once you have received my feedback, you can proceed with analysis.

Final Project due Class 5 (Paper Copy)
For the final form of the project, due in Class 8, follow this format, using the headings indicated by underlining:

Introduction: (approx 1 page or less). Describe the area your analysis project addresses. State in plain language why the analysis is meaningful. State your research questions and hypotheses, first in general terms, then stating which variables measure the concepts included in your hypotheses. Optionally, you could cite one or two journal articles that informed your formation of research questions and hypotheses.

Methods: For design, sampling, etc, for each dataset there is a brief summary of the methods of the study that is on the web-ct site. Cut and Paste in this text here, deleting material that is not relevant to your study (for example, if you don’t use a certain measure). In addition, write a one or two paragraph section under the heading Analysis that describes your process of analyzing the data. This should be a brief description of the final steps that are reported in the paper, not of all the missteps along the way. This is analogous to #4 in the 1 page draft, except it reports what statistical tests you actually used. This should just say what you did, not report results- that is for the next section.

Results: Insert here your SPSS output, edited to remove unnecessary output. First display descriptive statistics for the five or six variables you used: mean and standard deviation for continuous variables, and frequencies for categorical variables. Next, display the results of the statistical tests you performed. Circle and label the p-values and other important values in the output, as I have done in lab handouts. For every test you conducted, have a sentence that states in plain words what you found, for example: “The t-test comparing the means of the pre-test and
post-test showed no statistically significant change.” So in addition to the marked up SPSS output, you should have a paragraph or two that states your results.

Discussion: (2-3 pages)
First, state the results of your hypothesis testing. Discuss in plain language the meaning of your results. State research implications- what are the next research steps needed? Discuss clinical/policy/administrative implications- what does this mean to practitioners, if anything? If no clinical relevance, discuss closely related research that could yield clinically useful information. State limitations of this study and this analysis. Have a concluding paragraph that summarizes the data analysis exercise.

Evaluation

20% of grade- Attendance and Participation
35% of grade- Homeworks
45% of grade- Project

Late Papers: A paper is considered on time if received within 24 hours of the class meeting at which it was due. 5 points are deducted for each 72 hours late.

Required Texts and Readings


I recommend arranging regular access to the SPSS statistical software. If you can spend time on campus using SPSS, or have access somewhere else, you don’t need to buy it.

We will focus on SPSS-
SPSS 13.0 Student Version (newer version may be available, older versions OK)
CD-ROM.

web-CT: http://www.webct.pdx.edu/ There is a copy of the syllabus on web-ct, and it will be used to store and distribute computer files and electronic readings throughout the course. Log in using your odin user name (for example, up to the @ in your pdx email, my email is dcoleman@pdx.edu, so my odin user name is dcoleman). The password is your Odin password. It should automatically show all courses in which you are officially registered that have a web-ct site.

In addition to the required texts, helpful information may be found on the following websites. There is a lot of stats info on the web that may be helpful in answering those middle of the night questions.

Painless guide to statistics:
http://abacus.bates.edu/~ganderso/biology/resources/statistics.html
Topics and Assigned Readings

Class 1. Introduction to course and Review of foundation content

Part 1
Optional reading on philosophy of science, postmodernism/ social constructionism:

Westen excerpt (handout at first class) (critical of postmodernism)


Part 2. General methodological terms and level of measurement/ Human Subjects/ Codebooks, Entering Data, Frequency distributions and Graphing data

Class 2. Describing distributions with numbers: central tendency and variability, Normal Distributions

Weinbach & Grinnell, Cp 1, Cp 2. (Concentrate on pp. 22-24, 31-35. Of graphs, focus on bar and histogram), Cp 3. (Concentrate on pp. 40-44, 48-50, 52-58. Focus on mean (average), and variance, standard deviation)


Click on: types of data | central tendency | measures of variation |

Class 3. Probability and Hypothesis Testing, Sampling Theory, Correlation

**Email and Paper Copy of Project Concept Draft Due**

Weinbach & Grinnell, Cp.4 (Concentrate on pp 60-68), Cp 5 (Concentrate on the whole chapter!), Cp. 8 (Concentrate on pp. 137-147).


Optional- Painless guide to statistics: http://abacus.bates.edu/~ganderso/biology/resources/statistics.html
Click on: correlation and regression

Class 4. Group differences: Chi-Square and t-test.


Click on: chi-square one sample test | chi-square 2-sample test | t-test

Class 5. Simple and Multiple Linear Regression/ Qualitative Methods
**Final Project Due**

Weinbach & Grinnell, Cp 9 (Concentrate on pp. 168-177, 181-184)

Review Rosenthal and Sulloway on correlation effect sizes and R-square


Painless guide to statistics:
http://abacus.bates.edu/~ganderso/biology/resources/statistics.html
   Click on: correlation and regression
Data Analysis in Social Work Research

Course Description

This course focuses on techniques of quantitative data analysis and introduces methods of qualitative data analysis. Also focuses on interpreting and using results to improve social work practice including program evaluation. Covers descriptive statistics, probability theory and hypothesis testing, and inferential methods. Includes discussion of culturally sensitive research and ethical issues in social work research. Prerequisite: SW 550

Learning Objectives:

The following objectives are common to both terms of the foundation research content (i.e., SW 550 and SW 551)

- Understand the purpose of social work research and its importance for effective social work practice.
- Understand and apply principles of evidence-based practice as a foundation for accountable and ethical social work practice.
- Critically analyze the merit and utility of published and unpublished social work research.
- Understand key ethical issues in social work research and identify methods for protecting human subjects.
- Identify key approaches to scientific inquiry; understand how these approaches are applied in social work research; identify strengths and limitations of quantitative and qualitative approaches.
- Understand key issues involved in conducting research about and with diverse populations and vulnerable populations; understand and apply methods for conducting culturally sensitive research.
- Understand links among theory, research, and practice; understand the challenges of conducting research guided by ecological theory with its emphasis on multiple levels of influence (individual, family, community, society).
- Understand and apply computer-based technology to all aspects of the social work research process.

- The following are objectives for SW 550

- Understand and apply techniques of research problem formulation, literature review, and conceptualization as part of the social work research process.
- Understand and apply techniques of operationalizing variables.
- Identify threats to internal validity of social work research and identify the strengths and weaknesses of experimental and quasi-experimental designs in addressing these threats.
• Identify threats to external validity of social work research and identify the strengths and weaknesses of various sampling methods in addressing these threats.
• Understand the rationale for, and various approaches to conducting, qualitative social work research.
• Understand and apply the process of evaluating practice through a single subject design.

The following are objectives for SW 551

• Understand and apply descriptive analysis methods to quantitative data.
• Understand and apply inferential analysis methods to quantitative data, including bivariate and multivariate methods.
• Understand and apply methods for analyzing qualitative data.
• Present and disseminate research findings, with an emphasis on relating findings to theory, practice, and policy.

Topics

1. Issues of Ethics and Cultural Sensitivity in Data Collection and Analysis in Social Work Research
2. Univariate Statistics, Descriptive Statistics, Charts, and Graphs
3. The Normal Curve, Probability Theory, Hypothesis Testing, and Inferential Statistics
4. Bivariate Statistics: Chi-square, T-test, Correlation
5. Introduction to Multivariate Statistics
6. Qualitative Methodologies and Data Analysis: Content Analysis, Focus Groups, Field Methods, Ethnography
7. Interpretation and Presentation of Data and Results, including Dissemination to Sponsors, Lay Audiences, and Subjects of Research.

Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

Populations at Risk
Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the *prior* approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

I will keep my office hours at Tuesday 3:00pm – 5:00pm. I can most easily be contacted through my email: jungl@pdx.edu. The location of my office is University Center Building (UCB) room 401J. You can also contact me at 503.725.5374.

**Instructional Methods**

A variety of teaching methods will be employed including lecture, class discussion and readings.

**Attendance**

Class involvement and participation in group activities will be included when assigning grades. Perfect attendance alone will result in 5 points for the participation grade. **Except under extenuating circumstances, two points will be deducted from your final grade for missing two class sessions. More than three missing class sessions will result fail grade.**

**Participation in class** is more than attendance. Students are expected to take part in all class discussion, and play an active role in class exercises. Class participation will be evaluated by: 1) evidence of having read the required materials, 2) the extent to which critical questions and comments are raised in class, 3) evidence of reflecting on one’s own and other’s ideas, and 4) evidence of ability to relate course materials to multiple social work practice situations.

**Assignments and Evaluation**

Your final grade will be based on the following:
1. There will be a take home exam for Midterm. **Students can not consult anyone other than the instructor when completing the exam.** It will consist of multiple choice and short answer questions based on information covered in the readings and during class. This midterm exam will constitute 35 percent of your grade. **Late exam will be penalized 5 points for each day late.**

2. There will be a research paper for Final. **Students may not consult anyone other than the instructor when completing the data analysis projects.** It will consist of about two pages with extra output files. This final paper will constitute 30 percent of your grade. Be about 3 pages long, double spaced and in APA style, with Times New Roman 12 size font, and one inch margins on all four sides of page. **Late paper will be penalized 5 points for each day late.**
   
   - Choose a dataset to analyze. Student can use dataset from their field internship placement, or provided by the class instructor;
   - State your research question and related hypothesis;
   - State your data analysis method and justify your method;
   - Analyze your data using SPSS;
   - Write a report - Interpretation and presentation of data and results; and
   - Attach your SPSS output file.

3. There will be a total of five homework assignments most involving some computer time with SPSS. Homework will be graded on both evident effort and demonstration of level of understanding. The assignments will constitute 25 percent (5 points per each) of your grade. An assignment is considered on time of the class meeting at which it was due. **Late homework will be penalized 2 points for each day late.**

4. Class involvement and participation in group activities will be included when assigning grades. Perfect attendance alone will result in 5 points for the participation grade. **Except under extenuating circumstances, two points will be deducted from your final grade for missing two class sessions. More than three missing class sessions will result fail grade.** Participation in class is more than attendance. Students are expected to take part in all class discussion, and play an active role in class exercises. Class participation will be evaluated by: 1) evidence of having read the required materials, 2) the extent to which critical questions and comments are raised in class, 3) evidence of reflecting on one’s own and other’s ideas, and 4) evidence of ability to relate course materials to multiple social work practice situations.

5. Final grades will be assessed according to Portland State University’s +/- system

<table>
<thead>
<tr>
<th>Grade Interval</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 93</td>
<td>A</td>
<td>Excellent: outstanding, exemplary</td>
</tr>
<tr>
<td>92 – 91</td>
<td>A-</td>
<td>Excellent</td>
</tr>
<tr>
<td>90 – 88</td>
<td>B+</td>
<td>Very Good</td>
</tr>
<tr>
<td>87 – 83</td>
<td>B</td>
<td>Good: satisfactory graduate level work</td>
</tr>
<tr>
<td>82 – 81</td>
<td>B-</td>
<td>Fair: marginal graduate level work</td>
</tr>
<tr>
<td>80 – 71</td>
<td>C</td>
<td>Inadequate: below graduate standards</td>
</tr>
</tbody>
</table>
Following is a breakdown of the weight of each course requirement.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Active Participation in Class Activities</td>
<td>10</td>
<td>On-going throughout the term</td>
</tr>
<tr>
<td>Homework</td>
<td>25</td>
<td>April 15th, 22nd, 29th, May 27th, &amp; June 3rd</td>
</tr>
<tr>
<td></td>
<td></td>
<td>on time of the class meeting at which it is due</td>
</tr>
<tr>
<td>Midterm Take-Home Exam</td>
<td>35</td>
<td>May 13th on time of the class meeting</td>
</tr>
<tr>
<td>Final Research Paper</td>
<td>30</td>
<td>June 10th by 4:00 p.m.</td>
</tr>
<tr>
<td>Total Available Points for Course</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

**Required Texts and Readings**


Recommend to arrange regular access to the **SPSS statistical software** that is available in SSW computer lab or somewhere else in PSU campus, so you don’t need to buy it.

**Suggested:**
In addition to the required and suggested textbooks, helpful information may be found on the following websites:

- [http://abacus.bates.edu/~ganderso/biology/resources/statistics.html](http://abacus.bates.edu/~ganderso/biology/resources/statistics.html)

**Topics and Assigned Readings**

**SESSION 1  April 1st**

- Introduction to course and review of foundation content
- Issues of ethnics and cultural sensitivity in data collection and analysis in social work research
- General methodological terms and level of measurement/ Human Subjects
- **Class activity: Data collection**

**Required Reading**

- Weinbach & Grinnell, Cp 1*
- Rubin & Babbie, Cp 9

**SESSION 2  April 8th**

- Codebook, entering data, frequency distributions and graphing data
- Univariate Analysis
  - **1st assignment:** Entering data into SPSS file
  - Create codebook

**Required Reading**
- Weinbach & Grinnell, Cp 2*
- Rubin & Babbie, Cp 20 (pp. 478-493)*
  - Click on: types of data

**SESSION 3  April 15th**

- Univariate Analysis
- Central tendency and variability
  - **2nd assignment:** Univariate Analysis
  - Write findings
  - Print output file

**Required Reading**
- Weinbach & Grinnell, Cp 3*
- Rubin & Babbie, Cp 20 (pp. 478-493)*
  - Click on: types of data | central tendency | measures of variation

**SESSION 4  April 22nd**

- Normal distributions
- Practical use of z scores
  - **3rd Assignment:** Converting raw scores to z scores and percentiles

**Required Reading**
- Weinbach & Grinnell, Cp 4*
  - Click on: types of data | central tendency | measures of variation

**SESSION 5  April 29th**

- 3rd Assignment Due

Volume III Page 183
Probability and hypothesis testing

Required Reading
- Weinbach & Grinnell, Cp 5* & 6*
- Rubin & Babbie, Cp 21*

SESSION 6  May 6th

- Sampling theory
- Selecting statistics test
- **Midterm take-home exam will be provided**

Required Reading
- Weinbach & Grinnell, Cp 7*
- Rubin & Babbie, Cp 20* (pp. 493-503)

SESSION 7  May 13th  *Mid-Term Exam Due*

- Correlation and regression analysis

Required Reading
- Weinbach & Grinnell, Cp 8* & 9*
  - Click on: correlation and regression

SESSION 8  May 20th

- Nonparametric statistics
- **4th assignment:**
  - Person Correlation
  - Spearman Correlation
  - Chi-square Test
  - Writing findings
  - Print output file

Required Reading
- Weinbach & Grinnell, Cp 10*
- A Painless Guide to Statistics:
  - [http://abacus.bates.edu/~ganderso/biology/resources/statistics.html](http://abacus.bates.edu/~ganderso/biology/resources/statistics.html)
  - Click on: chi-square one sample test | chi-square 2-sample test
SESSION 9 May 27th

- T-tests and Analysis of Variance (ANOVA)
- 5th assignment: T-tests
  - Writing findings
  - Print output file

Required Reading
- Weinbach & Grinnell, Cp 11*

SESSION 9 June 3rd

- Qualitative methodologies and data analysis: Content analysis, focus groups, field methods, ethnography

Required Reading
- Rubin & Babbie, Cp 19*

SESSION 10 June 10th

Research Paper Due by 4:00 PM

Final Exam Week
Advanced Direct Human Services Practice I

Course Description

Building on the foundation year, the DHS concentration provides advanced theory-based practice from multiple theoretical perspectives. Special attention will be paid to relational self-awareness, cultural responsiveness, ethics, evidenced-based practice and intervention with individuals, families, and groups.

This is the first course in a three-course sequence. It begins by introducing the process of constructing a frame of reference or model of practice. The course then addresses theory-based understanding of client vulnerabilities and strengths. These theories are then applied to the process of direct social work practice with consideration of the importance of culture, empowerment and the context of clients' lives. Students are assisted in developing relationally self-aware application of theory-based practices.

Learning Objectives:

At the completion of the term, students will be able to:

- Have acquired working familiarity with a theory of social work practice for use in multiple contexts.
- Be able to understand and integrate advanced concepts of multiple theoretical approaches to social work practice.
- Be able to apply advanced theories in a way that is responsive to client needs.
- Demonstrate advanced understanding of the interplay of practice theory and anti-oppressive and non-discriminatory practice with diverse populations.
- Demonstrate understanding of the impact of agency and community policies on service delivery.
- Be able to understand evidenced-based practice evaluation approaches and their strengths and limitations.
- Be able to evaluate their practice for effectiveness.
- Be able to articulate a framework for addressing value and ethical dilemmas in social work practice.
• Be able to demonstrate critical understanding and application of assessment and diagnostic approaches, including risk assessment and crisis intervention.

**Students with Disabilities**

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**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to instructor**

Instructor: Matthew Modrcin  
E-mail: Modrcinm@pdx.edu  
Room: 400 UCB  
Telephone: (503) 725-5011  
Office Hours: By appointment
Instructional Methods

Methods will include lecture, discussion, and case presentations. In addition, the class will be divided into two groups. The groups will meet on alternating weeks to process the use of self in social work practice. The instructor will facilitate the group. The group will meet for one hour at the beginning of each class and those class members not in the process group will serve as the observing group. The purpose of the observing group is to ask questions to the facilitator in regard to practice theory, group facilitation, and any reactions that they had to the group process. Please read the informed consent statement that is attached.

There will be one case presentation each class period. Members of the class will be asked to sign up in advance for a specific presentation date. If you are presenting, it is your responsibility to come prepared to present a 20-minute summary of your work and the question that you have for the consultation.

Assignments & Evaluation

Assignments are designed to give students opportunities to use theory and literature to inform their practice, to use theory in the integration of assessment, interventions, and evaluation of outcome.

Methods will include lecture, discussion, and case presentations. In addition, the class will be divided into two groups. The groups will meet on alternating weeks to process the use of self in social work practice. The instructor will facilitate the group. The group will meet for one hour at the beginning of each class and those class members not in the process group will serve as the observing group. The purpose of the observing group is to ask questions to the facilitator in regard to practice theory, group facilitation, and any reactions that they had to the group process. Please read the informed consent statement that is attached.

There will be one case presentation each class period. Members of the class will be asked to sign up in advance for a specific presentation date. If you are presenting, it is your responsibility to come prepared to present a 20-minute summary of your work and the question that you have for the consultation.

The course paper is due on November 14, typed, double-spaced, APA style, not to exceed 16 pages. Active participation in class is expected and will be taken into consideration when the final grade is unclear.

PRACTICE THEORY PAPER

This paper is an opportunity for you to study your own practice. Select ONE social work practice theory (even if you use/used more than one) and discuss your work with a client from your current practicum using the following outline. The paper is to be a maximum of 16 pages (not including reference pages), double-spaced, and referenced using APA style.
1. Briefly introduce your agency, role, the client, and the reason the client is receiving services. (< 1 page)
2. Describe and discuss the practice theory selected, including primary contributions to its development, main concepts, propositions, and assumptions, and your rationale for selecting to use this theory with this particular client. (2-3 pages).
3. Describe how the theory is and is not generally sensitive to dynamics of culture and diversity; and specifically to characteristics of this client (1 page).
4. Discuss your assessment of the client’s bio-psychosocial functioning and how this relates to the theory (1-2 pages).
5. Using the theory, describe your change/intervention plan. How did you think the changes would occur? (2 pages).
6. Discuss use of self and the therapeutic relationship from the theory’s standpoint. (1-2 pages).
7. Using your theoretical frame, describe your actual interventions. In other words, what happened when you implemented the plan? Describe your use of self and the therapeutic relationship. (2-3 pages).
8. Identify any ethical conflicts you experienced in your work with this client. (1 page)
9. Evaluate the client’s response to your interventions. Identify indicators of change that you think are meaningful and discuss any evidence of change. How are these changes related to the theory’s premise for change? (1 page)

NOTE: Your paper will be graded on your demonstrated ability to use theory and literature to inform your practice; to integrate assessment, interventions, and evaluation of outcome – not on a successful outcome of your practice.

ADVANCED THEORY OF SOCIAL WORK PRACTICE
Application of Family Systems Theory Using Case (Self) Study

PURPOSE: The purpose of this assignment is for you to demonstrate an understanding of the relationship between Family Systems Theory and your own family of origin (case self study) as it applies to your practice approach. Freeman, Bowen, and others have agreed that for a helper to function as efficiently as possible with client families, he or she must be working continuously toward greater differentiation from his or her own family of origin. This assignment gives you an opportunity to experiment with this idea.

INSTRUCTIONS: Using your own family of origin, develop a paper that reflects a theoretical and practice approach to understanding family systems theory. The following is provided as a guide for your work.

OUTLINE FOR PAPER
I. Theoretical Basis of Family Systems
A. Select 4 of 7 concepts that comprise Bowen’s Theory and outline briefly. These concepts include: differentiation of self, triangles, nuclear family emotional system, family projection process, emotional cutoff, multi generational transmission process and sibling position.

B. Explain why you chose the four that you did.

II. Self Study and Application

A. Family Diagram

1. Construct a multi generational genogram of your family
2. Briefly describe your family.
3. Apply the four concepts to your own family of origin, giving examples of each of the four.

B. Discuss how you think your family issues may impact your practice of social work.

GRADING: Assignment will be graded on the following criteria:
- Depth of understanding and articulation of theoretical concepts
- Ability to apply theoretical concepts in Family of Origin Analysis
- Clarity and Organization
- APA Referencing

The paper should be typed, double-spaced (family description may be single-spaced), and no more than 16 pages in length.

Informed Consent

Professional Training Group

Participating in a training group for personal growth, self-development, and the exploration of personal issues and concerns that influence your effectiveness as a therapist is with some risk. It is not uncommon to feel some discomfort with personal exploration and professional development particularly in a training group composed of peers. Personal self-disclosures are part of this process. You must decide what aspects of your personal life you want to discuss in the group. Be clear with your personal boundaries. I will encourage you to stretch and risk more with your peers than you might be prepared to do. Self-reflection is an important aspect of this work and will add to your ability as a therapist.

It is my expectation that you fully participate in the group experience. The interactions that you have with group members will be meaningful to you and may evoke personal issues and your sense of vulnerability. It is my expectation that you give feedback to others as well as listen to and consider feedback that you receive. We will focus on here and now issues that emerge in the group which will increase the intensity of your experience. The goal of the group is not to resolve personal issues but rather to clarify your struggles that might be explored outside the
group in personal therapy or clinical supervision. If this experience generates issues that you would like to explore in personal therapy and you have difficulty finding a therapist, please let me know and I will assist you in this process.

Confidentiality is an important aspect of clinical groups and a group training experience. As a general principle, what is shared and experienced in a group setting stays within the confines of the group. Please read my statement on confidentiality that I will give to you at our first meeting. Because of the complex nature of a group and the number of group participants, confidentiality cannot be assured. As a member of this group, you need to take confidentiality seriously and agree to not breach the confidentiality of other group members. You may talk about what you have learned in the training sessions but cannot talk about what others have said, did, or mention other group members by name.

By signing this Informed Consent Statement, I acknowledge that I have read the statement, abide by its terms, and have had my questions or concerns addressed by the group facilitator.

<table>
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<th>Printed Name</th>
<th>Signature</th>
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**Required Texts and Readings**


**Topics and Assigned Readings**

9/26  Course Overview  
     Small Groups  
     Change Process  
     Constructing a Frame of Reference

10/3  Anxiety  
     Self-Psychology  
     Cooper & Lesser: 1-5

10/10 Theory and Social Work Practice  
     Holmes: 1-3, Cooper & Lesser: 14

10/17 Theory – Social Constructivism Attachment
Holmes: 4-7, Cooper & Lesser: 10-11

10/24 Theory – cont.
    Holmes: 8

10/31 Theory – cont.
    Cooper & Lesser: 11

11/7 Interventions

11/14 Interventions
    Madsen: 1-4
    Paper Due

11/21 Interventions

11/28 Wrap-up
    Odds and Ends
    Evaluation
Advanced Direct Human Services Practice II

Course Description

Building on the foundation year, the DHS concentration provides advanced theory-based practice from multiple theoretical perspectives. Special attention will be paid to relational self-awareness, cultural responsiveness, ethics, evidenced-based practice and intervention with individuals, families, and groups.

This is the second course in a three-course sequence. It begins by addressing the self of the practitioner and the influence of self issues on the ability to engage, assess, and intervene in multiple contexts. Both the worker's and the client's families of origin are considered as sources of influence on the intervention process. Students are encouraged to deepen their understanding of family centered practice introduced in the first year and to integrate their understanding of other theories of intervention with families and groups.

Learning Objectives:

At the completion of the term, students will be able to:

- Demonstrate a conscious awareness of self and a purposive use of self within the engagement, assessment, intervention, and evaluation process
- Assess the significance for social work practice of their own and their client's familial and cultural histories
- Apply and critique concepts from various theories to formulate assessments and intervention strategies with families and groups
- Discuss the principal components of family centered practice and their elaboration within a family systems perspective
- Be able to identify theoretical, self and systems perspectives when considering issues of termination
- Be able to address from a strengths-based perspective core client issues including addictions, trauma, depression and anxiety.

Students with Disabilities

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Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

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**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

Instructor: Matthew Modrcin
E-mail: Modrcinm@pdx.edu
Room: 400 UCB
Telephone: (503) 725-5011
Office Hours: By appointment

**Instructional Methods**

The course focuses on family-centered social work practice by exploring and understanding Bowen family systems theory and a family-of-origin perspective. Both the social worker's and the client's family of origin are considered a source of influence on the change process. Students are encouraged to deepen their understanding of family-centered practice introduced in the first year practice sequence and integrate their understanding of other theories with family systems t
Methods will include lecture, discussion, case presentations, and family of origin presentations. The class will continue to be divided into two groups with the same structure and intent for learning as articulated for fall quarter.

For case or family of origin presentations, please sign up for these presentations in advance. A sign-up sheet will be available the first class period. If you are presenting, it is your responsibility to come prepared for the presentation by following the case presentation outline or the family of origin guidelines which are attached.

The course paper is due on February 27, typed, double-spaced, APA style, and not to exceed 16 pages. Active participation in class is expected and will be taken into consideration when the final grade is unclear.

**Assignments & Evaluation**

A course requirement is to attend and participate in every class. It is your responsibility to monitor your participation. Please direct your questions and observations to the class as a whole and be open to interactions from your peers. If you are unable to make it to a class for any reason, please notify the instructor. If you miss two or more class periods, your final grade will be reduced by half a grade. Assignments must be turned in on the date specified in class. Late papers may be graded down. Papers receiving a grade of C or lower may be rewritten with the permission of the instructor. Incompletes are only to be requested in extreme circumstances. An incomplete will not be automatically assigned if no paper is received. It is the student's responsibility to initiate the necessary paperwork.

**ADVANCED THEORY OF SOCIAL WORK PRACTICE**

Application of Family Systems Theory Using Case (Self) Study

**PURPOSE:** The purpose of this assignment is for you to demonstrate an understanding of the relationship between Family Systems Theory and your own family of origin (case self study) as it applies to your practice approach. Freeman, Bowen, and others have agreed that for a helper to function as efficiently as possible with client families, he or she must be working continuously toward greater differentiation from his or her own family of origin. This assignment gives you an opportunity to experiment with this idea.

**INSTRUCTIONS:** Using your own family of origin, develop a paper that reflects a theoretical and practice approach to understanding family systems theory. The following is provided as a guide for your work.

**OUTLINE FOR PAPER**

I. Theoretical Basis of Family Systems

   A. Provide an overview of Family Systems Theory including a critique of the theory.
B. Select 4 of 7 concepts that comprise Bowen’s Theory and outline briefly. These concepts include: differentiation of self, triangles, nuclear family emotional system, family projection process, emotional cutoff, multi generational transmission process and sibling position.

C. Explain why you chose the four that you did.

II. Self Study and Application

A. Family Diagram

   1. Construct a multi generational genogram of your family
   2. Briefly describe your family.
   3. Apply the four concepts to your own family of origin, giving examples of each of the four.

B. Discuss how you think your family issues may impact your practice of social work.

GRADING: Assignment will be graded on the following criteria:
   ∴ Depth of understanding and articulation of theoretical concepts
   ∴ Ability to apply theoretical concepts in Family of Origin Analysis
   ∴ Clarity and Organization
   ∴ APA Referencing
   The paper should be typed, double spaced and no more than 16 pages in length.

GUIDELINES FOR FAMILY OF ORIGIN PRESENTATIONS

The family-of-origin presentation is a unique opportunity to apply family systems theory and practice to your own family. The intent of this opportunity is for students to further their understanding of both the theory and the influence of their own family of origin on their social work practice. **This not a required or graded assignment.**

∴ Prepare your genogram on paper large enough to be seen by the class.
∴ Select a theoretical concept, family theme, or focus (e.g. spiritual genogram, cultural genogram, gender genogram) that you would like to highlight in your presentation.
∴ Use 20-30 minutes to present the genogram.
∴ For 15 minutes following the presentation, class members will use their curiosity to ask questions (not make interpretations) which are intended to stir up your thinking about your family story. You decide which of the questions, if any, you wish to respond to during class.
∴ At the end of the question period, I will ask you a series of questions to further your curiosity.
∴ I will conclude the presentation with a theoretical discussion and discuss the applicability of the issues raised for clinical practice.
The final 5 minutes will be yours to conclude your presentation and to discuss what the experience was like for you, any questions that you are taking, and how the present

Required Texts and Readings


Students are expected to be reading from a variety of sources throughout the quarter.

Topics and Assigned Readings

JANUARY 9: Course overview and expectations
Introduction to family-centered practice and genogram construction

JANUARY 16: Family systems theory
Reading: McGoldrick 1 & 2
Titelman 1
Case Presentation

JANUARY 23: Family systems theory
Reading: McGoldrick 14 & 15
Titelman 2 & 3
Case Presentation

JANUARY 30: Family systems theory
Reading: Madsen 5,6,7,8
Case Presentation

FEBRUARY 6: Family systems theory
Reading: McGoldrick 6, 9, 13
Titelman 4
Family of origin presentations (2)

FEBRUARY 13: Application – Culture, Gender, Sexual Orientation
Reading: McGoldrick 26, 27, 28
Titelman 5,6,7,8
Family of origin presentations (2)
FEBRUARY 20: Application- Managing Reactivity, Anxiety
   Reading: McGoldrick 19, 20, 24, 25
           Titelman 9,10,11,12
           Family of origin presentations (2)

FEBRUARY 27: Application
   Reading: McGoldrick 29, 30, 31
           Titelman 13,14,15
           Family of origin presentation (1)
           Paper Due

MARCH 6: Application
           Family of origin presentations (2)

MARCH 13: Last Class
           Family of origin presentations (2)
Advanced Direct Human Services Practice III

Course Description

Building on the foundation year, the DHS concentration provides advanced theory-based practice from multiple theoretical perspectives. Special attention will be paid to relational self-awareness, cultural responsiveness, ethics, evidenced-based practice and intervention with individuals, families, and groups.

This course builds on material presented in SW 533 and SW 534 and integrates knowledge that students have gained from other courses and field practicum. The primary purpose of the course is to provide students with an opportunity to develop and articulate their personal theoretical orientation or practice model, an essential step in beginning a career as a professional social worker. Students will also legal and ethical issues that relate to practice. Post-masters professional development including licensing will be addressed.

Learning Objectives:

At the completion of the term, students will be able to:

- Demonstrate the use of critical thinking throughout all dimensions of advanced social work practice;
- Demonstrate the ability to integrate and apply various models of intervention with attention to client factors, agency context, and research evidence;
- Define and discuss the primary components of a practice model, identifying areas of strengths and concerns;
- Discuss a framework for addressing complex ethical dilemmas in practice;
- Apply theoretical, self, and systems perspectives when considering issues of termination;
- Consider different approaches to clinical supervision, and requirements necessary for licensure; and
- Identify goals for continued professional development.

Students with Disabilities

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required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

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**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

Instructor: Matthew Modrcin  
E-mail: Modrcinm@pdx.edu  
Room: 400 UCB  
Telephone: (503) 725-5011  
Office Hours: By appointment

**Instructional Methods**

Lecture, Discussion, role-plays, and student presentations.

**Assignments & Evaluation**

Attendance and participation 25%  
Personal practice model assignment 75%  

The personal practice model assignment must be turned into the instructor on the date specified in class. All papers must use APA style referencing in the body of the paper and end reference
The instructor may photocopy any assignment if there is a concern about academic integrity or if the paper is not receiving a passing grade. Late papers may be graded down. An incomplete must be arranged in advance with the instructor. If you miss more than one class, a half a grade point will be deducted from the grade received on your paper.

**ADVANCED THEORY OF SOCIAL WORK PRACTICE - ASSIGNMENT**

The purpose of this assignment is to describe and discuss your frame of reference as it relates to social work practice. The paper should be 12-15 pages in length and follow the following outline. Use references to support your work.

I. *Orientation to social work practice*
   A. What models or theories describe and support your view of social work practice now?
   B. What is the worker’s role in the model you have described? (How does the worker make use of him or herself?)
   C. From your perspective, what is the focus of attention and why?
   D. Identify the major concepts and how they are operationalized in practice.

II. *Process of intervention*
   A. Goals of change: Who is supposed to change? Is change outcome observable?
   B. Dynamics of change: How is change to be achieved; how will intervention(s) bring about change?
   C. Principles for transfer of change. How does intended change get transferred from therapeutic setting to everyday life?

III. *Evaluating Practice*
   A. What method(s) do you propose to evaluate the efficacy of your practice?
   B. What variables are important to evaluate? (E.g., efficacy, efficiency, client satisfaction, etceteras).
   C. What data will you collect?
   D. How will you use what you learn in your evaluation?

IV. *Value compatibility* - Is your approach consistent with basic social work values - does it strengthen and support those values?

V. *Ethnic/cultural sensitivity*
   A. How well does your approach work with clients with different ethnicity, race, physically challenged, gender, sexual orientation, or stage of life?

VI. *Strengths, weaknesses and limitations of your model*
   A. Identify the types of problems or situations for which your approach is indicated and contraindicated.
   B. Specifically addresses the applicability of your approach to clients' functioning at different levels of adaptation and/or with specific psychopathology.
   C. Assess the overall strengths and weaknesses of your perspective.

VII. *Summary and conclusions*
Papers are due on 5/21/08.
**Required Texts and Readings**


Students are expected to review readings from previous courses taken at the School of Social Work. Additional readings or material that contribute to the development of your frame of reference should be included.

**Topics and Assigned Readings**

The last class of the quarter will be June 6\textsuperscript{th}.

Week 1 – Course overview and components of a personal practice model

Week 2 – Constructing a personal practice model and self-care

Week 3 – Termination

Week 4 – Small group presentations – The Gift of Therapy

Week 5 – Ethical decision making

Weeks 6-8 – Selected topics – model presentation

Week 9 – Licensure Presentation – to be announced

Week 10 – Closure
Advanced Community-Based Practice I

Course Description

This is the first course in the three-course concentration. Community Based Practice I examines the role of the community practitioner within social work and related disciplines for the promotion of economic and social justice. The history of community practice and current models of intervention will be addressed. Theories influencing community development, including ecological systems, feminist, strengths-based, conflict theory, social exchange and power theories, will inform the development of community practice skills. Multi-level interventions will be promoted through the development of community practice strategies and techniques, such as skills in collaborative responsibility, introduction to community assessments, and personal awareness. Emphasis will be on the types of assessments and implementations utilized for multi-level interventions. Throughout the course, there will be an ongoing emphasis on identifying and understanding issues related to community ethics and cultural competence. Strategies found most effective for community practitioners working with vulnerable populations will be presented.

Learning Objectives:

At the completion of the term, students will be able to:

- Understand the origins of community based practice
- Articulate the role of the community practitioner
- Explore the various models of community interventions promoting economic and social justice especially related to vulnerable populations
- Develop and utilize assessment and implementation skills utilized for multilevel interventions
- Develop practice skills which promote collaborative responsibility
- (i.e. ethnographic interviews, focus groups) that inform interventions
- Incorporating empowerment and strengths based perspectives
- Identify strategies and techniques that maximize the student’s strengths and personal awareness to enhance their effectiveness as competent and ethical practitioner

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required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

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**Academic Honesty and Integrity**

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Email: hollidaym@pdx.edu  
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The instructors will hold available from 4:00 – 5:00pm on Wednesdays or by appointment.

**Instructional Methods**

Instructional methods will include lectures, group activities, guest lectures, videos, and student presentations.
**Attendance**

Please contact the instructor if you will miss a class. More than two unexcused absences from class and/or assignments submitted after the due dates will result in a ½ grade drop. Additional absences may jeopardize successful completion of the course.

**Assignments and Evaluation**

**Assignment # 1**

**Preliminary Assessment of Practicum Community**

**Worth: 40% of course grade**

**Due Date: October 31, 2007**

Assessment incorporated many dimensions of experience when applied to Community Based Practice (CBP). This assignment is a preliminary assessment of your field practicum setting, as applied to the specific community with which the setting works, or the subgroup with whom you specifically work.

The preliminary assessment is to cover the following:

1. **First impressions** – This is frequently called the “preparation phase” or “tuning in” and it can be done prior to even meeting with the community. It involves learning about yourself and your community. This section of the paper is to articulate your first impressions of the community (please ensure you are routinely journaling about your experience), likely to include the following:
   a. A reflection on your own social location and its influence on your practice, including how this will influence your ability to understand the community and be accepted by this community.
   b. A reflection on the environment of the community, likely to include the following: its culture and unique local characteristics; its economy; its geography; its issues & interests; and its relationship with broader policy issues and history.

2. **First encounters** – What have you learned about the community as you begin to encounter it, likely to include the following:
   a. What have you learned from other staff or community members who you have accompanied in the community?
   b. What have you learned about the community members who you have met?

3. **First interpretation** – what do you know of the context of this community?
   a. What is your interpretation of the uniqueness of this community, and its struggles and strengths?
   b. What is your interpretation of the values and ethics that will be most significant for your practice with this community?
   c. What are your opportunities and challenges in working with this community?

This assignment follows a case study that we will use in class. In the first two pages of the case study, an example of this preliminary assessment is conducted.
Please note that the assignment will be graded according to the following expectations:

- Insightful and disciplined anticipation and observation of the community's characteristics
- Deep self-reflection
- Ability to disclose own values, identify those present in others, and interpret their significance for the community
- Clear and concise writing
- Effective use of course resources

The case study on which we have modeled this assignment will be handed out within the first three weeks of class:

**Page Length:** 8-10 pages, written with the standard formatting requirements and APA referencing style.

**Assignment #2**

**Conducting an Ethnographic Interview**

**Worth 40% of course grade**

**Due Date:** December 5, 2007

The importance of multicultural practice is an ongoing theme in community-based practice. One of “culturally relevant” tools for gaining entrance to a community/population is the ethnographic interview. This qualitative approach utilizes ethnographic (culturally based) questions; emphasizing recognition and use of informant language “cover terms” and identifying shared beliefs/norms. This knowledge is helpful in informing any change effort. The final assignment for this term is to conduct an ethnographic interview (see Leigh) with an informant/cultural guide from your practice venue that further expands your assessment.

The paper will have five sections with each section evaluated as follows:

- Relevant background information to demonstrate appropriate selection of the interviewee (informant or cultural guide);
- Verbatim translation of audio recorded interview that demonstrates the three phases of the interview;
- Self-evaluative comments that are generated during the actual transcription of the interview including identification of cover terms whether you followed up with them or not during the interview (using columns for word processing is easiest);
- Overall summary of the learning gained from this type of approach and discussion of how the information gained further informs your assessment and understanding of yourself and the community with whom you will be working;
- The development of focus group questions that are based on the content presented by the informant to see how they generalize to the larger group.
Page Length: The final paper should be 20-25 pages with a minimum of 5 outside references that informs the reader of unique characteristics and/or needs of the “community” that may serve as the focus of the change effort.

Evaluation

Course evaluation will based upon the two graded assignment, each valued at 40% and class participation at 20%. The participation grade is based on being in class on time and throughout the sessions, participation in classroom discussions and providing occasional leadership, and evidence of integrating course readings into class room discussions.

Required Texts and Readings


A course pack of relevant articles will be developed each term and available at Clean Copy.

Topics and Assigned Readings

Sept. 26 Course Introduction & Overview

Text: Finn & Jacobson Chapter 1
Kirst-Ashman & Hull - Chapter 1


Oct. 3 Theory Base for CBP

Text: Finn & Jacobson – Chapter 4


Oct. 10  **History & Current model development**

**Text:** Finn & Jacobson – Chapter 2.


Video-Alinsky’s *Call for Democracy*

Oct. 17  **Community-Based Practice Across Arenas**

**Text:** Finn & Jacobson – Chapter 6

Kirst-Ashmann & Hull Chapter 9


Kretzman & McKnight. Pdf.

Oct. 24  **Personal Awareness & Community Based Practice**

Critical Consciousness, PRACSIS, Cross Cultural Practice


Oct. 31  Root Cause Analysis  
Text:  Finn & Jacobson – Chapter 3  
Kirst-Ashmann & Hull – Chapters 8


CUSO (n.d.). Analysis and strategies. In Basics and tools: A collection of popular education resources and activities (pp.73-86). Ottawa, ON: CUSO.


1st Assignment Due

Nov. 7  Qualitative Approaches to Understanding Communities  
Ethnographic Interviewing- Tools for Gaining Understanding and Entrance to “Communities”  
Text:  Leigh, J., Chapters 1-8

Small Group Consultations

Nov. 14  Qualitative Approaches to Understanding Communities  
Ethnographic Interviews  

Small Group Consultations

Nov 21  No Class- Thanksgiving Break
Nov 28  
**Identifying/Clarifying the Goals of Communities**  
Ethnographic Interviews & Focus Groups  
**Text:** Morgan, D. (1997). *Focus Groups as Qualitative Research.*

*Speaker - Richard Hunter*

*Small Group Consultations*

Dec 5  
**Ethical dimensions of CBP & personal reflections**  
**Text:** Kirst-Ashman & Hull – Ch.12


*Pot Luck!*  

**Final Assignment Due**
Advanced Community-Based Practice II

Course Description

This is the second course in the Community-Based Practice concentration. With the community as the focus of practice, this course addresses practice issues as they relate to a broader system for urban and rural settings. Attention is given to the person-environment interplay with an emphasis on collaborative partnerships between local citizens, community leaders, neighborhoods, community organizations, and businesses. Topics include exploring conditions necessary for economic revitalization and community self-sufficiency, strategies for service program and community partnerships, community action efforts that emphasize collaboration and affiliation, implementing practice innovations and programs that utilize community assets and capacity building, and the importance of building and sustaining coalitions.

Learning Objectives:

This course is based on the philosophy that communities have the resources, wisdom, and opportunities to allow people to make decisions regarding their own welfare. The following objectives are designed to support this philosophy. At the completion of the course, students will:

- Have acquired a working knowledge of community-based practice theories;
- Demonstrate practice skills in work-group arenas; use of asset-based strategies for community development, and community-inclusive evaluation;
- Demonstrate an understanding of the impact of policy and economics on the development of community initiatives;
- Have an understanding of organizational and community context and their effects on social work practice; and
- Demonstrate skills in supporting the capacity of diverse communities and at risk populations to problem solve within their own communities.

Students with Disabilities

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**Academic Honesty and Integrity**

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**Instructional Methods**
Instructional methods will include lectures, group activities, guest lectures, videos, and student presentations.

**Attendance**

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**Assignments and Evaluation**

Course evaluation will be based upon the three graded assignments, as follows:

1. Core practice resource – 20%
2. Mid-stream reflection – 30%
3. Group paper: Intervention development – 50%

**1. Core Practice Resource (20%) DUE: WED. FEBRUARY 6th**

During the first few weeks of the term, we will develop a list of core practices for CBP. Each student will select one of the practices and develop a short “how to” guide for undertaking this activity. This will be distributed for all students and become a resource for future practice. Ideas include chairing a meeting, writing a letter to an elected official, effective advocacy in an organization, creating an online petition, holding a press conference, reaching group decision (consensus and non-consensus), and dealing with a difficult group member.

Ensure your recommendations addresses issues of diversity and power imbalances among your group and between you and those you intend to influence. Please prepare this as a “basics” and “beyond the basics” guide. We will host this activity in a poster session, so developing your presentation as a poster will be necessary, as well as providing a handout for each student.

Your task will involve research into similar resources and collating the “best” of these ideas. You will also receive extra marks for conducting research into academic references on the topic. Some journals include writing about such practices in cross-identity contexts.

**Page length: 2–4 pages for handout, plus poster presentation**

**2. Mid-Stream Reflection (30% of total course grade) DUE: WED. FEB. 20th**

This assignment concerns your reflections of and experiences at your field placement. Small group time will have been provided in class to allow students to share their experiences of working with difficult issues and contexts.

This paper is expected to draw from course materials to support reflection and theorizing of your experience. Appropriate materials will be located in both CBPI and CBPII readings and classes.

You are to reflect on the following questions:

- What path has taken you towards CBP professionally? What commitments are emerging in your practice? What remains unresolved or in its infancy?
• What roles in CBP do you enjoy? What are roles in which you excel? What ones still are
difficult for you? Why do you think this is? What do you aim to change over the next
term?
• Address an issue where you have worked across significant differences. Conduct a
PRASCIS assessment of the encounter and identify the major barriers you encountered
and the ways in which you worked to diminish them. Develop a set of recommendations
to help guide your future practice in this context.
• What surprises and unexpected learnings have you encountered in your field placement?

Page length: 8-10 pages

3. Group Paper: Intervention Development (50%) DUE: MONDAY MARCH 17th
Based on the issues, concerns and strengths/needs that exist within your community, assemble
and conduct a focus group of key informants who can provide insight and direction concerning
an appropriate intervention that you will be able to implement over the remainder of the
academic year. An alternate approach is to bring this group together and engage in popular
education activities such as an “ah hah!” activity or a force field analysis. If you elect to use
popular education to work with your community, you will likely need to use more than one
activity to build your intervention plan.

The first half of this assignment (not more than 10 double-spaced pages) should concern the
results from your focus group and how this information informs your intervention planning. This
part of the assignment should describe:
• The most powerful or salient themes that exist within your community (drawing heavily from
the ethnographic interview).
• Who participated in the focus group, and your rationale for their selection.
• The key questions you asked and your rationale for selecting these questions.
• Primary themes, discoveries and surprises arising from your focus group process.
• Implications of these themes, discoveries and surprises for the development of your
intervention.

The second half of this assignment (no more than 10 double-spaced pages) should articulate your
intervention plan. This part of the assignment should describe:
• The nature of the presenting issue/concern/needs. What will the intervention address? For
whom will this be valuable?
• Your rationale for the intervention. What evidence of need is there for this intervention?
How credible is this evidence? What theoretical framework(s) and/or model(s) of
community-based practice will you employ, and why?
• The proposed intervention. Describe the major components of the intervention; the major
activities for each component; who will undertake each activity; the resources needed per
activity, and; the expected timeframe per activity. How do these activities relate to your
rationale for intervention? (You may choose to include a logic model or cost-benefit analysis,
but you need not do so.)
• Anticipated outcomes and evaluation. What will be the outcomes of this intervention?
Why would you expect these outcomes to result from your activities? How will you evaluate
the impact of the intervention? How will you build these evaluation-related tasks into your work plan?

Draft your intervention plan as specifically as possible, using the best available information. Future class assignments will ask you to describe how you adapted your intervention plan in light of new information and development.

Submitted with your colleagues, you will detail your planned intervention with your community. The core of this paper is to develop the rationale for this intervention, detailing the two phases of this project – the community process that leads to an emerging sense of priorities, and the group process that results in your selection of priorities. Please detail these processes at considerable length, providing information about why you selected these processes, what information you gathered from them, and how you interpreted this information (drawing heavily from this and other course materials to help conceptualize and theorize the information). You will conclude with a proposed timeline for how the project will unfold in the spring.

Each group member will receive the same grade for this paper. It is up to you your group to allocate responsibilities and ensure sufficient timelines allow for adequate review prior to submitting the paper.

Page length: 25 pages maximum (not including cover page, references and appendices)

Required Texts and Readings


Course Reading Kit: A course pack of relevant articles must be picked up from Clean Copy.

Topics and Assigned Readings

Jan. 9 Communication across differences

Readings:
Finn & Jacobson – Chapter 6 (Engagement)

Jan. 16 Ethics & values within CBP
Readings:
Kirst-Ashman & Hull – Chapter 12 (pp.371-414)


Jan. 23 Planning Interventions I – Focus Groups
Readings from last semester:

Jan. 30 Logic model and cost-benefit analysis
Readings:


Feb. 6 Planning Interventions III – Popular Education
AND POSTER SESSION FOR LAST HOUR

Readings from last semester:

CUSO (n.d.). Analysis and strategies. In Basics and tools: A collection of popular education resources and activities (pp.73-86). Ottawa, ON: CUSO.


New Reading
Feb. 13  Group facilitation – Theory, roles and responding to difficult behaviors  
Readings:  

Feb. 20  Sharing information – Presentations, flyers, media and campaign materials  
Readings:  
The Breakthrough Institute. (2004). The era of small thinking is over. Retrieved February 22, 2005, from www.thebreakthrough.org/strategy.php. This article will be posted on the course website as it is no longer available online.

Feb. 27  COMPENSATION CLASS – For experiential education project

Mar. 5  Assertiveness & building shared interests  
Readings:  
Kirst-Ashman & Hull – Chapter 2 (Using micro skills in macro environment)  
Mar. 12  Negotiation and bargaining

Readings:
Advanced Community-Based Practice III

Course Description

This is the third course in the Community-Based Practice concentration. This course provides integrative experiences and materials building on and supporting SW535/536. Emphasis is placed on (1) skills and techniques for the evaluation of community-based practice; (2) analysis of and articulation of the student’s personal model/framework of reference for community-based practice; and (3) strategies for post-master’s professional development of and contributions to the student’s field of community-based practice.

Learning Objectives:

At the completion of the course, students will:

- Identify and employ appropriate techniques for the evaluation of community-based practice elements at the individual and organizational level.
- Identify and critically analyze components of their developing model of practice.
- Identify activities and other pathways for ongoing post-master’s professional development.

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**Instructional Methods**

Instructional methods will include lectures, group activities, guest lectures, videos, and student presentations.

**Attendance**

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**Assignments and Evaluation**

Course evaluation will based upon the three graded assignments, as follows:  
Assignment #1 – 40%  
Assignment #2 – 40%  
Assignment #3 – 20%
ASSIGNMENT DETAILS

Assignment #1: Self-defined essay or alternate submission (individual assignment – worth 40%)
Page length: 10-12 pages Due date: June 4th (Hard copy, submitted in class)

Students are to customize their assignment according to interests and learning goals. Each student must prepare an essay proposal that is due on May 14th. The proposal is a one-paragraph description of the assignment, as well as a proposed grading matrix (4-6 sections) that describes how they request that the assignment be graded. The proposal will be graded on a pass-fail basis and will be worth 20% of the assignment. This is to ensure prompt and careful development of the proposal. The instructor will make revisions to the proposal that will serve as binding for the students’ assignment. These revisions will be returned in class on May 21st. Earlier submissions are welcomed by the instructor and will be responded to within one week.

The pass/fail grading process means that if proposals are not submitted on time and to an acceptable standard, then students will essentially receive a ½ grade deduction in their paper.

An alternative paper is available for use by students, profiled below:

The focus of this assignment is to inform your own future practice and preparedness for employment in the field of CBP. The assignment is to develop a job application package and the response to four hypothetical (but reasonable) questions in an interview.

There are four parts to this assignment:

1. You are to identify one real job posting that is of interest to you. Please enclose the posting with your assignment.
2. You will develop a cover letter, identifying the practical skills you bring to the position.
3. You will update and complete your resume to submit with your cover letter.
4. You will prepare the answers to the following interview questions:
   a. What interests you about this position?
   b. What skills and experiences do you bring to the position that uniquely qualifies you for the position?
   c. How has your recent education (your MSW, with a Community-Based Practice concentration) contributed to your skills and capacities for this position?
   d. We’ve sometimes found that recent graduates from this concentration are overly idealistic in their expectations for rapid social change, sometimes within the organization. Please identify and share a real-life work experience (a practicum experience is fine) that illustrates how you have identified a social justice problem, and worked effectively for social change. We would like to hear evidence of your collegiality, team work and sensitivity to the context in your response.

Assignment #2: Intervention & Its Evaluation (group assignment – worth 40%)
Page length: 15-18 pages Due date: Wednesday June 11th (hard copy delivered)
Grade details:
- Presentation 50% (determined by student assessments – and averaged for final grade)
- Paper 50%

Part A – Group Presentation (50%)
The purpose of this assignment is to craft an oral presentation that discusses your intervention and its effectiveness, limitations, and implications for its target population and the broader community. Provide sufficient background information on the intervention so that the audience will understand the rationale for and development of the intervention.

Because this is a professional presentation, it is essential that your presentation be organized, clear, and to the point. Use whatever media you would like to support your oral presentation (e.g., PowerPoint, a video, poster board). Supplemental handouts for the audience are suggested but not required. It is highly suggested that you practice your presentation before delivering it to the class.

Presentations will follow the same basic process. Each group has a maximum of 20 minutes of presentation and discussion time with the class. You are free to allocate this time as you wish, although constricting discussion time to 2-3 minutes risks frustrating class members. All students will receive a copy of the grading sheet early in the semester to ensure that they plan to address those areas being graded.

Part B – Group paper (50%)
This paper will be a written version of the group presentation for grading by the instructor. It will be more academically oriented, drawing clear connections to course literature and other materials.

Should students experience difficulties moving ahead with their intervention, we ask that you bring this to your instructor’s attention. Should this occur, your paper will be more about analyzing the reasons for its lack of viability than the intervention itself. Thus, should the project not run through to completion, your grade will not be affected as you will have sufficient material for an assessment of its incompletion.

Part C – Evaluation of Presentations (due during last two classes – worth 20%)
All students will evaluate each of the presentations made by other students, including recommending a grade for this assignment. The quality of your comments will determine a grade for you. Your instructor will review each of your comment sheets for your insight and comprehensiveness. These grading sheets will be returned to the students who were the focus of the grading sheet. This will provide additional constructive feedback on your presentation and your presentation skills.

Required Texts and Readings
Course Reading Kit: A course pack of relevant articles must be picked up from Clean Copy.

**Topics and Assigned Readings**

**April 2\textsuperscript{nd} Class 1: Evaluation of CBP**

*Readings:*
- Finn & Jacobson – Chapter 9 (evaluation)

**April 9\textsuperscript{th} Class 2: Organizational Change – User involvement in service delivery**

*Readings:*

**April 16\textsuperscript{th} Class 3: Organizational Change – Equity initiatives**

*Readings:*

**April 23\textsuperscript{rd} Class 4: Advanced Anti-Racist/Anti-Oppression practice**

*Readings*

**April 30\textsuperscript{th} Class 5 – Implementing interventions (on your own)**

**May 7\textsuperscript{th} Class 6: Human Rights approaches to social justice**

*Readings*


**May 14th Class 7: Campaigns, Coalitions & Advanced working across difference**

**DUE DATE FOR PROPOSAL FOR FIRST PAPER**

*Readings:*


**May 21st Class 8: Social Movements and their impact on working for change**

*Readings:*


**Class 9: Group Project Presentations**

**Class 10: Group Project Presentations & Closure!**

**DUE DATE FOR FIRST PAPER (submitted at start of class)**
Social Service Administration, Leadership and Management

Course Description

This is the first of a three-course concentration in social services administration, leadership and management for second year M.S.W. students.

Social justice, leadership, diversity, power/empowerment, consumer voice and interagency collaboration are themes of this course and the Social Services Administration and Leadership Concentration this course launches. The course lays a theoretical and practice foundation, building upon prior first year content, for all subsequent coursework in the concentration and for the year-long practicum which begins at the same time. The concentration prepares and strengthens students for social work careers as leaders and change agents at multiple levels of organizations and in large systems.

Course content covers both theoretical and practice material. Major theories of organizational management and leadership are explored, and used as a lens for learning assessment and practice skills for competent leadership. Students will complete the course with the ability to assess agency power dynamics, culture, resources, and external and internal pressures. Students will learn how to shape an organizational culture and work unit that support best practice and promote diversity, empowerment, and equity as well as organizational success. Current organizational challenges and issues will be addressed and illuminated by presentations from practicing social work leaders, managers, and change agents.

Learning Objectives:

At the end of fall term, students will be able to:

- Describe key theories of organizational leadership and practice and understand kinds of interventions revealed by each theory.
- Assess an organization’s formal structure, stakeholders, and external environment.
- Understand sources of agency change, and how to operate proactively and ethically in times of complexity and crisis.
- Assess an organization’s culture, and build a supportive strengths-based culture.
- Demonstrate leadership activities that effectively address and encourage the conditions, processes and systems that support evidence-based service delivery systems that benefit and include consumers, families and communities.
- Understand how organizational power and resource distribution are influenced by race, culture, class, gender, age, ability, and sexual orientation and be able to intervene to promote fairness, equity, respect, and empowerment.
• Understand the power of organizational vision and mission, and be able to communicate a vision effectively verbally and/or in writing.

Students with Disabilities

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Access to Instructor

Katharine Cahn, MSW, PhD
Executive Director,
Center for Improvement of Child and Family Services
UCB 440
(503) 725-8122
You are welcome to come see us with any questions or concerns, or to work out an idea for a paper or a concept from class. It can be difficult to talk in-depth in the moments just before or after class, so the most reliable way to make sure we speak is to make an appointment. We are both responsive to email communication. PSU also has a toll free phone # (800) 547-8887 during business hours.

**Instructional Methods**

This class is designed to be a learning community. The instructors will provide a structure to promote learning with a blend of reading and reflection assignments, in-class talks, dialogue, hands-on exercises, and small and large group process. The student also has a responsibility in participating in and creating a learning community.

Students are asked to contribute to the learning environment by completing reading prior to class, and bringing insights and questions from the assigned material. In addition, students are asked to participate in class discussion respectfully with attention to contributing to the learning of all class members. Students are expected to be in class on time, and stay for the entire class. To promote learning and dialogue free of distraction, cell phones should be turned off or placed on silent ring if phone availability is required due to extraordinary personal or professional circumstances.

**Assignments and Evaluation**

There will be two papers and one cumulative open-book examination for this course. Percentage of grade and due dates for each assignment are listed below.

1) Leader Interview 30 points  Due Session #5, Oct. 24th
2) Multi-cultural Assessment 30 points  Due Session #7, Nov. 7th
3) Final examination 50 points  Due Session #10, Dec. 5th

Letter grades are explained in the student handbook. Grades are assigned as follows:

A 94-100%  B+ 88-90%  B- 81-83%  C 74-77%
A- 91-93%  B  84-87%  C+ 78-80%  C- 71-73%
Instructors will evaluate and grade your papers on the following:

- Demonstrated knowledge of concepts presented in class and reading
- Integration of concepts from additional reading you have identified
- Thoughtfulness of application of course concepts to real-world situations
- Demonstration of integrative thinking and reflection (not just factual reporting or re-phrasing another author’s thinking.)
- Use of evidence to support assertions made
- Style and organization including grammar, spelling, editing, and cohesiveness.

We expect that you will spend the time necessary to thoroughly and thoughtfully review your work prior to handing it in. This written product is a demonstration of your professional competence as a writer and thinker.

Please use the American Psychological Association (APA) style for papers. All papers must:

- Use 8-by-11-inch paper;
- Select a clear, readable font (no less than 12 point);
- Use double-spacing between lines;
- Left-margin justification; and
- Include page numbers.

Assignments must be turned in on the date specified at the beginning of the class session. Papers can be turned in at class (preferred), or to the instructor’s mailbox at the Graduate School of Social Work. Organizational skill and the ability to meet deadlines is a necessary competency for social work management. In light of that, and out of fairness to all students there will be a grade penalty for late papers.

A grade of “Incomplete” can be assigned if existing quality of work is a C or above, essential work remains to be done, reasons are acceptable to this instructor, and a formal agreement is negotiated. Incompletes are not given when a failing grade would otherwise be anticipated. If an incomplete is approved, it is the student’s responsibility to complete the necessary paperwork in advance in consultation with his or her advisor. Otherwise, the calculated grade will be turned in and missing work receives zero credit.

We will expect you to attend each class. However, emergencies do arise. We will interact with you as an adult learner. There is no need to ask permission to miss a class, though communicating an absence in advance would be courteous. If you miss class, you are still accountable for the material presented. Please ask your colleagues for missed notes and/or handouts. If you miss three class sessions or more, you may not receive credit for SW 580.

**Required Texts and Readings**

Patti, R.J., ed. *Handbook of Social Welfare Management*. Thousand Oaks, CA: Sage Publications. (will be used in several classes through the SSAL concentration)

Other readings will be available through the instructors.
Topics and Assigned Readings
Session #1        September 26, 2007
INTRODUCTION: SOCIAL WORKER AS ETHICAL LEADER

Key Topics
• Introductions
• Creating the culture and commitments of the class as a learning community
• Power and empowerment – the ethical role of social worker as leader
• Use of self as social work leader and manager
• Review of syllabus

Readings:
(No readings to prepare for first session)

Session #2 -        October 3, 2007
THE ORGANIZATION AS MACHINE:
SOCIAL WORK LEADER AS MECHANIC OR ENGINEER

Key Topics
• Functional Structuralism: The Organization as a machine
• Assessing power distribution by looking at organizational structure
• Understanding varieties of human service organizations and how they are organized

Readings:
• Patti, Chapters 1, 2, 3 & 5

Assignment due:
Bring organization chart to class for discussion.

REVIEW IN CLASS: Organization Chart from your Field Placement or the Human Service agency where you work
Session #3 - October 10, 2007
ORGANIZATION AS SYSTEM IN ENVIRONMENT:
SOCIAL WORK LEADER AS SCOUT AND SCANNER

Key Topics
- Systems theory
- Impact of external pressures on organization
- Current changes in human services
- Working with boards of directors, legislators, consumer groups, and other stakeholders.

Readings:
Patti, Chapters 7, 8 & 18

REVIEW IN CLASS:  Examples of how your agency held accountable … who is it accountable to, and how does that play out?

Session 4 - October 17, 2007
ORGANIZATIONS AS SYSTEMS: FEEDBACK LOOPS and COLLABORATION
SOCIAL WORK LEADER AS GATEKEEPER and NETWORK WEAVER

Key Topics
- Understanding and applying a systems framework to organizations
- Collaboration and working in Coalitions
- Working with stakeholders, customers, community
- Learning to ask “who’s at the table; who’s not at the table?”

Readings:
Patti, Chapters 14 & 24

REVIEW IN CLASS:  Examples of how your organization/agency collaborates with others … or doesn’t.

Session 5 October 24, 2007
ORGANIZATIONS AS NETWORKS OF COMMUNICATION
SOCIAL WORK LEADER AS COMMUNICATOR AND INNOVATOR
Key Topics:
- Theories of innovation and change
- Issues and Practices involved in bringing evidence based practice up to scale

Readings:

Two readings for this session are both available free, online:

Implementation research: A synthesis of the literature by Fixen, Naoom, Blasé, Friedman, & Wallace  
(http://nirn.fmhi.usf.edu/resources/publications/Monograph/)

Understanding innovation. What inspires it? What makes it work? Walters  
(http://www.innovations.harvard.edu/showdoc.html?id=8065)

REVIEW IN CLASS: Examples of how your organization either innovates or is currently implementing an innovation.

Assignment #1 Due: Leader Interviews

Session 6        October 31, 2007
ORGANIZATIONS AS CULTURE AND CLIMATE
SOCIAL WORK LEADER AS CULTURE SHAPER AND MEANING-MAKER

Key Topics
- Understanding, assessing and shaping organizational culture
- Use of symbol and process as ‘meaning-making’ interventions
- Discussion of positive organizational cultures (such as the Learning Organization)
- Management approaches to shape positive cultures

Readings:
- Patti, Chapter 10 – Glissan on Organizational Culture and Climate

REVIEW IN CLASS: Artifacts that exemplify your agency’s culture. You may find it useful to read a few of the readings first prior to selection.

Session 7        November 7, 2007
ORGANIZATIONS AS STAGES FOR EMPOWERMENT OR OPPRESSION

Volume III Page 231
SOCIAL WORK LEADER AS ADVOCATE AND ALLY FOR ANTI-OPPRESSIVE PRACTICE

Key Topics
- Theories of anti-oppressive organizational change
- What does ‘culture’ (organizational) have to do with ‘culture’ (personal)
- Anti-racist, anti-oppressive lens applied to management

Speaker Panel
Panel of social work leaders from agencies working in multi-cultural settings and multicultural organizational change:

Readings:
- Review the Peace Development Fund Workbook on line http://www.westernstatescenter.org/resources/dr.html

Select one from the following

Also note: Second assignment due next session
Session 8  
November 14, 2007  
RADICAL HUMANIST  
Key Topics  
• Organizations as sites of transformation, personal and societal  
• Transformation management and organization building  

Speaker/Guest Instructor  
Monica Beamer, Sisters of the Road  

Readings:  
- hooks, b. Love as the practice of freedom. Chapter 20  

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Session 9  
November 28, 2007  
ORGANIZATION AS RESOURCE DISTRIBUTION  
SOCIAL WORK LEADER AS POWER AND RESOURCE BROKER  

Key Topics  
• Finance and Budget as a window for power distribution  
• Assessing impact of budget decisions on program effectiveness, organizational survival, and empowerment of diverse populations  
• Ethical approaches to budgetary decision making  
• Information and information management as power  
• Mechanical and political issues associated with leadership and money/information  

Readings:  
Patti, Chapter 4, 16, 19  

**REVIEW IN CLASS:** *Take a look at your agency budget this week and if possible, discuss with Field Instructor. Bring thoughts on how budget is organized, distributed and managed.*

**Assignment Due:**  
(None: Final exam will be emailed on Monday, December 3 and due back in class next week.)

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Session 10  
December 5, 2007  
AN INTEGRATED MODEL OF SOCIAL WORK LEADERSHIP  

Key Topics  
• Review of models of leadership  
• Speaking your personal model of leadership  
• Class closure and looking forward to next courses in sequence  

No Readings  

**Assignment Due – Final examination due**
Issues in Human Service Organization Management & Leadership

Course Description

The course will focus on the role of the social work manager in middle management personnel management and leadership positions in both not for profit and public sector human services organizations. Attention is given to the role of the social worker as a team leader, supervisor, facilitator and coach. The course begins by focusing on the role of the HR manager in the 21st century, defining management theories and discussing ethics, policy and establishment of organizational culture. Additional topics include strategies of quality management, motivation of employees, establishment of organizational culture, the legal environment of human resource management (including EEO, liability and working in unionized environments), assessing leadership styles and development and promotion of culturally diverse and competent organizations. Techniques will be explored through group exercises and case studies. Students will have an opportunity to conduct a supervisory, self assessment, assess agency personnel manuals, and present an in service training topic.

Learning Objectives:

At the completion of the term, students will be able to:

- Evaluate their own supervisory skills and philosophy and develop a plan for further learning and development;
- Describe the selection, reward, development and appraisal systems needed to create an effective work force;
- Participate in Strategic Planning, Budgeting, Fundraising and Program Outcome Evaluation;
- Participate effectively in a management team process;
- Understand fundamental expectations of not-for-profit Board governance;
- Demonstrate skills in presenting a staff development in service training.
- Describe the selection, reward, development and appraisal systems needed to create an effective work force;
- Demonstrate the competence in communication skills related to hiring, supervision, appraising and problem solving with staff;
- Develop skills to develop cultural competence and for working with a diverse staff;
- Provide an agency assessment of personnel policies;
- Have a clear understanding of policy issues related to affirmative action, EEOC, ethics, and workplace drug policies.
**Students with Disabilities**

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to instructor**

David H. Fuks, MSW  
Office Hours: Directly after class or by appointment  
Office Location: Cedar Sinai Park or at SSW by appointment  
Phone: 503-535-4307  
E-mail: davidf@cspark.com

**Instructional Methods**
Instructional methods will include: lecture, discussion of reading materials, case consultation, group activities and guest presentations. The course will utilize a variety of exercises and discussions to provide students with both theory and techniques in supervision and management.

**Attendance**

Students are expected to actively contribute to class discussion. Three or more absences will result in full grade lowering.

**Assignments**

There are three assignments for this course:

**Assignment A: Supervisor/Manager Self-Assessment**
Self-assessment re perceived strengths and needs in the role of manager/supervisor.
(See full description)

**Assignment B: Agency Assessment**
This assignment has two parts:
1. A survey of human resource policies and practices within your field work agency
2. A written summary of survey findings and recommendations
(See full description)

**Assignment C: Staff Development Inservice: Training Module**
Small group presentation. Class will identify potential topics (e.g. diversity, progressive discipline, etc.) that would translate into an identified training need. Using small groups of 4, the group will design a training module and demonstrate the module to class in the form of an “inservice”. (See full description).

**Evaluation**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grading</th>
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<tbody>
<tr>
<td>Assignment A: Paper</td>
<td>2/1/08</td>
<td>30%</td>
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<tr>
<td>Assignment B Paper</td>
<td>2/22/08</td>
<td>30%</td>
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<tr>
<td>Assignment C Presentation</td>
<td>3/15/08</td>
<td>30%</td>
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<tr>
<td>Attendance/Participation</td>
<td>weekly</td>
<td>10%</td>
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Grading:
- A= 95-100 pts
- A- = 90-94
- B+ = 85-89
- B = 80 – 84
- B- = 75-79
- C+ = 70-74

SSW STANDARDS
- A – Outstanding/exemplary
- A- = Excellent
- B+ = Very Good
- B = Good
- B- = Fair; Marginal
- C+ + Barely Adequate
Required Texts and Readings

Required Texts:


Reading Packet:
This class will not be using a reading packet. Supplemental readings will be supplied in class.

Recommended Journals
These journals will be helpful as supplementary resources for your papers; they can be found in the PSU Library or the BICC Library at OHSU

Public Policy Management
The Clinical Supervisor
Social Work
Admin. In Social Work
Harvard Business Review

Recommended Web Sites:
- The management center  http://www.tmcenter.org
- Aspen Institute (leadership dev.)  http://www.aspeninst.org

Topics and Assigned Readings

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<thead>
<tr>
<th>Week-Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1. January 9</td>
<td>Session 1: Overview-</td>
<td>Handouts will be provided</td>
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<tr>
<td></td>
<td>• Profile of not for profit manager</td>
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<td></td>
<td>• Changing roles and Perspectives</td>
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<td>• Mgmt. Theory</td>
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<td>• Organizational Ethics</td>
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<td>• In Service</td>
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<td></td>
<td>Demonstration – Typologies</td>
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<td></td>
<td>Group Discussion: Ethics</td>
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| 2. January 16 | Session 2: Management Philosophy & Legal Environment  
Understanding the legal and Economic Environment: Employee statutory rights & civil rights (affirmative action, EEOC, ADA)  
Guest Speaker- Bert Christopherson, PSU Affirmative Action Office  
Practice exercise: Selection of in-service topics. | Kotter/Chpt. 3  
Patti/ Chpts 4,5,&6 |
|---|---|---|
| 3. January 23 | Session 3: The role of the manager and supervisor  
- Supervisory functions and activities  
- MBWA  
Steps for HR Personnel Planning –  
- Job analysis  
- Forecasting  
- Recruitment  
- Selection  
- Progressive discipline  
Practice Exercise: Developing a disciplinary work plan  
Guest Speaker – Monty Cobb, Attorney | Kotter/ Chpt. 7  
Brody/ Chpt. 8 & 10  
Patti/ Chpt 3 & 12 |
| 4. January 30 | Session 4: Leadership  
- Leadership styles  
- Roles as policy maker  
- Managing for excellence | Handouts during class.  
Brody/chapter 1 &18  
Patti/chapter 15 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Guest Speaker/Lecture</th>
<th>Videos/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. February 6</td>
<td>Planning &amp; Quality Management – Consumer Orientation to Service Quality and Employee Empowerment: TQM, MBO, CQI Role of performance appraisals. Mgmt. Style</td>
<td>Jim McCleod, Washington County Mental Health</td>
<td>B/Chpt. 11</td>
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<td>Patti/ Chpt 13</td>
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<tr>
<td>6. February 13</td>
<td>Strategic Planning &amp; Change Management</td>
<td>Brad Fishel, PGE</td>
<td>Kotter/Chpts. 2 &amp; 4</td>
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<td>Brody/ Chpt 2 &amp; 3</td>
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<td>Patti/ Chpt 17</td>
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<tr>
<td>Date</td>
<td>Session Title</td>
<td>Guest Speaker</td>
<td>Resources</td>
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| 7. February 20 | Session 7: Resistance to change  
Guest Speaker: Dennis Morrow, Executive Director, Janus  
Motivation  
- Setting the stage for positive performance  
- Overcoming challenges to motivation | | Brody/Chpt.,9  
Patti/Chpt. 22  
Assignment B: Personnel Policy Assessment Due |
| 8. February 27 | Session 8: Organizational Politics Communication & Problem Solving  
Organizational Culture & Diverse Organizations  
- Women in management  
- Shared belief/values  
- Decision making  
- Interdependence  
- Communication styles  
- Cultural issues  
- Organizational communication patterns  
Guest Speaker: Lolenzo Poe, Multnomah County  
Practice Exercise: Cross cultural problem solving  
Video re Multicultural competency | | Kotter/Chpt.5  
Patti Chapter 21  
Brody Chapter 19 |
| 9. March 5 | Session 9: Not-For-Profit Organizations, Work with a Board of Trustees. Governmental | | B./ Brody/ Chpt. 12  
Patti/ Chpt 19 |
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<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tr>
<td>10. March 12</td>
<td>Session 10. Presentations</td>
<td>Due: Assignment C</td>
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<tr>
<td>11. March 17</td>
<td>Session 11. Presentations</td>
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Social Service Program and Policy Development

Course Description

This final course in the Social Service Administration and Leadership advanced practice concentration introduces conceptual and behavioral skills related to planning and designing programs, program/policy evaluation, and understanding the analysis and design of agency policy and the role of policy in change processes. Students learn to compose statements of need, goals, objectives, interventions, action plans, evaluation approaches, and policy changes.

Learning Objectives:

This course is designed to help students gain the following competencies:

- Analyze, select, and apply strategies that enhance the development of change through agency policy.
- Understand and apply program analysis skills for program development and improvement.
- Understand ways to design needs assessments and use data for policy and program problem statement analysis and construction.
- Demonstrate competence in selecting appropriate intervention targets.
- Understand and apply principles of setting program goals and objectives.
- Understand ways to design effective programs and policy change.
- Demonstrate knowledge of performance measurement, program and policy monitoring, and program and policy evaluation strategies.
- Demonstrate capacity to collaborate with others in critical thinking and presentation of group reports.

Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).
**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to instructor**

Bowen McBeath  
mcbeath@pdx.edu  
UCB 401P  
(503) 725-5006  
Office hours by appointment

**Instructional Methods**

Many different instructional methods will be used for acquiring knowledge and skills, including discussion, lectures, projects, exercises, and lab work.

Those who are enamored of practice without science are like a pilot who goes into a ship without rudder or compass and never has any certainty where he is going. --Leonardo da Vinci

To bring a flood of material under control requires an idea, not a technology. --Edward Tufte

**Assignments, Evaluation, and Attendance**

**Assignments**
Class assignments provide opportunities for students to apply concepts and techniques introduced in the course readings and during class.

1. **Group Project (100% of Total Class Grade)**

This assignment has two components: a **formal report**; and an accompanying **oral presentation** to our class.

Groups of up to five people will be constituted in the second week of class. Each group should choose a local agency to focus upon. The group will craft a hypothetical program that, with appropriate resources, could be implemented by this agency (or via this agency spearheading the efforts of a multi-agency coalition). Group members are to visit the agency and interview agency executives, program directors, supervisors, and line staff. (I would advise you to not interview clients.) Each member of the group is required to interview a different person as well as to gather relevant agency documents. In carrying out the data collection for this project, it is expected that students will use interviewing techniques and other research methods in a manner that protects human subjects. Please read Appendix A, which is at the end of this syllabus, before you begin interviewing.

Using the information from these interviews and agency visits, the group should identify program needs, design an innovative program and justify its component parts, prepare an implementation plan, and craft an evaluation/program improvement plan.

Required sections of the formal report, with **maximum** page lengths in parentheses, include:

1. *Title page.*
2. *Executive summary.* (5 pp.).
3. *Table of contents.* Provide information that identifies which group members were responsible for completing each section.
4. *Program design.* This section should begin with a description of the program and its component parts. The section should then describe the program’s purpose(s) and goals; the problem(s) it seeks to remedy, and why it is important to remedy this problem or set of problems; the theories and/or assumptions upon which the program is founded, and why these theories/assumptions are appropriate for use with this client population, for this particular problem or set of problems, and in this agency setting. A logic model as well as a program process chart should be included in this section; these do not need to be described in the text. (25 pp., not including the logic model and the program process chart).
5. *Program implementation.* This section should describe the three most plausible implementation barriers that might arise, why these barriers might arise, and what might occur to the program should these barriers arise. For each implementation barrier, describe and provide justification for two to three strategies that might remove this barrier. (15 pp.).
6. *Program evaluation.* This section should describe the operational design of the process and impact evaluations to be used to determine whether the program was implemented as intended and whether the program was successful. For each evaluation, identify two research questions that are to be examined; then discuss (succinctly) the units of analysis, sample and population from which the sample is to be drawn, measures, research design, data collection
methods, and analytical techniques to be used. Finally, describe the strengths and limitations of your evaluation efforts (particularly in terms of internal and external validity and measurement validity). (15 pp.).

7. Discussion and conclusions. Assume that the program is shown to be a demonstrable success. This section should describe the lessons learned from this program, and how these lessons might be used to improve other programs within the agency as well as the service sector as a whole. Discuss the implications of this program for its client population and community. Extrapolating from your implementation and program evaluation sections, identify some areas of concern for the future of the program, and explain why these are concerns. (15 pp.).

8. Tables, figures, bibliography, and appendices (in this order). (No page limit).

The report should integrate knowledge gained through class readings, the interviews with agency staff, and other relevant documents. Where appropriate, the report should emphasize issues concerning discrimination, oppression, and advocacy on behalf of vulnerable communities and/or populations.

The full report is due June 11 in class. Drafts of each section may be turned in to me in advance (once per section). I will provide feedback on these drafts no more than one week later, barring unforeseen emergencies.

In the oral presentation, you are to summarize your written report as if you were requesting start-up and/or continuing funding for your program (e.g., in a budget hearing with the Multnomah County Board of Commissioners). Provide sufficient background information so that the audience will understand the rationale for your program as well as your implementation and evaluation plans.

Because this is a professional presentation, it is essential that your presentation be organized, clear, to the point, and persuasive. Use whatever media you would like to support your oral presentation (e.g., PowerPoint). Supplemental handouts for the audience are suggested but not required. It is highly suggested that you practice your presentation before delivering it to the class.

Presentations, which will occur at the end of the term, will follow the same basic format:

- Your 15-minute presentation.
- A brief question-and-answer session with the audience (around five minutes).

All members of the group must participate equally in the crafting of the report and the class presentation.

2. Class Participation (Not Graded but Required)

This course works optimally under the following conditions: you come to class without fail; you participate in discussions (by providing questions and answers); and you extend full courtesy to
others (by being polite, helpful, appreciative, and respectful). I find that students who participate in this manner are also those who do extremely well on assignments.

I will not grade your class participation. I simply require all of the above.

**Grading**

The class assignment will receive a letter grade. The criteria for letter grades are as follows:

- **A+, A, or A-** *Excellent work.* Mastery of subject content, demonstration of critical analysis, creativity and/or simplicity in completion of assignment. The difference between an A+, an A, and an A- is based on the degree to which these skills are demonstrated.

- **B+** *Very good work.* Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.

- **B** *Good work.* Mastery of subject content at level of expected competency, and meets course expectations.

- **B-** *Fair work.* Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.

- **C+ or lower** *Unacceptable work.* Student has failed to demonstrate a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.

Both content and format will be considered in assigning grades. In terms of **content**, I will assign grades based on the degree to which you are able to . . .

- Develop an original, creative program that is clearly responsive to important, unmet client needs.
- Understand and use class readings.
- Present arguments clearly and logically.
- Support your arguments with evidence from class or from your personal history, where appropriate.
- Exhibit originality and creativity.
- Be sensitive to multicultural and social justice issues across different populations and social systems.

In terms of **format**, please use 12-point font and one-inch margins. All written material should be double-spaced. Feel free to use APA, Chicago School, or some other standard style manual, but be sure that you use the style uniformly.
Policies Regarding Written Work

Tardiness

I will not accept a late assignment unless I have granted an extension.

Extensions

Extensions will be granted only in exceptional circumstances.

Grading Complaints

I am happy to meet with you regarding a grading question or complaint. I do request that (a) you schedule a meeting with me to discuss these matters, (b) you provide a reasoned question or complaint regarding your grade in writing prior to our meeting, and (c) you provide me with all class materials I may need in order to fairly review your case.

Academic Dishonesty

Plagiarism, regardless of whether it is willful or unintentional, will force me to report you to my superiors. Please see the MSW Program Handbook for further information on the SSW policy on academic integrity.

Incomplete Grades

I am in principle very reluctant to give out incompletes. Should a situation arise that may prevent you from completing all course requirements, please let me know as soon as possible. Please see the relevant sections in the MSW Program Handbook for further information on the SSW policy on incomplete grades.

(description, due dates, required format)

Required Texts and Readings

The following texts are available for purchase at the university bookstore:


Additional readings will be made available through the class Blackboard site.
Topics and Assigned Readings

1. Introduction (April 2)
2. Imagining Programs and Policies: Responding to Community Needs (April 9)
   - Small groups constituted.
3. Designing Programs and Policies, I: Setting Goals and Crafting the Intervention (April 16)
4. Designing Programs and Policies, II: Logic Modeling (April 23)
   - Class will begin at 5:40pm.
5. Cross-Pollination Day (April 30)
   - Small groups will have half the period to work on their intervention plans. In the second half of class, groups will provide feedback on each other’s intervention plans.
6. The Execution Problem (May 7)
   - Class will begin at 6:10pm.
7. Program and Policy Evaluation, I: Performance Management (May 14)
9. Program and Policy Improvement: Reshaping Interventions in Light of New Information (May 28)
10. The Diffusion of Innovation (June 4)
11. Coda (June 11)
   - Formal reports due.
   - Oral presentations.
   - Course evaluations.
Imagining Programs and Policies: Responding to Community Needs

Relevant Reading


Priming the Pump

Discuss two different programs with a colleague from your field agency.

- Why was each program created? What problem was each program intended to address, and why was this considered to be a problem? Who was each program intended to serve, and why?
- Summarize the Gowdy, et al. reading for your colleague. Then have a discussion. Does this agency infuse consumer voices into any of its programs? How, if so? If not, then why not? What barriers make it difficult for this agency to include consumers in the design and oversight of programs?

Designing Programs and Policies, I: Setting Goals and Crafting the Intervention

Relevant Reading

- KMM, chs. 6-7.

**Priming the Pump**

Discuss two different programs with a colleague from your field agency.

- What are the goals and objectives for each program? How were these goals and objectives identified? Who was involved in setting these goals and objectives, and whose voice was the loudest?
- Discuss each program’s intervention strategy. How was each program’s intervention chosen? What logic, theory, and/or evidence were used to justify the choice of intervention? Who was involved in choosing the intervention, and whose voice was the loudest?
- After your conversation has ended, pick one program and draw its organigraph (to show how the program works).

**Designing Programs and Policies, II: Logic Modeling**

**Relevant Reading**

- KMM, ch. 8.

**Priming the Pump**

- Have fun building your own logic model at:
http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html

- View the logic modeling demonstration (and appreciate the light Canadian accent) at: http://gx.ca/assets/GX/Flash–Demos/DiagramTypes.html
- Draft a logic model for a program your field agency is currently operating. Now critique the program, based upon its logic model. In your estimation, does the program “make sense”? Which causal links are weakest in the program?

The Execution Problem

Relevant Reading


Priming the Pump

Discuss two different programs with a colleague from your field agency.

- Are there any differences between how each program was designed to operate and how it operates on a daily basis? What factors account for this execution gap? Is this execution gap a concern? If not, why not? If so, then why, and what is the agency doing about it?
- Have these programs changed in operation over time? How and why, if so? Have they “strayed” from their original design and/or goals/objectives?
- Have program managers and agency executives sought to preserve and promote their human capital? I.e., what efforts have been undertaken to improve employees’ task environments and quality of work life?

Program and Policy Evaluation, I: Performance Management

Relevant Reading

- KMM, chs. 9, 12.

Priming the Pump

Discuss two different programs with a colleague from your field agency.

• What sorts of data does the agency collect for each program? How does it use these data? Of these data, which are the most important, and why?
• Currently, how do program administrators know that their programs are “doing well” or that their staff are “doing good work”? How does each program gauge its performance? How is performance assessed for either (a) individual components within each program or (b) staff within these programs? Why are these measures of performance used?

Program and Policy Evaluation, II: Process and Impact Evaluations

Relevant Reading

• KMM, ch. 13.

Priming the Pump

Discuss two different programs with a colleague from your field agency.

• Have any evaluations been completed on either program? What sort, if so? Why did the agency choose this particular type of evaluation? What were the results and the limitations of the evaluations? If not, why not? If not, then how can the agency tell whether it is doing “good work”?
Program and Policy Improvement: Reshaping Interventions in Light of New Information

Relevant Reading


Priming the Pump

Discuss two different programs with a colleague from your field agency.

- Have these programs been improved over time? What have these improvements involved, and why did they arise?
- Identify two innovative agency programs or practices. What makes the programs/practices innovative? Where did the ideas and the resources for these innovations come from?
- Does program fidelity come at the cost of innovation and creativity?

The Diffusion of Innovation

Relevant Reading


Priming the Pump

Have a conversation with a colleague from your field agency around the following questions:
• Who are this agency’s competitors? How does this agency compete, and what does it
  compete for? How can this agency tell who wins and loses?
• Has this agency applied its innovations and “lessons learned” across its own departments?
  How, if so? Why not, if not?
• Has this agency shared its learning with other agencies? Why, if so? Why not, if not? What
  barriers keep agencies from sharing what they know with each other?

Appendix A

Some Simple and Important Principles concerning Interviewing

The following advice is from Martha Feldman’s syllabus for her winter 2001 public management
course at the University of Michigan Ford School of Public Policy:

Interviewing is a skill that takes years to develop. It is a good way to gather
information in a variety of contexts. It is a skill that is useful for many aspects of
work, both managerial and non-managerial . . . There is no correct way to
interview. The way you interview will depend on both you and on the people
you are interviewing. There are, however, some general rules you may find
useful.

1. Develop a list of questions that will elicit the information that you want to
obtain from your interview.
2. Ask these questions of someone who can reasonably role-play the person you
will be interviewing. This will help you to see if the words you are using
mean the same to another person.
3. Use your list of questions to develop a conversation and to make sure that you
have covered the bases you need to cover rather than as an inflexible
protocol.
4. Remember that you and the person you are interviewing are people and that
you are talking about something that both of you find interesting. Enjoy the
conversation and what you are learning from it.
5. At the end of the interview, ask permission to call back and check any
answers you found incomplete or confusing.
6. Take notes during the interview. Immediately following the interview,
review your notes and fill in details that you did not capture during the
interview.
Dual Diagnosis—Treatment of Co-Occurring Disorders

Course Description

This course is about learning how to help people who suffer from co-occurring psychiatric and substance use disorders. The course will examine state of the art treatment approaches, and the public policy and program management challenges that exist in responding to this complex population.

The course is predicated on the notion that alcohol and drug abuse have been given insufficient weight in the formulation of behavioral healthcare policy. In addition, the fields of substance abuse and mental health have operated apart from each other and that this orientation and practice is fundamentally flawed.

The course is driven by the belief that alcohol and drug use disorders are primary not secondary health concerns. Further that both the fields of mental health and substance abuse must find ways to change the way they are organized and provide services.

The course seeks not only to inform students of the technical skills needed to respond to clients struggling with co-occurring disorders but also provide them with a historical perspective on the philosophical, institutional and policy issues that have challenged the field.

Learning Objectives:

At the completion of the term, students will be able to:

- 

- 

(Learning objectives for required courses should include, at minimum, those objectives approved by the sequences and concentrations. These will be provided by the sequence and concentration committee chairs; however, instructors may add additional objectives for their courses.)

Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).
**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

Tim Hartnett MSW, MHA  
Phone 503.236.2290 ext. 204  
Email timhartnett@codainc.org Please identify yourself as a PSU student on the subject line.

**Instructional Methods**

The course will use a variety of approaches to inform students and influence social work practice -- readings, lecture, guest speakers, group presentations and videos will all be used. Active student participation is critical to the overall success of the class. Students are encouraged to bring caseload challenges from their work settings to the class so as to bring a “real world” orientation to the material being presented.

**Attendance**

It is expected that students will attend all class sessions. One absence will be allowed without penalty. Each additional absence will result in a five point deduction in from the overall grade.

**Assignments and Evaluation**

1. Select a topic from one of the areas covered in the primary texts that is of interest to you and write a 5 - 7 page typed paper on the subject. The paper should identify a clinical or policy
issue to be examined, the relevant history, your analysis and commentary. All topics must be approved by the instructor by the end of the third class. I will make myself available for topic approval each of the first three weeks after class and will also respond to email requests. The paper is due by the conclusion of the week 6 class.

2. Using your new assessment and treatment planning skills, in no more than 10 pages create a biopsychosocial assessment and treatment plan for a client you are currently working with or have worked with in the past. Be sure to change not only the clients name but at least 3 other pieces of identifying information (age, gender, occupation, race etc.) Due class week 11.

Grading:

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
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<tr>
<td>B+</td>
<td>85-89%</td>
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<tr>
<td>B</td>
<td>80-84%</td>
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<tr>
<td>B-</td>
<td>75-79%</td>
</tr>
<tr>
<td>C+</td>
<td>70-74%</td>
</tr>
</tbody>
</table>

< = Required meeting with instructor

Your grade will be based on -- 80% papers and 20% class participation.

Required Texts and Readings

Integrated Treatment for Dual Disorders
By Kim Muser, Doug Noordsy, Robert Drake and Lindy Fox
Guilford Press
ISBN 1-57230-850-8

Implementing Dual Diagnosis Services for Clients With Severe Mental Illness
By Robert Drake MD, PhD. Susan Essock, PhD. Andrew Shaner, MD. Kate Carey PHD. Kenneth Minkoff, MD. Lenore Kola, PhD. David Lynde, MSW. Fred Osher, MD. Robin Clarke, PHD. Lawrence Rickards PHD. Psychiatric Services April 2001 Vol. 4

Articles to be distributed by instructor

Recommended Readings

Motivational Interviewing
By William Miller and Stephen Rollnick
Guilford Press

Changing For Good
By James Prochaska PH.D, John Norcross PH.D and Carlo Diclemente PH.D
Quill
Topics and Assigned Readings

Week 1
Content
- Student Introductions
- Review of Syllabus and course expectations
- Etiology and scope of the problem
- Stigma of mental illness and substance abuse
- History of the fields of substance abuse and mental health
- Early history of dual disorder treatment

Readings
None

Week 2
Content
- Strengths and weaknesses of sequential and parallel treatment models
- Principles of integrated treatment
- Assessment of substance abuse in mental health
- Limitations of DSM series in evaluating substance use with individuals suffering from severe and persistent mental illness.
- Functional Assessment, Functional Analysis
- Pro’s and Con’s list/Payoff Matrix

Reading
Integrated Treatment for Dual Disorders Chapters 1 and 2, and Epilogue
McLellan article, distributed by instructor.
Guest Speaker Corbett Monica, Founder Dual Diagnosis Anonymous of Oregon

**Week 3**

**Content**
- Stage based treatment
- Motivational Interviewing
- Cognitive Behavioral Therapy

**Reading**
Integrated Treatment for Dual Disorders, Chapter 3

Guest Speaker Cathy Moonshine PHD,

**Week 4**

**Content**
- Group Interventions
- Persuasion Group
- Relapse Prevention Group
- Social Skills Group
- The role of self help groups

**Reading**
Integrated Treatment for Dual Disorders, Chapter 4

**Week 5** (Don’t forget first assignment is due next week)

**Content**
- Families as allies/family collaboration
- Behavioral family therapy
- Multi family groups

**Reading**
Integrated Treatment for Dual Disorders, Chapter 5

**Week 6**

**Content**
- Residential treatment
- Involuntary treatment
- Vocational rehabilitation
- Psychopharmacology
- Treatment plan development

**Reading**
Integrated Treatment for Dual Disorders, Chapter 6

Guest Speaker Phil Shapiro MD

**Week 7**

**Content**
- Creating an integrated treatment system
- Creating a culture of change within an organization
- Agency organizational structure – some do’s and don’ts
- Key operating principles
- Program development
- The role of practice guidelines
- Special populations, seniors and children
- Staff training
- Community partnerships

Reading
To be distributed by instructor – sections of “Substance Abuse Treatment for People With Severe Mental Disorders, A Program Managers Guide”

**Week 8**
Content
- Policy challenges to service development
- The role of government structure in creating successful services
- Goals for Oregon
- Treatment of co-occurring disorders in the Addictions treatment system
- Different system, different needs

Reading
To be distributed by instructor – sections of “Substance Abuse Treatment for People With Severe Mental Disorders, A Program Managers Guide”

Guest Speaker -- Bob Nikkel MSW Director, Division of Addictions and Mental Health, DHS

**Week 9**
Content
- Implementation and Leadership
- Managed care and dual disorder treatment
- The costs of dual disorders
- Financial and administrative barriers

Reading
To be distributed by instructor – sections of “Substance Abuse Treatment for People With Severe Mental Disorders, A Program Managers Guide”

**Week 10**
Content
- Putting it all together what does the ideal treatment system look like
- Vertical and Horizontal service integration
- Meeting the needs of different sub populations – women, severe psychosis etc.
- Case presentations
Reading
Implementing Dual Diagnosis Services for Clients With Severe Mental Illness
By Robert Drake MD, PHD. Susan Essock, PHD. Andrew Shaner, MD. Kate Carey PHD.
Kenneth Minkoff, MD. Lenore Kola, PHD. David Lynde, MSW. Fred Osher, MD. Robin Clarke,
PHD. Lawrence Rickards PHD. Psychiatric Services April 2001 Vol. 4 No. 4. Other Articles to
be distributed by the instructor.

Week 11
Content
- Turn in final papers
- Review of course.
- Instructor feedback

Readings
None
Community Organization

Course Description

This course prepares students for community organization work in a multicultural and world-based society. Students will learn about the historical development and changing context of community organization practice, analyze relevant social policies and explanatory models, and consider the roles that community organization practice plays in the prevention and amelioration of individual and social problems. Special emphasis is given to an empowerment approach of multicultural organizing and the application of knowledge and skills for community-based organizing efforts.

Learning Objectives:

At the completion of the term, students will be able to:

- Demonstrate knowledge of the historical development of community organization practice in social work;
- Think critically about theories and policies that impact community organizing practice efforts;
- Understand and utilize models and methods of organizing practice;
- Identify the strategies used by organizers in preventing social problems and promoting healthier communities;
- Participate in a community organizing process;
- Critically analyze and evaluate a community organizing process;
- Identify ways in which issues of gender, race, ethnicity, social class, age and other forms of social stratification can influence and are influenced by community change efforts;
- Identify problems and issues often experienced by populations-at-risk, such as people of color, women and gays and lesbians, in addition to those distinguished by age, ethnicity, culture, class, religion and physical or mental ability; and
- Apply social work professional ethics to issues commonly confronted in community organization practice.

Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be
required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu). An additional resource that is exceptionally helpful is the Purdue University Writing Center URL: http://owl.english.purdue.edu/

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

Ann Shindo, PhD, MPH, MSW, MS
Cell Phone: 503-312-2296 (9am to 9pm and not on Sundays)
Office at GSSW Room 400I – Office Hours by Appointment Only
Email through WebCT ONLY

**Instructional Methods**

Exchange-based interactive didactic, small group, student presentations, and guest speakers will be used as methods of instruction in this course. Students can expect to discuss weekly readings during course time and are expected to be prepared for such.

The course includes computer supports in the form of WebCT, which will be used to:
- Facilitate communication between students and instructor
- Bi-directionally post class materials,
- Provide individual students with access to their own grades for papers and presentations,
- Update course schedules, and
• Allow for interchange among students.

From time to time, students will be asked to participate in class by posting to a course threaded discussion.

**Attendance**

Participation factors into student grades and attendance predisposes participation. Reasonable accommodation for students will be maintained for every excused absence. An excused absence is one in which the student has communicated to the instructor prior to the start of the missed class session.

**Assignments**

All written assignments in this class are to be 12 point font with 1-inch left/right, top/bottom margins. Written assignments are to be double spaced and follow the basics of the American Psychological Association (APA) publication manual referencing scheme. A literature cited page must accompany all works with citations. If you are in need of assistance regarding the use and application of appropriate APA referencing please speak with the instructor at the beginning of the term.

Please note: you will always have an option to redo an assignment in this course. You are expected to think and work at a graduate level and such expectations will be clearly identifiable from feedback on assignments.

Paper 1 ~ Your Experience. Students will prepare a 1 page (maximum) paper describing how community organizing strategies and techniques will fit into your social work practice area of choice. This paper should encompass any co work you’ve done previously in a paragraph explaining how this may fit in with future work. If you’ve done no community organizing work previously, that’s ok – think of how this might fit in with your future social work practice. Due via electronic submission by 10/7/07 midnight. (5 points)

Paper 2 ~ Community Organizer Paper. Select a historical social work organizer who you are interested in learning a little more about. You may use the list provided or select your own organizer. Select a person and provide the name via electronic submission by 10/7/07 midnight [this is so that each of you learn about, and can teach each other about, a different social work organizer]. Do some research on your organizer of choice to learn about their background, the societal context in which they lived and their contribution to the social work profession and the communities they worked with/for. Write a 5-8 page paper detailing the following about your selected social worker:

a. Personal background and social context (e.g. family background, where/when the person was raised, what political, economic and/or societal changes were happening, etc.).

b. What problem(s) was this person trying to address through organizing.

c. What contribution did your organizer make to the profession of social work?
d. What strategies did this worker use to institute change?

e. What strengths and challenges did your organizer bring to his/her efforts? (e.g. socioeconomic status? Did gender, ethnicity, class or other social identifiers play a role in this worker’s experience?)

Due via electronic submission by 10/28/07 midnight. (25 points)

Paper 3 ~ The CO Experience. This assignment requires you to write a retrospective analysis of your organizing experience. This paper should be 10 - 15 pages. You will also be expected to provide a brief and informal presentation to your small group about your experience. This paper should address the following:

a. Your organization: Provide a brief introduction to the organization and the event, meeting, intervention it is planning. What issue(s) is being addressed by the organizing effort? Identify how you selected this particular organization and share how you gained entry.

b. The organizers: Who were the people that you worked with? What kind of education and experience did they have? Was it formal or informal?

c. Recruitment and Retention: How did the organization identify, recruit and retain volunteers? What were the strengths and limitations of their techniques?

d. Maintaining and Deepening Participation: Did the organizers successfully maintain a volunteer base? How did they work to deepen participation? What were the strengths and limitations?

e. Issues and Strategy: What organizing strategies did the organizers use to respond to the issue(s) being addressed by the organizing effort? Evaluate their strategy used in maintaining a group of volunteers to plan and execute an event.

f. Event Evaluation: Evaluate the final event. What were the successes? How could things have been done differently? What were your strengths and weaknesses in this process?

Due via electronic submission by 12/2/07 Midnight. (45 points)

Class Participation. Because this class is a relatively large class, preparation and participation are essential. Students are expected to have read the assigned material and to come to class prepared for discussion. (5 points)

Small Group Discussions. Each week you will have opportunity to discuss the readings for the week in small groups (either in-class or via WebCT). The key concepts from the readings should be applied to what you are dealing with in your co experience. The instructor will observe small group interactions and will ask each member of the small group to rate each person’s performance (including their own) at the end of the term. Points will be distributed through a combination of peer and instructor observations. (10 points)

Weekly Logs. Each week you will write a one to two page journal type entry regarding your organizing experience. This will be in Word form and submitted to the instructor via electronic submission each Sunday midnight. (10 points)
Evaluation
Grades for this course will be based on written assignments and class preparation and participation. Specific information about each assignment follows. The following comprises the evaluative scheme for this class:

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<th>Part</th>
<th>Points</th>
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<tbody>
<tr>
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<td>Weekly Logs</td>
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<td>Paper 3</td>
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<td>Small Group Discussions</td>
<td>10 points</td>
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<tr>
<td>Total</td>
<td>100</td>
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</tbody>
</table>

94–100 = A  89-93 = A-
84–88 = B    79-83 = B-

Note: There are no acceptable grades below this

Required Texts and Readings


Any materials handed out by the instructor on a week-by-week basis.

Topics and Assigned Readings

<table>
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<tr>
<th>Week Class Date</th>
<th>Topic Assignments</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1 9/25/07</td>
<td>Introductions</td>
<td>Alinsky: Preface &amp; The Purpose Handouts</td>
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<td></td>
<td>Course Overview</td>
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<td>Organizing Experience</td>
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<td>Week 2 10/2/07</td>
<td>History of Organizing</td>
<td>Alinsky: Of Means and End &amp; A Word About Words Handouts</td>
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<td></td>
<td>Alinsky Discussion</td>
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<td></td>
<td>Paper 1 due 10/7/07 by Midnight</td>
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<tr>
<td>Week 3 10/9/07</td>
<td>Theories of Community Intervention</td>
<td>Alinsky: Communication &amp; In the Beginning Handouts</td>
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<td>Social Problems</td>
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<td></td>
<td>Alinsky Discussion</td>
<td></td>
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<tr>
<td>Week 4 10/16/07</td>
<td>Communities &amp; Groups</td>
<td>Alinksy: Tactics &amp; The Genesis of Tactic Proxy Handouts</td>
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<td>Week 5 10/23/07</td>
<td>Assessment – The Basics</td>
<td>Alinksy: The Way Ahead Stout: Introduction &amp; Growing up Poor</td>
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<td>Paper 2 Due 10/28/07 by Midnight</td>
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| Week 6     | 10/30/07   | Organizing Strategies  
Discuss Historical Organizer in Small Groups | Stout: Becoming an Activist & PPP Handout                                 |
| Week 7     | 11/6/07    | Organizing Strategies  
Stout Discussion | Stout: Building Our Own Model & Why Aren’t We Winning Handout           |
| Week 8     | 11/13/07   | Organizing Strategies  
Stout Discussion | Stout: Invisible Walls & Redefining Leadership Handout                  |
| Week 9     | 11/20/07   | Deepening Involvement  
Stout Discussion | Stout: Getting Smart About Organizing &U What Happens When We Begin to Win Handout |
| Week 10    | 11/27/07   | Tying it All Together – CO and Social Work Practice Perspectives  
Paper 3 Due 12/2/07 by Midnight | Stout: Conclusion Handout                                               |
| Week 11    | 12/4/07    | NO CLASS  
Small Group Evaluations Due 12/4/07 by Midnight |                                                                         |
### Weekly Topics and Assigned Readings

<table>
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<tr>
<th>Week Class Date</th>
<th>Topic Assignments</th>
<th>Readings</th>
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| Week 1 9/25/07 | Introductions  
Course Overview  
Organizing Experience | Alinsky: Preface & The Purpose Handouts |
| Week 2 10/2/07 | History of Organizing  
Alinsky Discussion  
Paper 1 due 10/7/07 by Midnight | Alinsky: Of Means and End & A Word About Words Handouts |
| Week 3 10/9/07 | Theories of Community Intervention  
Social Problems  
Alinsky Discussion | Alinsky: Communication & In the Beginning Handouts |
| Week 4 10/16/07 | Communities & Groups  
Alinsky Discussion | Alinksy: Tactics & The Genesis of Tactic Proxy Handouts |
| Week 5 10/23/07 | Assessment – The Basics  
Alinsky Discussion  
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Small Group Evaluations Due 12/4/07 by Midnight | |
Social Work and Health Care

Course Description

This course presents an overview of the functions that social workers perform in health care settings. The physiological, cultural and psychosocial components of illness conditions are considered along with theoretical aspects of practice. Social work’s role on multidisciplinary teams as well as various aspects of group work interventions are considered. Exploration of ethical dilemmas, which arise in health care, is provided. SW 532 is a prerequisite for this course.

Learning Objectives:

- Identify and analyze the influence of culture on help seeking behavior, compliance with medical direction, and the delivery of medical and social services.

- Describe, analyze and differentiate various functions and roles that social workers perform in health care systems, including multidisciplinary teams and groups.

- Prepare assessments of consumers in health care settings using appropriate medical and social work conceptualizations.

- Discuss intervention strategies appropriate for acute, chronic, and terminal illness for individuals and families, including consideration of the internet.

- Understand the connection between practice, research, and evaluation in the health setting in the context of various forms of third party reimbursement.

- Apply systems theory, the ecological perspective, and crisis intervention to practice in a health setting.

- Identify, discuss, and assist with resolution of ethical dilemmas that arise in the medical setting.

Students with Disabilities

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**Populations at Risk**

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**Academic Honesty and Integrity**

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**Access to Instructor**

**Instructor:** Pam Miller

**Phone:** (503-725-5010) Leave a message anytime.

**E-Mail:** millerp@pdx.edu

**Office Hours:** by appointment and will generally be before class.

**Instructional Methods**

Class sessions will be organized to provide for lecture and discussion, videos, guest speakers, and small group work. There are two field trips for this class. The first is on July 19th to Oregon Health and Sciences University (OHSU). This will involve bus fare to and from PSU. The second is a field trip to visit the Body Worlds 3 exhibit at OMSI on July 26. An admission fee of $15 is required for this and is due on Thursday, July 12 to the instructor. Your admission fee is absolutely due on this date as I have to confirm and pay for our admission in the morning of July 16, no exceptions.
Assignments, Attendance, and Evaluation

Your final grade for the course will be determined as follows:

35% for paper on cultural aspects of health care (due 7/19)
15% for field trip reflection paper (due 7/30)
50% for in-class final- covers the entire course- readings and notes welcome- on August 2nd.

I expect you to attend all classes. If you miss more than one four-hour class session, you may not get credit for this course.

Grades are based on multiple factors, and explanations of letter grades can be found in the student handbook. Please take some time to review the academic honesty policy and student conduct code of the University. If I have cause to believe that academic honesty is in question, I may share your paper with another faculty member and/or your advisor as part of the process of resolution. If the paper or exam receives an unsatisfactory grade, a copy may be retained.

Generally grades are determined by evaluation of content, or how thoroughly you have presented, developed, and substantiated the main ideas of your work. Also, style and organization, such as grammar, spelling, editing, and cohesiveness are important. Your ability to conceptualize, integrate, and present the complexities of social work practice is evaluated as fairly as possible.

I expect you to use APA (American Psychological Association) style for your papers. You will not be graded on its use although I may provide feedback for your consideration in future work.

PLEASE NOTE: All papers must be double spaced, with one-inch margins and no smaller than 12-point font.

Incompletes are given only if the work is a “c” or better, you have completed the paper work (and spoken with your advisor), and I have agreed to the Incomplete. PLEASE NOTE: The exam will only be given on August 2nd. If you cannot take it that day, you will need to make arrangements to take the exam when fall term begins (after September 17, 2007).

Rewrites or retests are generally not an option but may be considered if the grade is a “C” or lower. Please do not ask me to give you a particular grade in order to obtain or maintain financial support.

Required Texts and Readings

A required reading packet is available at Clean Copy, on Broadway across from Cramer Hall. Please bring the readings to class on the days that they are assigned. One book chapter (Pollin) is on e-reserve. All other articles listed on the attached two pages called “packet” are available through the PSU library as full text articles.
There is a book *Culture Competence in Cancer Care* by the Baylor College of Medicine and the Intercultural Cancer Council that is required for this course. The instructor ordered these books earlier and the cost is $7. Please pay for the book at the first or second class session, no exceptions.

**Topics and Assigned Readings**

**Class #1: July 9:** History of social work in health settings, Ida Cannon; use of the internet; policies and insurance; skills for practice and assessment in health care; small group work; video: The Human Condition

READINGS: Gehlert

**Class #2: July 12:** Small groups on diversity; instructor will cover Appalachia and the Amish; compliance; social work values and patient self-determination; high risk indicators; the culture and language of medicine; integrative medicine. Video: Worlds Apart.

READINGS: *Cultural Competence in Cancer Care* book (all read pages 1 to 24 and 92-100) and exclude chapter on Appalachians], Julia (two chapters), Van Hook, Spector, Eliason, Congress, and one to be found on the use of interpreters in health settings. These readings will be divided up among the small group and presented to the small group on this date.

**Class #3: July 16:** continue compliance; integrative medicine; looking at one disease (diabetes); disparities in health care; group interventions; the patient has a family.

READINGS: DeCoster, Bertera, Alley

**Class #4: July 19:** field trip to OHSU. Class will travel together via #8 bus and leave from in front of Smith Center on Broadway at 3 p.m. Bus fare is $1.75 each way ($1.35 student fare). Lead social worker for this event is Scott Dillinger, LCSW, trauma social worker. PAPER DUE TODAY

**Class #5: July 23:** the meaning and stories of illness; eight issues of chronic illness; theories; single session work; the patient has a family (continued). Speaker: Susan Hedlund, LCSW

READINGS: Pollin, Docherty, Gibbons

**Class #6: July 26:** Field trip to OMSI for Body Worlds 3. Please be at the museum by 3:15 p.m. at the planetarium door. We enter at 3:30 p.m.

**Class #7: July 30:** Guest Speaker: Lori Eckel, LCSW, Social Worker at Legacy Good Samaritan Hospital’s ICU; ethics, team work; employment opportunities, self-care. PAPER DUE TODAY

READINGS: Healy, Pecukonis

**Class #8: August 2:** in-class final- notes/readings welcome! Course evaluations.
Assignments:

DUE JULY 19: ---worth 35% of grade

This paper is designed to help you examine and define your own concepts of health and illness and to explore your ideas about the influence of culture on personal health history as well as professional practice. Answer the following questions in 8 to 10 (12 maximum) pages and use the readings, videos, and class discussions from our first three class sessions, including the small group cooperative:

1) Think back to when you were growing up. How did your family maintain health and treat an illness?

2) Who do you turn to first when you feel sick?

3) Do you use over the counter medications or any non-traditional methods of health maintenance? Which ones and when?

4) Discuss two areas in which you would need to be sensitive to conflict between your personal health values and those of a patient.

5) What are two strengths you would bring to social work practice in health care from your personal health values?

6) Share what you have learned about culturally competent cancer care. What are some common threads across the cultures discussed in the book *Cultural Competence in Cancer Care* and the other readings? What struck you as new or powerful in this exploration? How does compliance fit into all of this? Do you think the skills needed in cancer care for the cross-cultural clinical visit (greetings and introductions, communication, non-verbal communication, ethnicity, relationships, social distance and spacing, religion and spirituality, and death and dying) are transferable to other diseases? Explain your thinking.

Due July 30: ---worth 15% of grade

This paper is a reflection of your reactions to the Body Worlds 3 exhibit. What kind of impact did the bodies have on you? How will this influence your own thoughts/feelings about health? And, how will what you discovered shape your professional practice?


Chapter 4 (The eight issues of chronic illness), 47-98.**

emerging through narrative. Social Work in Health Care, 37(1) 
19-39.

Healy, T. C. (2003). Ethical decision making. Pressure and 
uncertainty as complicating factors. Health & Social Work. 
28(4), 293-301.

of health social work. Social Work in Health Care, 37(3), 
1-15.

*= in reading packet available from Clean Copy

**= e-reserve (see attachment on how to access)

All other articles available through PSU library as full text
Social Work Perspectives on Mental Disorders

Course Description
This course reviews mental disorders as described in the Diagnostic and Statistical Manual, Fourth Edition - Text Revision (2000). Mental disorders are analyzed from the perspective of a broad range of variables which continually reshape and redefine the concepts and definitions of disorders. Some of these variables are cultural values, social institutions, biological and developmental research, political imperatives, and professionals’ self interests. Implications for strategic approaches to interventions are examined through the BIOPSYCHOSOCIALCULTURAL model of assessment including issues of gender, genetics, role of family, evidence-based practice, best practice approaches and therapy. This course is a 3 credit advanced elective. The prerequisites for this course are SW 540 and 541 (HBSE) and or 532 (Foundation Practice). This course meets the requirements for your Advanced Practice elective or Advanced HBSE elective.

Learning Objectives:
At the completion of the term, students will be able to:

- identify and describe six major DSMIV classifications of mental illness
- explore theories about mental disorders
- analyze contrasting assumptions about the origins, nature and treatment of mental illness
- identify environmental stressors - such as homelessness, unemployment and poverty - as major
- factors in the manifestations and treatment of mental disorders and prevention of mental illness
- identify the relevance of biopsychosocial-cultural variables such as health status, age, gender, social class, psychological and social functioning for the incidence, prevalence, diagnosis,
- treatment and prevention of mental disorders.
- identify risk factors associated with mental illness and comorbidity (e.g., diabetes, head injury, tardive dyskinesia)
- knowledge of how to use empirical measures to assess psychological functioning (e.g., Brief Psychiatric Rating Scale)
- assess evidence-based practice sources to support the use of clinical interventions
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**Access to instructor**

Office hours: by appointment
Office Location: School of Social Work, University Center Bldg (UCB), 4th floor, Office 400H, 527 SW Hall
Contact: 503-725-5007 (voice mail); 503-725-5545 (fax); 503-725-4712 (receptionist);
**vandiverv@pdx.edu**
**Instructional Methods**

A variety of teaching methods will be used in this course. Class lectures will be a combination of didactic, guest lectures, small group discussions, and case presentations which will incorporate the use of video and clinical case vignettes.

**Attendance**

Weekly and full class attendance and participation are factored into final grade. See below for criteria.

**Assignments and Evaluation**

There are three assignments for this course:
1) mini-homework assignment 1: Assessing a Case Using DSM
2) mini-homework assignment 2: Intervening and Evaluating: Strategies for Selecting Evidence-Based Interventions and Evaluating Your Practice
3) Teaching Team Presentation

**ASSIGNMENT GRADING DUE DATE**

Mini-homework #1: DSM Case 20 pts Oct.10
Mini-homework # 2: EBP & Practice Eval. 20 pts. Oct.24
Team Presentation: Mood disorders 40 pts Oct.31
Team Presentation: Childhood disorders 40 pts Nov.7
Team Presentation: Anxiety disorders 40 pts Nov.14
Team Presentation: Substance Use disorders 40 pts Nov.21
Team Presentation: Personality Disorders 40 pts Nov.28

**TEACHING TEAM PRESENTATION:**

Using the Biopsychosocial Assessment Framework to Demonstrate an Evidence Based Intervention or Measure
Grade: 40% Due Dates: see schedule

**PURPOSE:**

The purpose of this assignment is to provide a class demonstration of how to:
1) accurately assess and diagnose a client case using the DSM and the biopsychosocial framework
2) identify corresponding screening instruments and recommended (EBP) interventions for Axis I-V
3) demonstrate an evidence-based intervention derived from your case (the most important and fun part of your presentation)

The teaching team report is case-based (which means you select a real or hypothetical client case to discuss) and is meant to be delivered in an educative format (like you would deliver as an
in service or workshop at your agency). Your group will be responsible for “teaching” the class how to conduct a comprehensive assessment, proposing recommendations/interventions and demonstrating one of the interventions.

**INSTRUCTIONS:** Topic assignment: Each team presentation requires 3-5 people; you may self-select into one of five groups: Mood Disorders, Childhood, Anxiety, Substance Use or Personality Disorders. Each presentation should use the attached matrix format to visually present your case. However, as a group you have total freedom to decide the style, format and delivery of your presentation. I discourage bringing in guest speakers; however, you may videotape a client interview that you have conducted if that would accurately illustrate your intervention. Otherwise, just plan on group members doing a role play.

**COMPONENTS OF PRESENTATION** (use attached matrix as a guide for your presentation)

**I. Client Case Description/Background** - briefly describe your client using ecomap, genogram, timeline of key events and reasons for seeking treatment

**II. Biopsychosocial Assessment/Diagnosis**: Provide a diagnosis, using Axis I-V (walk us through how you arrived at each diagnoses using the DSM criteria, decision trees, research, and or other factors (Required: include the Biopsychosocial Matrix provided in your syllabus)

**III. Describe the Screening Instruments** you would use for each Axis I-V

**IV Describe the EBP intervention, the level/kind (Level 1 or Expert Consensus Guidelines) and or Recommendations** appropriate for each Axis I-V

**V- DEMONSTRATION** - Select one of the above listed interventions or Screening/Assessment Instruments to be your DEMONSTRATION. Example: you may chose to use a cognitive behavioral technique for smoking cessation; or guided imagery for anxiety disorders or you may demonstrate how to administer a screening tool - Beck Depression Questionnaire. NOTE: the essence of the presentation is teaching the class how to apply best practice interventions that are derived from your case assessment. Remember, the intervention MUST be tied to the case you described. If you choose to demonstrate how to apply an instrument, you MUST demonstrate how to interview using the instrument, how to score and interpret results and conclude with an EBP intervention recommendations based on data derived from the interview Reference and or resource page

**GRADING:** Grading will be based on coherence of group presentation, adhering to the 60 minutes (45 min.presentation and 15 minutes for Q&A) and how accurately your group completed each section of the outline. Priority should be given to the DEMONSTRATION so be sure to leave adequate time for this portion of the presentation. Use of visuals, overhead, and class handouts (outline) should be a part of your presentation. Please, NO hand drawings or copies of handouts from chapters. Powerpoint slide presentation and handouts are preferred.

**WHAT DO I TURN IN?**

**Instructor’s Version of Presentation:** if you want me to have a more complete version of your
presentation than what you distribute to class, then provide me an “Instructors Copy” that is more detailed and complete. **Student Copy:** Please make sure handouts have a cover page, are stapled together and show as a package.

**Attendance/Participation 20%**

Full class attendance IS important and will be considered in final grade; if miss 2 full classes, will lose 5 pts toward final grade; if miss 3 class lectures, grade will convert to C (which is no pass).

**GRADING SSW GRADING STANDARDS**

A = 95-100 pts  A = Excellent; Outstanding, Exemplary  
A- = 90-94  A- = Excellent  
B+ = 85-89  B+ = Very good  
B = 80-84  B = Good; Satisfactory graduate level work  
B- = 75-79  B- = Fair; Marginal graduate level work  
C+ = and below = <74  C+ = We have to talk; not passing for graduate work

**Required Texts and Readings**


**RECOMMENDED TEXTS**


RECOMMENDED JOURNALS
• Psychiatric Services
• Social Work
• Psychiatric Rehabilitation
• Community Mental Health Journal
• Schizophrenia Bulletin
• Journal of Nervous and Mental Disorders

RECOMMENDED WEBSITES FOR LOCATING EBP MATERIALS
• www.psychguides.com
• www.modelprograms.samhsa.gov
• www.cochrane.org
• http://www.ssw.pdx.edu/focus/ebp/index.php

Topics and Assigned Readings

1 Sept.26 . Class Overview
MODULE 1: Ethical Issues of Diagnoses
Video: Adjustment Disorder: Angela
Assign presentations (refer back to these readings following lecture)
S&S/Chpt.26- Adjustment Disorders
M/Chpt.19- Adjustment Disorders

2 Oct.3 MODULE 2: Theories of Mental Disorders
Assessment: DSM as Biopsychosocial
Assessment: Mystery No More
(Video: Etta)
M/Chpt.2 The Historic Heritage of Classification
M/Chpt.3 - Organization of DSM-IV-TR
M/Chpt. 4 - Multi axial System
M/Chpt.21 - Other conditions that may be the focus of clinical attention
S&S/Chpt. 33 - Other Conditions
S&S/Chpt. 31 - Relational Problems
S&S/Chpt. 32 - Problems Related to Abuse & Neglect
.M/Chpt.9 - Schizophrenia & Other Psychotic Disorders
V & C/reading - Guidelines for establishing effective treatment goals
and plans for Axis I Disorders (required reading)

(Mini-homework assignment #1 distributed)
BRING DSM TO CLASS -

3 Oct.10
MODULE 3: Intervention: Finding the Evidence forDiagnostic Based Interventions
(Evidence-Based Practice)
http://www.ssw.pdx.edu/focus/ebp/index.php
DUE: mini-homework assignment # 1
S&S/Chpt. 9- Classification in Psychiatry
V/Reading - Step by step guidelines for using evidence-based practice and expert consensus in
mh settings
M/Chpt.9 - Schizophrenia & Other Psychotic Disorders
DSM - Schizophrenia & Other
Psychotic Disorders
(distribute reading for next week)
BRING DSM TO CLASS-

4 Oct.17
MODULE 4: Practice Evaluation
Evaluating EBP interventions
(Video: Etta)
(Mini-homework assignment #2 distributed)
V/Reading - Practice Evaluation: Setting
Goals and Monitoring Change (by
KG&B)

5 Oct.24
MODULE 5: Schizophrenia & Other Psychotic Disorders
Video: Rita
Video: Akathesia
DUE: Mini-homework Assignment # 2
S/Chpt. 13 & 14 - Schizophrenia
M/Chpt. 23 - Outline for Cultural
Formulation
M/Chpt. 9 - Schizophrenia & Other
Psychotic Disorders
DSM-IV-TR - Psychotic Disorders
BRING DSM TO CLASS -

6 Oct.31
MODULE 6: Mood Disorders
Video: Depression
M/Chpt. 10 - Mood disorders
S&S/Chpt.15 - Mood disorders
DSM Chapter on Mood Disorders
Teaching Team Presentation
BRING DSM TO CLASS

7 Nov.7
MODULE 7: Childhood Disorders
Video: Assessing ADHD
S&S/Chpt. 37-54 - you pick the topic that is relevant to your practice
Teaching Team Presentation

BRING DSM TO CLASS

8 Nov.14

MODULE 8: Anxiety Disorders
Video: Panic Disorders
S&S/Chpt. 16 - Anxiety Disorders
M/Chpt. 11 - Anxiety Disorders
DSM chapter on Substance Use
Teaching Team Presentation

BRING DSM TO CLASS

9 Nov.21

MODULE 9: Substance Use Disorders
Video: Case Vignettes
S&S/Chpt. 12 - Substance-Rel.Disorders
M/Chpt. 8 - Substance Related Disorders

BRING DSM TO CLASS

DSM Chapter on Substance Use
Teaching Team Presentation

10 Nov.28 MODULE 10: Personality Disorders
Video: Case Vignettes-Evaluations -
S&S/Chpt. 12 - Personality Disorders
M/Chpt. 20 - Personality Disorders
DSM Chapter on Personality Disorders
Teaching Team Presentation

BRING DSM TO CLASS -

11 Dec.5
Finals Week

READING KEY
DSM = refers to the Diagnostic and Statistical Manual - IV-TR
V/reading = refers to selected readings
Abuse and Trauma: Theory and Intervention

Course Description

This elective will examine the impact of trauma and abuse on adults, children and families. Acute and long term sequelae will be identified, emphasizing the interaction of traumatic and developmental effects. Intervention approaches will focus on an integrative biopsychosocial model for working with individuals, groups and families. Assessment and intervention will be explored through crisis and trauma, psychodynamic, constructivist, narrative and feminist theories. Policy practice and advocacy issues regarding legal and social service systems will be explored. Contemporary issues, including ethical and ideological issues, in the field will be identified and discussed. The relationship of clinical narrative to contemporary social discourse about abuse and trauma will set the framework for the course, including attention to current clinical, research and policy debates in the field. Comparison of clinical and empirical knowledge will be made regarding effects of abuse and trauma and efficacy of treatment.

Learning Objectives

At the completion of the term, students will be able to:

- Describe the prevalence of physical, sexual, emotional, psychological abuse and neglect, and understand the acute and long term impacts on the lives of victims and families.
- Describe the prevalence of various non-abuse types of trauma and understand the acute and long term impacts on the lives of victims and families.
- Assess adult and child clients for risk factors of current and future victimization and to determine fitting interventions for abuse and trauma sequelae.
- Analyze several frameworks for the treatment of abuse and trauma to consider an integrative approach to treatment of victims and families.
- Evaluate the empirical bases for clinical knowledge in the field and identify areas in which further research is needed.
- Evaluate the impact of culture, gender, race and class factors on incidence and relevance for assessment and intervention of abuse and trauma.
- Understand a historical and feminist context from which to consider the identification of and response to abuse and trauma, including examination of current controversies in the field and in society.

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**Access to Instructor**

Office hours by appointment
Phone: 503-320-2943 (cell); 503-220-8262, ext. 54521 (work)
Email: annemuller@yahoo.com (best); anne.muller@va.gov (alternate)

**Instructional Methods**

Teaching methods primarily will include readings, lectures, class discussions, and case presentations. Videos, group work, and guest presentations may also be incorporated.

**Assignments**

1. Reading of required texts:

• Supplemental handouts will be provided in class, as needed

II. Reflection paper, due at the beginning of class on October 17th

Consider and describe the following:
• What it might mean to “heal” or “recover” from abuse and trauma.
• Your current views on how to be helpful to clients with such histories.
Paper should be one to two pages. References are not necessary, just your own thoughts.

III. Final paper, due at the beginning of class on November 28th

Choose one of the following:

1. **Literature critique paper**, focusing on either:

   A) **Contemporary debate or practice controversy**
   Identify a question of interest regarding a current debate in the field. Include a review of the literature, then your critique and analysis of the literature. The debate may involve a specific type of intervention, policy, research, or social issue/question.
   --or--

   B) **Intervention effectiveness and applicability**
   Analyze a particular kind of intervention for its appropriateness, utility and effectiveness in intervening with abuse and/or trauma sequelae. Include a review of the literature on the specific intervention you choose. The domain of intervention may be focused on a technique, modality or theoretical framework.

2. **Case observation paper**, focusing on either:

   A) **Case observation on a micro level**
   Focus on an individual, couple, family or group client system you’ve worked with in your field placement. Identify the theoretical thinking and framework behind your treatment approach to the client’s trauma sequelae. Conduct a literature review that explicates your understanding of and approach to the case.
   --or--

   B) **Case observation on a macro level**
   Identify a policy pertaining to the treatment of abuse or trauma related issues in an agency or organizational setting. Explore the strengths and limitations of the policy through a literature review and an examination of your own observations of the impact and effectiveness of the policy.

Regardless of your chosen topic, your literature review should incorporate at least 5 articles or selections from books not in the required reading materials. Paper should be a minimum of 10 and a maximum of 15 pages long, include a bibliography, and be in APA style formatting.
Evaluation

Expectations include:
1. Reading of assigned materials.
2. Consistent attendance and active participation in class discussions.
3. Completion of two written assignments (described in detail above):
   • A short reflection paper due on October 17th
   • A final, literature-based paper due on November 28th

Grades will be weighted as follows:
• Attendance and participation: 20%
• Reflection paper: 20%
• Final paper: 60%

Consistent attendance and active participation is an essential part of the individual and group learning in this course. Please notify the instructor in advance if you must miss a class. You are responsible for getting notes from a fellow student for a missed class. If you miss more than one class, a replacement learning assignment will need to be negotiated.

Assignments are due at the beginning of class on the date specified. Submitting a paper after the due date will affect the grade. If an extension or incomplete is needed, arrangements must be made with the instructor prior to the due date.

Topics and Assigned Readings

Week 1, Sept. 29th: Introduction and Overview to Abuse and Trauma

Week 2, Oct. 3rd: Theoretical Frameworks for Understanding the Sequelae of Abuse and Trauma

Readings:
• Briere, Chapters 1, 2 & 11 (pp. 185-191)
• Gold, Chapters 1 & 2
• Bloom, Chapter 1

Week 3: Oct. 10th: Assessment and Case Formulation

Readings:
• Briere, Chapter 3
• Gold, Chapters 3, 4, 5 & 6
• Bloom, Chapter 2

Week 4, Oct. 17th: Individualized, Collaborative Treatment Planning

Readings:
• Briere, Chapter 4 & 11 (pp. 192-229)
REFLECTION PAPER DUE TODAY

Week 5, Oct. 24th: Stages of Treatment: Establishing Safety

Readings:
- Briere, Chapters 5, 6 & 10
- Gold, Chapters 10, 11, 12 & 13

Week 6, Oct. 31st: Stages of Treatment: Remembrance and Mourning

Readings:
- Briere, Chapters 7, 8 & 9
- Gold, Chapter 14

Week 7, Nov. 7th: Stages of Treatment: Reconnection

Readings:
- Briere, Chapter 12
- Gold, Chapter 15
- Bloom, Chapter 4

Week 8, Nov. 14th: Trouble-shooting Problems in Therapy

Readings:
- Continue with assigned readings, as needed, as well as personally chosen readings for final paper

Come prepared to discuss a difficult case in class

Week 9, Nov. 21st: NO CLASS (the evening before Thanksgiving)

Week 10, Nov. 28th: Impact of Trauma Work on Practitioners

Readings:
- Bloom, Chapter 5

FINAL PAPER DUE TODAY

Week 11, Dec. 5th: Reflections on Learning

There will be no final exam, but the class will meet this week.
Course Description
This 3 credit-course explores social work practice with gay, lesbian, bisexual, and transgender individuals, their families, and communities. Students examine the policy context of practice as it is affected by institutional and cultural homophobia or heterosexism. This course takes a lifespan approach to practice issues, covering topics such as: developmental theories of gender identity and sexual orientation, families of origin, 'coming-out', dating, partnering, child-rearing, defining family and community, and aging. Important topics such as gender transitioning, HIV prevention and treatment, same-sex domestic violence, and chemical dependency will be presented. Special classroom emphasis will be placed on developing practice awareness within a historical and political perspective.

This course will prepare social work students with an academic and reflective background necessary to (1) openly discuss issues related to gender and sexual identity, (2) examine the socialization of homophobia and heterosexism, (3) understand the historical and political context of oppression facing GLBT individuals, (4) identify the sources of resiliency and support within and outside GLBT communities, and (5) be consumers of research applicable to social work practice with individuals, couples, and families in the GLBT community. This course is designed for students of every sexual orientation and/or gender identity. Students must have successfully passed SW 532 in order to take this course.

Learning Objectives:
At the completion of the term, students will be able to:

- openly discuss issues related to gender and sexual identity.
- discuss and examine the socialization of homophobia and heterosexism through the media, public policy, and social institutions.
- have an awareness of the GLBT movement in a historical and political context
- appreciate and discuss the variety of diversity of experiences, values, interests, and lifestyles within LGBT communities.
- discuss and demonstrate various helping strategies useful in working with GLBT individuals of different age groups, racial and ethnic backgrounds, and with a variety of presentations (substance abuse, health care, AIDS/HIV issues, victimization, coming out issues, family and relationship issues, gender transitioning).
- Demonstrate a working knowledge of the resources available for GLBT individuals in the local community and within the world-wide-web.
**Students with Disabilities**

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

Heidi Allen, MSW
heidi.allen@state.or.us
Office Hours: TBD

The instructor will provide a minimum of three hours of availability to students per week outside of class time. This should be arranged by contacting the instructor prior to class by phone call, email, or verbal request. The instructor will be available in the School of Social Work a minimum of one hour prior to class every week.
Instructional Methods

This class is taught as a seminar and cooperative inquiry. Each week various topics relevant to the lives of GLBT people will be presented and discussed. Teaching methods will include lecture, educational videos, guest speakers, and small group activities such as role-playing. Throughout the term, students are encouraged to raise issues relevant to the course topics for discussion.

Attendance

All students are expected to attend class. More than two unexcused absences will result in a 10% reduction in class participation/attendance grade per additional absence.

Assignments

Assignments: There are four assignments (described below).

Assignment #1: Personal Reflection Paper 10% of grade Due Week 2
Discuss your reasons for enrolling in the course. What personal experiences led you to your interest in working with GLBT individuals? Do you have a particular population or topic of interest (for example: HIV in Latinos) within the context of this course? Do you have previous social work experience with GLBT individuals that you hope to share with the class? Minimum 1 page, Due Week 2.

Assignment #2: In The News 10% of grade Due as Scheduled
Sign-up sheets for this assignment will be available at the first class. You will be responsible for bringing a copy of a recent news item that pertains to the course topic on the day for which you signed up. You will turn in the article and a one-page description of the article and your response to the instructor. You will present your article to the class and facilitate discussion. This is an informal presentation designed for the sole purpose of stimulating interest in, and discussion of, contemporary social policy as it relates to GLBT individuals, families, and communities. Presentation and class discussion should not exceed 30 minutes in length.

Assignment #3: Reading Response 20% of grade Due Weekly
Assigned course reading for this course will be modest (chapters are short in length). Using WebCT, students are expected to email the instructor a one-paragraph response per chapter of assigned reading by 10 pm on Sunday night before each scheduled class. This is to ensure that each individual in the class is prepared to discuss the material the next day, to allow the instructor to make responses to questions that may not be addressed in class, and to structure time for class discussions of the readings. This should not be longer than a page (unless you have something really important to say). Late reading responses will not be accepted. Students are allowed one reading response “vacation” during the term. WebCT can be accessed at www.psuonline.pdx.edu by logging in at Online Course Login.

Assignment #4: Practice Topic or Policy Analysis Paper 40% of grade
Due Final Class
Specific guidelines for assignment will be provided within the first three weeks of class. Students are to pick either a policy of interest or a practice topic of interest to write a (approximately) 10-page paper. Appropriate topics for either approach will be brainstormed as a classroom exercise during the first class.

Evaluation
Assignment #1 (10%) Due Week Two
Assignment #2 (10%) Due as Scheduled
Assignment #3 (20%) Due Weekly
Assignment #4 (40%) Due Final Class
Class Participation/Attendance (20%)

Required Texts and Readings

Additional articles will be handed out in class for required reading as identified in Topics and Assigned Readings below.

Topics and Assigned Readings

January 8th: Course Overview/ Definitions/ Final Paper Topic Brainstorming


**Assignment 1 Due**
Assigned Readings:
Text Introduction
Text: Chapter 1: Community Development
Text: Chapter 3: Sexual Orientation, Sexual Identities, and Evolving Identifications.

January 22nd: Homophobia, Heterosexism, and Introduction to Cultural, Political, Legal, and Social Issues.
Assigned Readings:
Text Chapter 2: Culture, Political, Legal, and Social Issues
Text Chapter 8: Transformation from Oppressive Diagnoses and Interventions to Affirmative Approaches.
Text Chapter 9: Requirements of Practitioners and Social Service Agencies.

January 29th: “Coming Out” and Family Dynamics
Assigned Readings:
Text Chapter 4: Individuals: Coming Out and Identity Development
Text Chapter 5: Individuals: Disclosures
Text Chapter 10: Practice with Individuals

February 5th: **Queer Youth**
Assigned Readings:
Text Chapter 13: Youth
Classroom Handouts

February 12th: **Relationships and Dating, Domestic Violence**
Assigned Readings:
Text Chapter 6: Friends and Partners
Text Chapter 11: Practice with Couples and Families

February 19th: **Gay Marriage and Parenting: A Look at Contemporary Social Policy**
Assigned Readings:
Chapter 7: Parenting
Classroom Handouts

February 26th: **Issues Related to Mid-Life and Aging**
Assigned Readings:
Chapter 14: Midlife and Aging
Classroom Handouts

March 4th: **Health-Care: HIV, Chemical Dependency, and Gender Transitioning**
**Draft Paper Due for Peer Review**
Assigned Readings:
Classroom Handouts

March 11th: **Spirituality**
Assigned Readings:
Classroom Handouts

March 18th: **Advocacy and Systemic Change**
**FINAL PAPER DUE**
Assigned Readings:
Chapter 12: Practice at the Institutional, Community, and Macro-cultural Levels
Course evaluations and wrap-up
Clinical Social Work with Groups

Course Description

This course deals with the theory and practice of clinical social work within the wide range of groups in which social workers participate as workers and co-workers. It is built on the assumption that clinical group practice is a fundamental, highly versatile and powerful mode of social work intervention. Many forms of clinical group practice are prevalent and available today for specific treatment issues. For example, aftercare groups, eating disorder groups, cancer support groups, and marital therapy groups all are forms of clinical group practice. It is not the intent of this course to address these groups specifically but rather to identify the clinical skills necessary to facilitate personal change in a group setting. In addition, the issues related to group process and development will be articulated as to their effect on the group experience.

Learning Objectives:

At the completion of the term, students will be able to:

- Identify organizational or agency variables which need to be addressed prior to forming clinical groups.

- Discuss and analyze group composition variables related to homogeneous and heterogeneous group selection, and their influence on the group process.

- Describe and analyze the developmental processes of the group, from the beginning phase of work to the group's termination.

- Describe and analyze the social worker's use of group processes in the various phases of the group's development.

- Identify and apply specific intervention strategies and therapeutic skills which are applicable to specific issues, phases, and clinical processes related to the use of the group as the medium of change.

- Identify and describe leadership styles and interventive roles in the facilitation of group process.

Students with Disabilities

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testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

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**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to instructor**

Delores Teller, MSW, LCSW
E-mail: DTeller@pdx.edu

**Instructional Methods**

This course will utilize lecture, a seminar format for discussion of course material, videotape examples of group process, and an experiential group training approach developed by Yalom as the primary mechanisms to integrate the course material.

**Assignments, Evaluation, and Attendance**

Active participation in class discussion and participation as a member of an experiential training group is expected. Please read the attached informed consent statement. If you have any concerns or questions about the training group experience, please raise them with the instructor.
Two training groups will be composed from the members of the class. The training groups will be in process for seven class sessions. The instructor will assume the leadership role with leadership assignments alternating, depending upon group member's learning needs. The theme for the training groups will be "Interpersonal style and/or clinical orientation which influences your role as a social work practitioner." The reason for the group is for training purposes and is not a therapy group. However, members will be expected to invest themselves in the group process. The goals of the training experience are to give each member of the group:

a. an opportunity to experience the power of group process;
b. an appreciation of your own strengths and weaknesses;
c. an opportunity to learn about the role of the leader;
d. an appreciation of what self-disclosure entails;
e. an opportunity to identify your own preferred role in a group; and
f. an opportunity to identify clinical group skills for further development.

Members of the class will also be required to observe the other training group operating in the class. Specific time will be allocated for feedback to the participating group members.

A process journal must be kept during the course of the quarter. The journal is intended as a mechanism to document your observations about group process, issues related to self which may influence how you approach your practice, and observations and critique of the leadership style. Your entries should include some reference to Yalom or other readings related to clinical group practice. A ten-page typed summary of your journal will be due on __________. The summary should include practice/self issues which emerged during the group, group themes and reference to Yalom for specific group themes.

A paper describing a specific aspect of group process or group theory is also required. The paper should be 5-7 pages, double-spaced, and include 4-5 academic references. Describe an issue related to clinical group process, the current thinking related to this issue and strategies to work with this issue in a group setting. For example, resistance, countertransference, retention of members, etc.

**Grading**

Your final grade will be determined by weighting class participation 20%, the journal summary 50%, and the theory paper 30%.

**Confidentiality**

As a professional setting, the classroom is subject to rules of confidentiality as are all assignments. Confidentiality will be discussed the first class session.
Required Texts and Readings


Topics and Assigned Readings

CLINICAL SOCIAL WORK WITH GROUPS
Topical Outline

April 2
  Course overview
  Training format
  Video: Group

April 9
  Group Goals
  Clinical Groups - start up Interviews
  Readings: Yalom - chapters 1-4,10,17

April 16
  Considerations and practitioner skills for first group session
  Readings: Yalom - chapters 5-9
  1st group session

April 23
  Beginning Phase - practitioners skills
  2nd group session
  Readings: Yalom - chapter 11

April 30
  Middle Phase - practitioners skills
  3rd group session
  Readings: Yalom - chapter 12

May 7
  Middle Phase
  4th group session
  Readings: Yalom - chapters 13,14

May 14th
  5th group session
  Readings: Yalom - chapters 15,16

May 21st
  6th group session
May 28th
Termination
6th group session

June 4th
7th group session
Wrap up

June 11th No Class, Finals Week

Informed Consent

Participating in a training group for personal growth, self-development, and the exploration of personal issues and concerns that influence your effectiveness as a therapist is with some risk. It is not uncommon to feel some discomfort with personal exploration and professional development particularly in a training group composed of peers. Personal self-disclosures are part of this process. You must decide what aspects of your personal life you want to discuss in the group. Be clear with your personal boundaries. I will encourage you to stretch and risk more with your peers than you might be prepared to do. Self-reflection is an important aspect of this work and will add to your ability as a therapist.

It is my expectation that you fully participate in the group experience. The interactions that you have with group members will be meaningful to you and may evoke personal issues and your sense of vulnerability. It is my expectation that you give feedback to others as well as listen to and consider feedback that you receive. We will focus on here and now issues that emerge in the group which will increase the intensity of your experience. The goal of the group is not to resolve personal issues but rather to clarify your struggles that might be explored outside the group in personal therapy or clinical supervision. If this experience generates issues that you would like to explore in personal therapy and you have difficulty finding a therapist, please let me know and I will assist you in this process.

Confidentiality is an important aspect of clinical groups and a group training experience. As a general principle, what is shared and experienced in a group setting stays within the confines of the group. Please read my statement on confidentiality that I will give to you at our first meeting. Because of the complex nature of a group and the number of group participants, confidentiality cannot be assured. As a member of this group, you need to take confidentiality seriously and agree to not breach the confidentiality of other group members. You may talk about what you have learned in the training sessions but cannot talk about what others have said, did, or mention other group members by name.

By signing this Informed Consent Statement, I acknowledge that I have read the statement, abide by it’s terms, and have had my questions or concerns addressed by the group facilitator.

Printed Name                                                   Signature               Date
Clinical Social Work with Children, Adolescents and Families

Course Description

This is an elective course designed for second year or advanced students who are interested in developing ideas and skills relevant to working with children, adolescents, and families. To increase application and integration of course materials, it is preferable, though not required, that students have a concurrent field placement or employment working with children and/or families.

This course emphasizes a collaborative, multi-dimensional and contextual approach to understanding and addressing the problems of children and families. In addition to child focused interventions, this course will also address collaboration with parents, parent training, family therapy, school and institutional consultations, group work, and social change advocacy. It is believed that in many cases the needs of children can best be addressed by intervening in the context in which they live and function.

A variety of theoretical perspectives, treatment modalities, and specific intervention strategies will be examined, discussed, and applied. The emphasis will be on hands-on skills as opposed to abstract theories. The focus and structure of the course is influenced by 1) post-modern and social constructionist presuppositions which include a belief that there is no one “objective truth” about the nature or cause of problems and no single “right” way to intervene, and 2) a preference for working with children and families in collaborative ways that recognize, respect, and build on their diverse perspectives, resources, and abilities.

Learning Objectives:

At the completion of the term, students will be able to:

- Use a collaborative, multi-dimensional, and contextual perspective to understand the needs and struggles of children, adolescents, and their families.

- Understand the socially constructed nature of theory and the impact of theory determining/limiting how we understand and respond to problems in children and families,

- Describe and apply a variety of theoretical frameworks relevant to understanding and helping children including a) non-directive and directive models; b) individual, family, and systemic approaches and, c) strength and risk/need focused models,

- Describe methods of collaborative and respectful assessments, treatment planning, and ongoing work with children, adolescents, and families,
• Understand and apply a variety of specific intervention strategies and techniques for use with children, adolescents, and their families including play therapy, art therapy, family therapy, parent training, group and residential work, and social change advocacy,

• Demonstrate increased sensitivity and competence in helping vulnerable and high-risk populations of children and their families;

• Recognize issues of poverty and oppression as they relate to the development and maintenance of problems in children and families,

• Delineate specific and generic practices relevant to implementing a culturally sensitive approach to working with diverse children and families,

• Assess and manage their own involvement in the treatment of children and families in ways that indicate self-awareness and recognition of their own values, biases, emotional vulnerabilities, and potential power imbalances,

• Consider the research available on particular problem dynamics and treatment approaches and outcomes, and

• Recognize the importance of evaluating the impact of clinical work with children and families and the value of eliciting evaluative feedback from clients.

Students with Disabilities

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Populations at Risk

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poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

Susie Snyder  
snyders@pdx.edu  
(503) 725-4712

Office hours are available by appointment. I am usually on campus on Tuesday and Wednesday afternoons and some Fridays. I can also schedule phone consultations for just about any day or time including weekends and evenings. Feel free to call my home office at anytime day or evening (502-233-2442). Voice mail will pick up if I’m not available. When necessary, papers and logs can be dropped off at my home office by prior arrangement (5616 SE Hawthorne Blvd.).

**Instructional Methods**

A combination of the following instructional methods will be employed: lectures, readings, weekly reading journals, hand-outs, case descriptions, discussions and response to questions, demonstration and modeling of techniques, videotapes, role plays, experiential exercises, process recordings, and writing assignments. Ongoing feedback from students will be elicited in an attempt to understand and respond to particular student interests, needs, and learning styles.

**Assignments and Evaluation**

1. **Weekly reading logs** which document student’s ongoing response to, and integration of, required readings. See attached description and format.

2. **Two mini-papers**, 3-5 pages in length (double-spaced), that document the process of practicing a particular clinical technique and integrating the concurrent course materials and readings. Due 10/24, 11/7, and 11/28.

3. **Regular attendance and participation** in class discussions and exercises.
Evaluation of Student Performance:

Option #1: Reading logs are pass/no credit
80% Mini-papers. (40% each)
20% For quality of class participation including timely/thoughtful completion of reading logs.

Option #2: Reading logs are graded.
30% Reading logs
60% Mini-papers (30% each)
10% Class participation

The attached assignment descriptions specify the structure, expectations, and grading criteria for each paper and for the reading logs.

Absences: Failure to attend more than one class may result in the following percentage point deductions from your final grade unless there has been an arrangement to do some kind of make up assignment: 2 absences (2pts), 3 absences (5pts), 4 absences (10 or more points). Whenever possible please notify me before class of pending absences.

Reading logs: At the end of the term one percentage point will be deducted for any missing logs and 1/3 point for late logs. Reading logs should be turned in at the beginning of class on each day they are due.

All Assignments are to be turned in at the beginning of class on the date specified unless specific arrangements have been made ahead of time. Please note that if you miss class, your work is still due at the same time unless you have made alternative arrangements. Unless pre-approved, late papers and logs will result in grade deductions. If you have any questions about class expectations or concerns about a grad, please speak to me as soon as possible so we have an opportunity for discussion and resolution.

Required Texts and Readings

1. A packet of the required reading is available at Clean Copy (503-221-1876). Ask for SW 563 (Snyder).
2. Assorted handouts and additional readings will be provided in class and on WebCT
3. Most of the recommended (optional) readings will be available to borrow from the instructor.

Access web-CT at [http://www.webct.pdx.edu](http://www.webct.pdx.edu)
Log in using your odin user name (e.g. mine is snyders) The password is the last four digits of your PSU ID number. It should automatically show websites for all courses in which you are registered.

Topics and Assigned Readings
**Course at a Glance**

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Paper Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/25</td>
<td>Overview (contextual, collaborative), Getting started (initial sessions)</td>
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<tr>
<td>10/2</td>
<td>Individual work with children, engagement, helping children talk.</td>
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<tr>
<td>10/9</td>
<td>Play therapy (directive/non-directive approaches)</td>
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<tr>
<td>10/16</td>
<td>Parent/child dyad, attachment, addressing child abuse</td>
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<tr>
<td>10/23</td>
<td>Working with adolescents (challenges, needs, strategies)</td>
<td>P#1</td>
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<tr>
<td>10/30</td>
<td>Parent training (including step, divorced, and recovering parents)</td>
<td></td>
</tr>
<tr>
<td>11/6</td>
<td>Family therapy (various models for working with the whole family)</td>
<td></td>
</tr>
<tr>
<td>11/13</td>
<td>Family therapy cont. (narrative and solution focused models)</td>
<td></td>
</tr>
<tr>
<td>11/20</td>
<td>Intervening in larger systems (schools, residential treatment, etc.)</td>
<td></td>
</tr>
<tr>
<td>11/27</td>
<td>Group work, socio-cultural context (advocacy, empowerment)</td>
<td>P#2</td>
</tr>
</tbody>
</table>

**Weekly Content and Readings**

**Week 1 (9-25-07)**

**Focus:** Overview of collaborative, multi-dimensional, postmodern approach. Developmental, interactive, and contextual factors related to direct services to children and their families. The effects of oppression on children and families, cultural sensitivity and responsiveness to diversity. Practical skills and tips for getting started in initial sessions.

**Required Readings** begin next week: (With the exception of week one, two reading logs are due at the beginning of each class.)

**Recommended Readings:** (All recommended readings are optional and most are available to borrow from instructor. Please check in with me if you want to substitute any of them for particular required readings. Additional diversity and oppression readings are listed on the last page.)

**Week 2 (10-2-07):** Due: 2 logs at the start of class (on 2 of the required readings below).

**Focus:** Individual interventions with children, helping them talk, express, and resolve problems using art, stories and play in assessment and treatment.

**Required Readings (to be done prior to class):**


**Recommended (optional) Readings (for week 2):** (All recommended readings are optional and
most are available to borrow from instructor. Please check in with me if you want to substitute any of them for particular required readings.)


- **Sharry, J. (2004)** *Counselling children, adolescents and families*. Sage Publications,

**Week 3 (10-9-07) Due:** 2 logs for required readings below.

**Focus:** Play therapy, directive and non-directive approaches.

**Required Readings:**


**Recommended Readings**


**Week 4 (10-16-07) Due:** Read 3 of the 4 required readings below and log on two of them.

**Focus:** Intervening in the parent/child subsystem. Understanding and meeting the core needs of young children, involving parents using filial therapy. Responding to abuse and neglect

**Required Readings: (choose 3)**


**Recommended Reading:**
- Knapp, P. “Understanding Early Development and temperament from the vantage point of evolutionary theory

**Week 5 (10-23-07)** Due: Paper #1 and 2 logs for required readings below.

**Focus:** Adolescents: developmental issues, special needs and challenges, intervention strategies.

**Required Reading:**


Recommended Readings:

Week 6 (10-30-07) Due: Reead 3 of the 4 readings below and log on 2 of them.
Focus: Parent training, exploration of essential parenting skills and strategies for promoting positive parenting, working with single-parent and blended families, working with divorcing, drug and alcohol affected or abusive parents.

Required Reading: (Choose 3)


Recommended Readings:
• Seigel, D (2001) *Parenting from the inside out*

**Week 7 (11-6-07) Due:** Read 3 of the 4 readings below, and 2 logs on two of them.

**Focus:** Family therapy overview, involving children in family therapy and families in child therapy, structural, strategic, and narrative approaches to families.

**Required Readings: (choose 3)**

A. Chasin, R. and White, T.B. “The Child in Family Therapy: Guidelines for Active Engagement Across the Age Span,” *Central Issues for Children in Family*. 1988, pp.5-25. (Citation Incomplete)


**Recommended Readings:**


• Meyel Van, Rita “ Play-based family therapy: A systemic model for the treatment of preschool children who have witnessed woman abuse.” *Journal of Systemic Therapies*. vol. 18, no. 2 , summer 1999, Guilford Press, pp.32-43


**Week 8 (11-13-07) Due:** 2 logs from required readings below.

**Focus:** Family therapy continued: social constructionist and narrative approaches, externalizing problems, intervening with anxiety, anger, and other childhood problems.

**Required Readings:**


**Recommended Reading:**

- Adams-Wescott, Janet and Dobbins, Cheryl “Listening with your heart ears and other ways young people can escape the effects of sexual abuse.” in *Smith and Nylund (eds.) Narrative Therapies with Children and Adolescents.* New York: Guilford Press. pp.195-220.

**Week 9 (11-20-07)  Due:** 2 logs from required readings below.

**Focus:** Solution focused approaches. Interventions with family and school systems, understanding and intervening with common behavioral/emotional problems including attention deficit disorder.

**Required Readings:**


**Recommended Readings:**

- Kral, R. *Strategies That Work: Techniques for Solutions in the Schools.* Milwaukee,
Week 10 (11-27-07) Due: Paper#3 and 2 logs from required readings below.

Focus: Group interventions: Peer groups, parenting groups, social skills training, other group treatment models. Understanding the sociocultural context. Intervening at the political, community, and neighborhood levels: Social activism, advocacy, empowerment, and liberation work; issues of evaluation and research.

Required Readings:


Recommended Reading related to group work:


Recommended Readings related to diversity and oppression: Arrange with instructor if you would like to substitute these or other diversity/oppression readings for and required readings.


Social Work In Schools

Course Description

This course is intended to give students an in depth knowledge and understanding of social work practice in schools. The multiple roles of the school social worker will be explored with special emphasis on practice with populations at risk and culturally diverse groups. The course will examine the many issues facing children, families, and schools using a policy-practice perspective. Course content will prepare students to work collaboratively with diverse children, families, school staff, and community partners to build effective, culturally responsive early childhood and K-12 learning environments.

Learning Objectives:

At the completion of the term, students will be able to:

• Demonstrate understanding of a historical perspective of school social work practice.
• Understand and apply the multiple roles and responsibilities of the school social worker in practice, including collaboration and partnerships with other disciplines and systems.
• Demonstrate an understanding of and sensitivity to cultural, racial, ethnic, and gender diversity.
• Identify educational and social welfare policies and the impact of those policies on children, families, schools, and communities. Implement knowledge of and adherence to local, state, and federal legislation, regulations, and policies.
• Identify the diverse needs of at-risk children, gifted children, and children with special education needs. Understand the impact of biological or societal pressures that impact children’s experience in the school setting.
• Serve as a liaison between the school and families, and assist family members with understanding their child’s needs, their rights, and available resources.
• Utilize an ecological perspective for developing and implementing effective school social work practices that address the needs of children, families, school personnel, and communities.
• Work collaboratively with local educational agencies and communities to identify, implement, and evaluate activities and programs that address institutional barriers to school success, school safety, and gaps in services.
• Understand school social work practice within the context of social work values and ethics.

Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and
testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to instructor**

Mary Dallas Allen, MSW  
Telephone: 503.725.4113  
Home Telephone: 503.679.1888  
Email: marydall@pdx.edu

Office Hours (UCB 404K):  
Mondays 4:00 – 5:30 pm  
Or By Appointment

**Instructional Methods**

This course will be taught through assigned readings, lecture, discussion, video, and small and large group process.

**Attendance**
Daily class attendance is expected. When an absence is necessary due to illness or individual or family crisis, students are responsible for contacting the instructor and group members and for arranging to get copies of missed notes or handouts. If a student misses two or more classes, the student and instructor will determine an appropriate alternate learning experience.

Assignments

All assignments must be submitted to the instructor at the beginning of the class period on the date due. Otherwise they will be considered late. Late assignments will be penalized two points for each day they are late. If there is an emergency situation that prevents you from completing an assignment on time, please contact the instructor as soon as possible to discuss the terms of an extension.

All assignments must be of original work by the student and must be appropriately cited using APA Style formatting. Plagiarism is unacceptable and will result in a failing grade. Please see the PSU and GSSW Bulletins for more information on plagiarism.

Assignments will be evaluated on content, organization, and coherence. Please read all assignments carefully and respond to all aspects of the assignment. Grammar, spelling, style, and organization are also important. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu). All assignments should be double spaced with 1-inch around margins in 12 point font.

Assignments: See attached pages for detailed description of the assignments.

Evaluation

Assignment 1: School Experience Personal Reflection Paper: Due April 14 25%
Assignment 2: Group Presentation: Due _________________ 25%
Assignment 3: Final Project: Due June 2 45%
Attendance & Participation 5%

Grading scale:
(An “A” is exceptional graduate level work; a “B” is considered good graduate level work).

A  93-100  B+  87-89  C+  77-79
A-  90-92  B  83-86  C  74-76
     B-  80-82  C-  70-72

Required Texts and Readings
Accessing Blackboard

1. Go to [http://psuonline.pdx.edu/](http://psuonline.pdx.edu/) and click on “Login to Blackboard.”
2. Enter your Odin password and login name in the login box title Online Course Login.
3. This will bring you into Blackboard. In the box titled “Course List,” you will find links to courses that you are registered for that are using Blackboard this term. If a course that you were expecting to be listed there is not, please contact your instructor immediately.
4. To access your Blackboard course, simply click on the title of the course (SW 564: Social Work in Schools).

Topics and Assigned Readings

**Week 1: March 31**  
**Introduction: Social Work in Schools**

**Objectives:**
- Introductions
- Overview: course & assignments
- Create small groups for group project
- Brief review of the history of social workers in schools

**Week 2: April 7**  
**Social Work Practice in Schools**

***Group presentation topics are due!***

**Objectives:**
- **Policy**
  - Role & functions of social workers in schools
- **Practice**
  - Review of the ecological perspective
  - Confidentiality
  - Child abuse and neglect reporting
  - Safety
- **Diversity/Social Justice**
  - Cross-cultural practice in school settings

**Readings:**
- Text – Ch. 1: The Role of the School Social Worker
- Ch. 18: A Framework for Cross-Cultural Practice in School Settings
- Ch. 8: School Social Workers and Confidentiality
- Ch. 28: School Social Work Personal Safety Guidelines
Week 3: April 14    Child Development in a School Context
School Accountability

**Assignment 1: Self Reflection Responses Due!!**

Objectives:
Policy
• No Child Left Behind Act – Accountability
• Title IX
Practice
• Child development in a school context
• Risk & protective factors
• Assessment
Diversity/Social Justice
• Development in a cultural context
• Culturally sensitive assessment
• Impact of NCLB on children of color

Readings:
Text - Ch. 19: Assessment of the Learning Environment, Case Study Assessment, and Functional Behavior Analysis
Ch. 21: Classroom observation
Ch. 22: The Assessment of Adaptive Behavior

Week 4: April 21    Special Education

Objectives:
Policy
• Review provisions of Individuals with Disabilities Education Act 2004, No Child Left Behind, Title I, Section 504 of Vocational Rehabilitation Act
Practice
• School social worker’s role in special education
• Inclusive education & the least restrictive environment
Diversity/Social Justice
• Review parent rights and responsibilities with IDEA
• Overrepresentation of children of color in special education

Readings:
Text – Ch. 11: Educational Mandates for Children with Disabilities: School Policies, Case Law, and the School Social Worker
Ch. 12: Family-centered Services to Infants and Toddlers with or at Risk for Disabilities: IDEA 2004, Part C
Ch. 24: Setting Goals: The Individualized Education Program and the IFSP: Content, Process, and the School Social Worker’s Role
Week 5: April 28  
Children’s Mental Health in a School Context

Objectives:
Policy
- IDEA & 504
- President’s New Freedom Commission on Mental Health

Practice
- Children’s social & emotional development
- Review the need for and challenges of mental health consultation in a school setting
- Discuss factors in the school environment that link to children’s mental health and academic achievement
- Identify the role of the school social worker in mental health services
- Discuss mental health challenges commonly encountered in school
- Developing interventions in a school setting

Diversity/Social Justice
- Overidentification of children of color as experiencing emotional and behavioral challenges
- Access to mental health services

Text:  Ch. 20: Collaboration and Consultation: Professional Alliances for Children, Families, and Schools
Ch. 31: Mental Health and School Social Work
Ch. 35: Social Skills Training in School Settings: Some Practical Considerations

Week 6: May 5  
Homelessness, Attendance, & Truancy; Evaluating interventions

Objectives:
Policy
- Review the components of the McKinny Homeless Education Act
- Discuss how the McKinny Homeless Education Act aligns with NCLB

Practice
- Impact of homelessness on children’s learning
- Discuss the need for preventing truancy and risk factors associated with truancy
- Evaluating interventions

Diversity/Social Justice
- Access to educational services for homeless children
- Punitive truancy policies

Readings:

Text:  Ch. 29: Attendance and Truancy
Ch. 5: Research and Evaluation: Tools of Practice Development
Ch. 6: The Effectiveness of School Social Work Practice
Week 7: May 12  Engaging families in a school setting
Narrative & solution-focused interventions with children, families, & teachers

Guest Speaker: Susie Snyder (I will be defending my dissertation, so I will not be present).

Readings:
Ch. 27: School Social Work Practice with Families
Additional readings may be assigned prior to class.

Week 8: May 19  Interpersonal violence in a school context

Objectives:
Policy
• School discipline policies
Practice
• Crisis intervention
• Preparing for & responding to violence in schools
Diversity/Social Justice
• Equity in policies

Readings:
Text: Ch. 36: Interpersonal Violence in Schools: Developing Safe and Responsive School Communities
Ch. 37: School-based Crisis Intervention for Traumatic Events

May 26: PSU Closed - Memorial Day
No class

Week 9: June 2  Collaboration: Schools & Community Based Agencies

***Assignment 3 Due!

Objectives:
Policy
• Systems of Care
Practice
• Discuss strategies for collaboration and consultation with child serving systems
• Identify practices and strategies to improve collaboration between the education, juvenile justice, child welfare, and mental health systems
Diversity/Social Justice
• Access to services; confidentiality

Readings:
Text - Ch. 30: Case Management, Coordination of Services, and Resource Development
Ch. 32: School Social Work Collaboration with the Child Welfare System

Week 10: June 9  School Social Worker Panel Discussion & Evaluations
Assignment 1: School Experience Personal Reflection Response  
***DUE April 14, 2008

Length: 3 Pages, double spaced, 12 point font, 1” margins  
Description of paper: Reflect on your personal experience in school (pre-k through 12th grade). Discuss how those experiences will impact your work with teachers, administrators, children, and families as a social worker in a school setting. Consider the following questions as you reflect on your experiences:

– What type of school did you attend (public, private, boarding, homeschool, etc.)? How did that influence your current feelings about school placements? How will your experience of public/private/boarding/homeschooling influence your work with teachers, children, and families in a public school setting?

– Describe either a difficult school experience or a positive school experience, and explain how that experience impacted you. How will those experiences influence your work with teachers, children, and families within a school setting?

– Describe how being part of either the “in-group” or the “out-group” effected your school experience. How will those experiences influence your work with children and families within a school setting?

– Who were the key individuals in school who made a significant impact on you? Describe the person’s role within the school (teacher/principal/classmate/etc.). What was the impact (positive or negative)? How will your experiences with those individuals affect you in your current work in or with schools?

– How did your gender impact your experience of school? How will those experiences affect you in your current work in or with schools?

– How did your sexual orientation impact your experience of school? How will those experiences affect you in your current work in or with schools?

– Describe any experiences of inclusion or exclusion that you experienced in school related to your socioeconomic, cultural or ethnic background, your physical appearance, physical or learning disability, sexual orientation, or other factors. How did that influence your experience of school? How will those experiences influence your work with teachers, children, and families within a school setting?

– Did you participate in before or after school activities? If yes, what were the activities, why did you participate, and what was your experience? If you did not participate, why not? How will those experiences affect you in your current work in or with schools?

Be sure to describe how your personal school experiences affects you in your current work in schools!!

Evaluation:
Papers must be typed and double-spaced using one-inch margins. The grade will be based on the quality of the following elements:

Presentation of educational experiences 30%  
Self-Awareness & application to current practice 60%  
Scholarly writing and organization 10%

Assignment 2  
Group Presentation – Social Justice in Schools or Vulnerable Student Population
**Topic due: April 7**

**Presentation dates to be determined**

Prepare and present to the class on either:

1. A population of school students that are vulnerable to poor school outcomes, and are therefore the focus of social work services in schools. For example, such student populations include: immigrant, refugee, or ESL students, students from low income families, homeless students; students who are members of discriminated race/ethnicity groups, GLBTQQ students, or students with learning, cognitive, physical or psychological/emotional/behavioral struggles.

2. A social justice issue within schools, such as overrepresentation of children of color in special education or proof of residency requirements for students to attend school.

   • These groups may include 2-3 students. You may be given class time to work on this project during the semester, but will be expected to meet outside of class to prepare. Each group will have a space on Blackboard for discussion and sharing information.

   • Below is a list of the group project expectations, which will also serve as the grading criteria:

     – The presentation should be approximately fifteen minutes total (at least five minutes per group member), followed by 10 minutes of class questions/discussion time.

     – The presentation may take on varied formats, PowerPoint, Role Play, Talk Show, School Board Meeting, parent committee meeting, staff training, etc. The presentation should:

       o Define and describe the central concepts and issues related to the specific population of vulnerable students or to the social justice issue (25%).

       o Present either a more in-depth analysis of the issues or intervention/prevention strategies or practice principles for school social workers (25%).

       o Provide the class with handouts related to your presentation (20%) that include a reference list (20%).

         ▪ Please provide me with materials from the preparation of your presentation such as: slides, speaker notes, handouts, etc.

         ▪ Two journal articles or chapters per group member – The content of the presentation should draw from a minimum of two references per group member. Please provide a reference list with your class handout.

   Each group member will be individually graded on his/her contribution to the group project. In addition to my evaluation of the group presentation, each group member will be required to complete an evaluation of their own contribution to the presentation, as well as an evaluation of each group member’s contribution. Individual contributions to the group project will count 10% of the individual’s grade.

   The week after your presentation ends, each member of the presentation group will submit the following information:

   • A self-assessment of your own contribution to the group along with a letter grade

   • An assessment of your teammates’ contributions to the group along with a letter grade for each member

   • An assessment of how well you worked together and how much you learned by completing this assignment?
Assignment 3: Final Project DUE June 2

Choose either A or B:
- Both assignments should be no more than 10 pages in length with 12 point font and 1 inch margins.

A. Proposal for a school based intervention strategy: No more than 10 pages

Choose a group or population of children or youth (ex: preschool age children; teen parents; youth who speak English as a second language, etc.) and a problem or challenge they experience that impacts their educational experience and can be addressed in a school-based setting (ex: truancy, homelessness, school violence, sexual harassment, etc). You will write a proposal for a school-based intervention to address this problem. This proposal should be concise, so that school administrators or staff could easily read and understand it.

- Research the problem and population. Provide a summary of the characteristics of the group (socioeconomic status, age, gender, etc) and the social problem or challenge they face (describe why it’s a problem, who it is a problem for, who it is NOT a problem for).
- Interview a school personnel (school social worker, principal / administrator, school counselor / psychologist, teacher, or teacher aid) about the experiences of this population and the need for an intervention to address these challenges. Provide a script of your interview questions, and notes from the interview (include date, time, and location of the interview).
- Describe a school-based intervention strategy to address the particular problem and population. Use the current literature on the problem to describe why you chose this intervention strategy. Be CERTAIN to cite all references to outside resources!
  - **Problem & Population**: Provide information about a group or population of children or youth that experience a specific problem or challenge that impacts their education experience. Include information from your interview with school personnel.
  - **Description of Intervention**: Describe an intervention strategy & provide support for why this is the most effective intervention to address this problem for this population. Explain which theory of human behavior guides this intervention.
  - **Resources**: Describe the resources needed to implement the intervention (including training, space, staff support, funding, transportation to or from the intervention)
  - **Activities**: Describes the processes, techniques, tools, events, technology, and actions of the planned program.
  - **Outcomes**: Describe the intended outcomes of the intervention.
  - **Conclusion**: Briefly summarize your proposal. Discuss the strengths and weaknesses of the proposal.

**Evaluation**: Papers must be typed and double-spaced using one-inch margins and APA reference style. The grade will be based on the quality of the following elements:

- Description of the problem and population (including information gathered from interview) 20%
- Description of the intervention 20%
- Description of the resources 15%
B. Conduct a Case Study Assessment: No more than 10 pages

- Identify a child or youth you are currently working with in your field placement.
- Use at least TWO of the following sources of information to complete the assessment:
  - Student interview
  - Parent interview
  - Assessment of the learning environment
  - Observation of the student in school (class, playground, lunch room, etc)
  - Consultation with student’s teacher
  - Review of the student’s file
  - Consultation with other staff or agencies
  - Please include notes or a transcript of these sources of information that include the date, time, and location of the information.

- The following components of the assessment are REQUIRED:
  (see p. 328 of the text for more detail)
  1. Identifying Information
  2. Reasons for the Referral
  3. Sources of Information
  4. Developmental History
  5. School History
  6. Cultural Background, Family History, and Current Issues
  7. Current Functioning (Include the theory of human behavior that you think helps to best explain the child’s current functioning and why)
  8. Evaluation, Summary, Conclusions, & Recommendations

This case study assessment should be written in narrative form (complete sentences). Please be certain to change all identifying information, so that the child being described remains anonymous.

- **Evaluation:** Papers must be typed and double-spaced using one-inch margins and APA reference style. The grade will be based on the quality of the following elements:
  
<table>
<thead>
<tr>
<th>Component</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Identifying Information</td>
<td>10%</td>
</tr>
<tr>
<td>Reasons for Referral</td>
<td>10%</td>
</tr>
<tr>
<td>Quality of Sources of Information</td>
<td>10%</td>
</tr>
<tr>
<td>Developmental History</td>
<td>10%</td>
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<tr>
<td>School History</td>
<td>10%</td>
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<td>Cultural Background, Family History</td>
<td>10%</td>
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<td>And Current Issues</td>
<td>10%</td>
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<tr>
<td>Current Functioning</td>
<td>10%</td>
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<tr>
<td>Evaluation, Summary, Conclusions,</td>
<td>25%</td>
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<tr>
<td>And Recommendations</td>
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<tr>
<td>Scholarly Writing &amp; Organization</td>
<td>5%</td>
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Social Work Practice in Child Welfare

Course Description

Designed for students who are either considering a career or are interested in public child welfare. Explores selected areas of child welfare related to child maltreatment. Emphasis on the critical examination of empirically based case management intervention strategies and their appropriate use with children and their families. Prerequisite: SW530

Learning Objectives:

At the completion of the term, students will be able to:

- Identify current trends in child welfare policy and practice in Oregon and in the United States and their differential impact on children and families in terms of access, treatment provision, and treatment outcomes.
- Critically examine the empirical base and efficacy of child welfare intervention practices which respond to child maltreatment.
- Understand the nexus between policy formation and implementation and direct practice implications for workers and their clients.
- Use critical thinking to examine ethics, biases, values and culture as they relate to professional social work practice in child welfare.

Students with Disabilities

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**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to instructor**

Richard Hunter  
Phone: 503-725-4161  
Email: hunterr@pdx.edu  
Office: Suite 440, UCB

Individual meetings with the instructor may be arranged by appointment

**Instructional Methods**

This course is based on the formats of lecture, group work and class discussion. In addition, there may be films and guest lectures.

**Attendance**

Classroom attendance and participation are important and will be taken into consideration if the final course grade is in question.

**Assignments**

There is one written assignment for this course: an analytic paper regarding the evidence base for an intervention or program/policy in child welfare (15 – 20 pages). The paper can focus on
either a practice intervention (e.g., multi-systemic therapy, motivational interviewing, parent training) or a program/policy (e.g., Indian Child Welfare Act, AFSA, Oregon Safety Model). Which ever focus, the paper should provide an overview/explanation of the subject (e.g., purpose and need), a critical review of the empirical evidence behind the intervention or policy/program, and your own evaluation/recommendations regarding efficacy based on your review of the literature. APA format.

Evaluation

The final grade for this course will primarily rest upon the written assignment. If there is a question regarding the final grade, classroom attendance will be taken into consideration for a final grade.

Topics and Assigned Readings

The instructor will provide topical readings or web links to readings weekly.

January 7    Introduction to Course: The Evidence Base for Child Welfare Practice: An Overview
January 14   The Context for Child Welfare Practice: Policy and Financing
January 21   Martin Luther King Holiday: No Class
January 28   Decision Making in Practice: What constitutes “safety,” “permanency” and “well-being” and how do we decide?
February 4   Disproportionality: Implications for Practice and Policy
February 11  The Politics and Practice of “Permanence”: Adoption and Foster Care
February 18  The Politics and Practice of “Permanence” (continued)
February 25  The Evidence Base for Child Welfare Practice: What works and how do we know
March 3      The Evidence Base for Child Welfare Practice: (continued) What works and how do we know?
March 10     The Location of Child Welfare Practice: Workplace Culture and implications for clients
March 17     Final Session: Review and Reflection
Substance Use, Abuse, and Addiction in Social Work Practice

Course Description

This course is designed to provide students with a foundation in both direct and indirect social work practice with clients, families and communities challenged by substance abuse and addiction. The primary goal is to assist students in further developing and integrating their social work practice frameworks with deeper understandings of the psychodynamic, biological and ecological nature of substance abuse, as well as the range of evidence-based practice available to address them.

Learning Objectives:

At the completion of the term, students will be able to:

- Define addictive behavior and continuum of no use, use, problem use and addiction. Explore values and assumptions regarding substance use in the U.S., the psychology of seeking mind-altering experiences, and the biochemistry of the development of substance- or behavioral-related addiction.
- Describe the continuum of alcohol and drug services that should be present in every community.
- Track and utilize population-based demographic information to evaluate the presence of substance abuse problems in communities they wish to serve and understand how this information can drive service availability.
- Understand the contemporary range of evidence-based practices currently in use in the U.S.
- Describe the prevalence of co-occurring conditions frequently appearing with substance abuse problems in clinical settings.
- Describe the association of substance abuse problems with other client problem clusters typically seen in traditional social work settings: child welfare, schools, justice and others.
- Understand the role of oppression and privilege in the development of addictions as well as their treatment and recovery.
- Modify traditional service delivery models to make them gender-, developmentally and culturally relevant.
- Locate policy barriers to providing adequate levels of substance abuse services in communities. Creatively consider macro-level interventions to effectively mobilize increased services to meet community needs.
- Envision an effective linkage between traditional substance abuse intervention and the treatment community with all disaffected and vulnerable population groups to better provide adequate access and service integration.
**Students with Disabilities**

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to instructor**

Laura Nissen’s office is in UCB 486. If you’d like to schedule a meeting, the best way to do so is to contact Miriam Patterson (Laura’s Assistant) at 503.725.8912 or miriamp@pdx.edu.

**Attendance**
Attendance is not taken in this class. You do not have to alert me to absences unless you will miss more than one class sequentially. Students are responsible for all material that is missed in a class meeting. Information is distributed each week that will appear on the final examination.

Assignments

1) Annotated bibliography regarding substance abuse and a specific and/or traditionally oppressed population in the substance abuse prevention, intervention and/or treatment community. Due on January 30, 2008. 20 points possible.

This will be a brief paper in which the student identifies a key special population of interest with a basic rationale for selection and general epidemiology (descriptive information about the extent of the substance abuse risk and/or key problem), and then compiles an annotated bibliography highlighting key social work and/or substance abuse research literature which informs contemporary practice. Articles should be social work specific where possible. No fewer than 4 articles, 2 relevant websites plus at least one SAMHSA monograph will be analyzed and included. Final bibliographies should be no more than 4 pages long. A format will be provided in class.

2) Analysis of self-help support groups for recovery. February 20, 2008. 15 points possible.

Attend at least two meetings of Alcoholics Anonymous, Narcotics Anonymous, Cocaine Anonymous, Women for Sobriety, or Rational Recovery. Do not go to a “closed” meeting if you are not in recovery yourself. Keep note-taking to a minimum during the meeting as it is considered very rude and you may be asked to leave. (Note: they don’t have ANONYMOUS in the title for nothing…). A format for your response paper will be provided in class.

4) 6-8 page paper reflecting on the personal change experience/activity. A format will be provided in class. This assignment is due on March 5, 2008. 35 points possible.

5) A final take-home cumulative examination will focus on material covered in class (lectures, speakers and exercises) as well as material from texts. This will be handed out on March 12, 2008 at the end of class and due back at 4:00 p.m. on Friday, March 14, 2008. 30 points possible.

Evaluation

Dr. Nissen’s classes operate on a point system. The following is an overview of activities and points possible for each. Final grades will be composed of total number of points accumulated as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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59-Below  F

**Required Texts and Readings**


And one of the following two books:


Other articles and online reading materials will be included – see specific weeks for information.

**Topics and Assigned Readings**

**Week 1:  January 9, 2008  Welcome to SW 571!**

- Overview of course and goals/objectives of the class
- Introduction to and preparation for personal behavior change activity
- Whirlwind tour of the history of substance abuse
- Exploring the extent of the problem in America with specific focus on high risk and vulnerable populations served by social workers in traditional practice settings
- Social work’s position within the addictions treatment field – needs and unique contributions
- Anti-racist/anti-oppression lens in addressing substance abuse issues – a social justice lens

Discuss in class:


**Week 2:  January 16, 2008**

**The core elements of substance abuse practice in social work (I)**

- Social change/public health vs. social control
- Defining and describing levels of problem behavior (the continuum of substance abuse)
- Characteristics of drugs themselves and key concepts regarding use/abuse.
• Defining and describing the state of the art with regard to behavioral change theory and application (the stages of change) and related intervention approaches (motivational interviewing basics)

Readings:
Chaps. 1-5, 7-8, & 17 - Volpicelli & Szalavitz
Chaps. 1-2 – Hoffman & Froemke

Articles:


Week 3: January 23, 2008
The core elements of substance abuse practice in social work (II)
• Reframing and describing substances of abuse, prevalence and impact
• Examining the evolution of contemporary continuum of services in the substance abuse prevention, intervention and treatment fields
• Exploring the slippery slope of defining “addiction” itself and other problems with words in the addiction field
• Juxtaposing social work goals and values with the substance abuse practice opportunity and challenge.
• Exploring the existing evidence base and what is ahead
• Biochemistry, the brain, and addiction: Understanding the basics – Guest Speaker: Marv Seppala, MD, Medical Director & CEO, Beyond Addictions (Invited).

Readings:
Scan Chaps. 9-18 - Volpicelli & Szalavitz
Chap. 4 – Hoffman & Froemke

Monograph - Principles of Drug Addiction Treatment: An Evidence-Based Guide, National Institute of Drug Abuse – download at:
http://www.nida.nih.gov/PODAT/PODATindex.html

Monograph - Drugs, Brains and Behavior, National Institute of Drug Abuse – download at:
http://www.nida.nih.gov/scienceofaddiction/

Week 4: January 30, 2008
Adolescent Substance Use, Abuse, Prevention and Treatment
• Adolescent Substance Abuse
• Understanding prevention theory and practice
• Politics of underage drinking and cross system complexity (child welfare, juvenile justice, education, etc.)
• Understanding adolescent treatment excellence

ANNOTATED BIBLIOGRAPHY ASSIGNMENT DUE!!!

Readings: Hooked or Dirty
Chap. 20 – Volpicelli & Szalavitz
Chap. 3 – Hoffman & Froemke

Articles:


Week 5: February 6, 2008
• Counselor competencies for addiction practice as defined by the field – several models.
• Substance abuse and family issues

Readings:
Chap. 6 – Volpicelli & Szalavitz

Articles:


Week 6: February 13, 2008
- The politics and realities of “special populations”: oppression and social justice in the addictions field.
- Alcohol and drug abuse within the profession of social work.
- Co-Occurring Disorders – A primer and implications for the field – Guest Speaker: Tim Hartnett, LCSW, CODA (Invited).

Readings:

Articles:


Week 7: February 20, 2008
- The experience of treatment – Intake to aftercare
- Substance abuse treatment excellence – the national treatment improvement initiative model, lessons and implications for the field
- Alcohol and drug abuse from an international perspective
- Recovery Movement in Oregon – Recovery Advocacy Project – Overview of support services needed by Oregonians in recovery - Guest Speaker: Monica McMyne (Invited).

Readings:

Chaps. 21-23 – Volpicelli & Szalavitz
Chap. 6 – Hoffman & Froemke

Week 8: February 27, 2008
ANALYSIS OF SELF-HELP GROUPS DUE!!!
- Gender, culture and development: New theories and models
Readings:


**Week 9: March 5, 2008**

PERSONAL CHANGE ACTIVITY ANALYSIS DUE!!!

- Current controversies in the substance abuse field: War on Drugs experiential activity.
- Methamphetamine: WHAT YOU NEED TO KNOW in terms of impact of the drug, support services needed and resources for continuing learning – Guest Speaker: Jay Wurscher (confirmed)

Readings:


**Week 10: March 12, 2008**

- Course wrap up
- Discussion about personal change activity utilizing stages of change model.
- Information for continued learning and for getting certified in the state of Oregon.


- Take home examination distributed
- Wrap up and next steps

*Easily available through PSU’s Library Online VIKAT system. *

**Articles on reserve at PSU Library.*
Social Work with Frail Older Adults

Course description

The purpose of this course is to provide students with knowledge and skills related to working with frail and vulnerable older adults. Mental and physical frailties are examined for their implications for adaptation and intervention. Mental disorders as they are uniquely characterized in late adulthood are reviewed, and special emphasis will be given to assessment and the use of assessment tools. Psychosocial interventions for both community-based and institutionalized populations will include individual, family, group, and environmental approaches. Problem areas to be addressed include: issues in long-term care, adjustment problems related to illness, cultural variations related to illness, psychosocial assessment and differential diagnosis, mental disorders common in late adulthood, and barriers to quality care. A focus of this course includes evaluating the empirical basis for current interventions and developing skills for designing and evaluating interventions. Students will select a research project related to the student’s area of practice interest or field practicum.

Course Objectives

By the end of the course, students will be able to:

- Identify and describe the factors that distinguish various mental disorders and their possible outcomes.
- Recognize the importance of the human and non-human environment in maintaining the independence and well being of frail older adults, including ageism.
- Understand the social work perspective and role in multidisciplinary assessment and therapeutic interventions.
- Critically evaluate the evidence base of selected treatment approaches.
- Identify the salient ethical issues in clinical social work with frail older adults, especially the importance of client self-determination and informed consent.
- Apply treatment approaches and intervention strategies that are appropriate to the frail and vulnerable aged.
- Apply data collection and methodological approaches specific to the needs and characteristics of older adults.
- Design an evaluation of a program or intervention, analyze data, and interpret the findings of an evaluation.

Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and
testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions. In particular, the status and well-being of older adults, especially the frail, are at risk in our society and will be the focus of this course.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

Vicki Cotrell, Ph.D  
E-mail: cotrellv@pdx.edu  
Phone: 503-725-8024

My office hours are. Students may also contact me at 725-8024 (office) or by e-mail: cotrellv@pdx.edu. If I do not return your e-mail within 12-24 hours, assume that I did not receive it. If you are having difficulty reaching me, my home phone is 503-350-2350.

**Text and Required Readings**


Two supplemental reading packets are also required:
One set of readings is available as an electronic reserve document. (You will need Adobe Acrobat Reader to open the electronic files.) Here’s how you access it:

1. Go to the electronic reserve website: http://psu-eres.lib.pdx.edu
2. Click on “material on reserve”
3. You can access by instructor name or course title
4. The password you need is cotrell (all in lowercase)
5. Click ‘accept’
6. Select the document you want
7. Now you can view or print

A second packet is available from Clean Copy. This packet includes copies that are not eligible for electronic reserve due to copyright restrictions. Readings from the Clean Copy packet will be marked with an asterisk in the syllabus for your convenience.

Assignments

1. Students will be provided with study questions and case studies to stimulate reading for the next class meeting and as a tool to demonstrate that reading is being completed in a timely fashion. These assignments should be answered prior to class. Written responses will be submitted before the class begins, and credit will be given for thoughtful completion of the assignment. Please type your responses and proofread them before they are submitted. Responses will be graded on quality and succinctness, not on length of response. Approximately 40% of the total grade will be based on completion of the study questions; a minimum full letter grade will be deducted for late submission. In your absence, other students may not submit your paper during class without instructor permission.

2. Approximately 50% of the grade will be based on two research papers related to the student’s area of practice interest or field practicum. Please type your responses and proofread them before they are submitted.

   - One paper will evaluate the current state of research related to an intervention(s) used to address a particular social problem experienced by frail older adults. You should attempt to determine the extent to which there is empirical information to guide practice in this area. Identify conflicts, contradictions and omissions in the research, and justify how you would select a particular practice for your own use or that of an agency. This paper will be due November 21.

   - A second paper will analyze a resident satisfaction survey conducted in a local long-term care facility. Using the readings and class discussion on client assessment and research with older adults, students will critique: the study design, data collection techniques and analysis of the survey data. Students will also analyze the data collected by the care facility using SPSS or Excel and provide a written report of the findings. This paper will be due December 5.

Course Evaluation

Study questions and cases 40%
Class involvement and attendance will be considered when assigning grades. Students are expected to attend all classes on time, and to show and develop their knowledge through class discussion and debate. Contribution to class discussion will be considered when assigning grades.

Students are responsible for any changes in class activities or assignments that may be announced when they are absent. If you must miss a class it is advisable to contact a class member prior to the next scheduled class.

**Topics and Assigned Readings**

(Items marked with an *asterisk are located in the course packet from Clean Copy. Other items are on electronic reserve or found in the required texts.)

**Sept. 26**
- Introduction and course expectations:
  - The demographics of aging
  - Film: *Aging in America: The Years Ahead*
  - Gerontological social work
  - Bio-psycho-social components of frailty

**Oct. 3 & 10**
- Health issues
  - Hospitalization of the geriatric patient
  - Quality long-term care
  - Minimum data set and levels of care
  - Technological innovations in long-term care

Ronch & Goldfield: Chapter 2 “Autonomy and Consumer Empowerment; Chapter 3 “Strengths-Based Health Care”; Chapter 8 “Changing Institutional Culture”; Afterword, pp. 369-371.

**Oct. 17**

Mental Health and Aging  
Affective disorders, depression and suicide  
Film: *Late Life Depression*  
Diagnostic guidelines and variability with age  
Variability in presentation: Cultural and ethnic issues, comorbidity

*Readings:*  
Ronch & Goldfield, *Chapter 4 “Care management”*  

**Oct. 24 & 31**

Alzheimer’s disease and cognitive impairment  
Diagnostic guidelines and differential diagnosis  
Acute confusional syndrome  
Behavioral problems in moderate to severe dementing illness  
The impact of memory, learning and attention on mental health of the aged  
A person-centered approach to dementia  
Responses to mild dementing illness  
Film: *Inside Looking Out*  
Caregiver issues related to dementing illnesses  
Film: *He’s Doing This to Spite Me*

*Readings:*  
Ronch & Goldfield, *Chapter 14 “Caring for People with AD and Related Disorders: A Strengths-Based Approach”*

*Optional Resources:*  
**NINCDS-ADRDA diagnostic criteria for Alzheimer’s disease, vascular dementia and dementia with Lewy bodies:**  
under the auspices of Department of Health and Human Services Task Force on Alzheimer’s Disease. *Neurology*, 34, 939-944.


Northwestern University, Feinberg School of Medicine. (2005). Frontal lobe dementia. (see www.brain.northwestern.edu/mdad/frontal.html)

**Nov 7**

Families and social support  
Abuse and neglect of older adults  
Guardianship and durable power of attorney

*Readings:*


**Nov. 14,**  
**21 & 28**  
Planning & facilitating effective interventions with groups and individuals  
Evaluating interventions for effectiveness  
Research considerations with older adults

*Intervention paper due*

*Readings:*


Ronch & Goldfield, Chapter 11 “Narrative Therapy with Older Adults”, Chapter 12 “The Narrative Solutions Approach”


Ronch & Goldfield, Chapter 10 “Solution-focused Therapy: Elders”

Optional Resources:
Pillemer, K., Czaja, S. & Schulz, R. (guest editors). (2003). Challenges of traditional research on aging: The experience of the Roybal Centers. *The Gerontologist*, 43, Special Issue 1, 37-46. (“The NIA/NIH established the Edward R. Roybal Centers for Applied Gerontology in 1993 to accelerate the application of basic research into practice within the field of gerontology… each of the centers focuses on applied problems in a variety of practical domains, including issues such as driving behavior, the fit between older persons and technology, exercise and well-being, and social integration in later life.” This collection of articles addresses some of the research issues specific to older population.)

Dec 5

Personal losses in late adulthood
Advanced directives and hospice for older adults
Adaptation to death, dying and bereavement
Interventions for dying older adults and their families

**Resident survey critique and data analysis paper due**

Readings:
Ronch & Goldfield, Chapter 13 “Strengths-Based Approaches to Trauma in the Aging”
Read [www.caringinfo.org](http://www.caringinfo.org): all sections of “Advance Care Planning”, financial planning, hospice and grief
Working with Involuntary Clients

Course Description

In this course you will explore issues associated with working with clients who are mandated or otherwise receiving services on an involuntary basis. Based on research-based approaches to best practice, you will gain knowledge and practical skills for establishing a helping relationship with these clients. We will emphasize working with at risk/oppressed populations. Among the empirically supported interventions, particular attention will be paid to Motivational Interviewing Techniques.

Learning Objectives

You will:

- Learn to assess client readiness for change
- Learn or re-visit respectful listening skills
- Learn to identify issues related to mandated/involuntary clients
- Learn to identify your own level of voluntariness in working with clients, colleagues, and community partners
- Learn to identify what involuntary roles you may have played in your own family of origin, and how to self-reflect about the potential for these to affect your practice
- Learn to use Motivational Interviewing Techniques as a tool for supporting client readiness for change
- Learn how membership in an oppressed group influences micro, mezzo, and macro relationships

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required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

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**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

Bonnie Dalton can be reached best via e-mail, bonnied@pdx.edu. Bonnie is on campus Monday through Thursday each week from 9am to 6pm. Please call her at (503) 725-8073, or e-mail her to set up an appointment.

**Teaching Format**

I strongly believe in having this class be about you and your needs, including where you each are right now in your own scheme of things. I hope to gain a sense of you as an individual, and format the class to include on-going feedback, both from you to me, and from me to you. The in-and out-of-class activities and assignments should engage you in relating to your real world, and provide you with hands-on tools for use in the here and now, as well as the future.

We will be following a graduate seminar style format in this class. This means that you will interact with each other in large class discussions and relevant small group exercises. There will be very little lecturing, and my intention is for you to read the class materials carefully, thoughtfully and with a mind to how you might apply the ideas to your relationships with clients. You will be treated to some wonderful guest speakers, and a couple of DVD’s.
**Required Texts:**


Ann Fields’ MIT Packet from Clean Copy.

**Assignments and Grading**

Naturally, the class won’t work all that well for you if you don’t attend. But I know that emergencies come up. If that happens, keep me closely informed, and we can work out an equitable make-up assignment to compensate for time lost, and to equal what the other students are doing.

Assignments are as follows:

1. Some of your in-class time will include written responses to various presentations. This is to give you time right up front to reflect and sort through your thoughts and feelings. This will also allow you to earn points on many things, rather than just on your two papers and video tape.

2. There will be one paper due at the beginning of the 2\textsuperscript{nd} class.

3. There will be a video tape and paper due at the beginning of the 3\textsuperscript{rd}/last week of class.

I will outline the possible points with each assignment description, so that you won’t have any surprises. The papers will not be formal research papers, but rather thoughts, reflections and possible applications. Ask me about anything if I’m not clear enough for you!

The possible points will be as follows:

| 20 points | Assign. #1 | In-class written reflection |
| 20 points | Assign. #2 | In-class written reflection |
| 100 points | Assign. #3 | Paper on *Voices from the Street* |
| 50 points | Assign. #3 | WebCT assignments |
| 125 points | Assign. #4 | Video and MIT paper |
| 50 points | Assign. #5 | WebCT conversations |
| 20 points | Assign. #6 | In-class written reflection |
| 15 points | | Class participation |

| 400 points | TOTAL |
TERM GRADE SPREAD:

A  368 to 400 points
A- 355 to 367 points
B+ 345 to 354 points
B  335 to 344 points
B- 325 to 334 points
C+ 315 to 324 points
C  305 to 314 points

WEEK ONE – APRIL 4th

1:00  Introductions
1:30  Go over syllabus, assignments, etc.
2:00  Define and Discuss Mandatory/Involuntary clients
2:15  Small group exercise: Reflecting on Your Own Values

2:45  Break

3:00  Guest Speaker: Paul Sorenson, LCSW
3:30  Q & A
4:00  Written reflection, short break

4:30  Define and Discuss Stages of Change
4:45  Small group exercise: Stages of Change

5:15  Class feedback
5:30  Dinner Break

6:30  Introduce Voices from the Street,
      Explain written assignment and WebCT component

7:00  Start Viewing Miller Intro DVD
8:00  Break
8:15  Finish DVD
8:45  Written Reflection
9 or so Done for the day! Sleep well…

**WEEK TWO – MAY 2nd**

1:00 Welcome/Check in/Discuss WebCT experience  
Discuss assignment

1:45 Break and Combine Classes

2:00 Introduce Ann Fields  
Begin MIT Training

3:25 5 minute Break

3:30 Continue MIT Training

5:30 Dinner Break

6:30 Continue MIT Training

8:30 Break

8:45 Back in Separate Classrooms  
Explain MIT assignment and WebCT component

9:30 Done for the day! You learned a lot!

**WEEK THREE – MAY 30TH**

2:00 Welcome/Check in/Collect Papers  
Discuss Web experience

2:30 View DVD from Eugene  
Individual written response  
Discussion

3:15 Break

3:30 Small group exercise: Reflect on MIT Interviews

4:15 Introduce DVD and discussion assignment

4:30 Start viewing DVD: Stone Pillow
Very short break

Finish DVD

Course Evaluations

Begin discussion

Wrap up

Bye! You did great!

#3 ASSIGNMENT; READING, REFLECTING, AND APPLYING

Based on: Voices from the Street: Truths about Homelessness
8 pages due at beginning of class, May 2\textsuperscript{nd}
150 possible points

This assignment is a comprehensive paper based on the homeless people interviewed for this book, and on WebCT reflections about each other’s rough drafts. You do not need to use formal citations.

- You will digest your responses to the interviews/interviewees.
- You will chew over what came up when you read the comments by the interviewers.
- You will serve up the parts of your own life and values that were brought up for you by this book.
- And you will explore new recipes for how you might relate to an involuntary client any differently, now that you have read this book.

Reading part of the assignment:

- Read the Forward, the Introduction and your choice of 6 chapters from chapters 1 through 16, including the short intro’s to each chapter before the interviews begin.(Skip the Interviewer’s Journal Excerpts at the end of each chapter for now.)
- As you read, take notes in regards to feelings and thoughts that come up for you around diversity and oppression.
- As you read, take notes about how you think some of the people would be considered involuntary clients by the agencies they interact with.

25 points

- Based on your notes, write 2 pages of personal reflections describing your various responses to the homeless people’s stories. Refer to individual’s stories as part of your response.
- Post rough draft on WebCT by 04-16-08.
25 points
- Write 2 pages on the following: Choosing 3 of the men and 1 of the women from the list below,
  - Discuss how each could be described as an involuntary client.
  - Discuss what could be considered as some voluntary aspects of their lives.
  - Discuss what might look like ethical and/or unethical practices by social workers in agencies that serve them.
  - **Men:** Alex, John, Randy, Robin, Simon, Thomas
  - **Women:** Brenda, Gena, Janine, Marla, Tammy
- Post rough draft on WebCT by 04-21-08.

25 points
- Read over the handout from Rooney’s *Strategies for Work with Involuntary Clients.*
- Write 2 pages discussing how reading *Voices from the Street* has made you consider changes in how you might relate to your current or future involuntary clients. Give examples of how a particular interviewee has given you an idea for your own practice. Or, discuss how reading this book made you change your thinking in any way about how might work with diverse and oppressed clients. Give examples to support your thoughts.
- Post rough draft on WebCT by 04-28-08.

WEBCT ASSIGNMENTS FOR MONTH OF APRIL

Spend 6 hours on WebCT, reading your classmates’ rough drafts and giving ONLY POSITIVE feedback.

It should work like this:

25 points  **By April 21st**
- You will read 6 classmates’ first 2 pages or second 2 pages (if they have already been posted). After reading each one, write a positive, supportive comment back to the classmate about your response to it…no more than one solid paragraph each.

25 points  **By April 28th**
- You will read 6 classmates’ second 2 pages or third 2 pages (this can be the same ones as before, or different ones). After reading each one, write a positive, supportive comment back to the classmate about your response to it…no more than one solid paragraph each.

CONTINUED WRITTEN ASSIGNMENT

25 points
- Read the Interviewer’s Journal Excerpts at the ends of chapters 1 through 10, and then read the Epilogue starting on page 311.
Write 2 pages on what came up for you when you did this reading. Did you feel any particular emotions or have any particular thoughts? Did anything remind you of any of your own experiences, either personal or work related? Such as?

DO NOT POST ON WEBCT!

DUE AT THE BEGINNING OF CLASS ON 05-02-08:

Write a title page, and hand in all 8 pages. You will have had a chance to revise the first 6 pages after posting the rough drafts on WebCT. Total points possible for this whole exercise: 150. The total points include 25 each for the four 2 page written assignments, and 25 each for the two WebCT assignments.

DUE AT THE BEGINNING OF CLASS ON 05-02-08:

Read chapters 1 through 9 in Miller & Rollnick’s Motivational Interviewing, second edition. YOU WILL NEED the background of these chapters as a basis for the training Ann Fields will be doing with you.

# 4 ASSIGNMENT: VIDEO OF MOTIVATIONAL INTERVIEW PRACTICE AND WRITTEN RESPONSE

Video and 6 to 8 page paper due at beginning of class 05-30-08. 125 total points possible

This is a comprehensive paper based on your personal reflections concerning a practice video-taped MIT interview.

- You will conduct a video-taped interview of between 20 and 30 minutes, practicing Miller’s motivational interviewing techniques. There is no right or wrong about this interview. It is just an opportunity for you to practice skills taught by Ann Fields in the class on 05-02-08.
- The interview needs to be about a behavior the person would like to change, or that someone else thinks he/she should change. (Stay away from large relationship changes.)
- You will view your video and then write a 6 page paper covering the following:
  1) Discuss your thoughts about how well you used open questions, simple reflections, complex reflections, and summary statements. Give examples.
  2) Discuss how well you think you expressed empathy, giving examples.
  3) Discuss what stage of change the person started out in, and whether he/she moved to a new stage. Talk about why maybe the person didn’t move, or about how he/she might be ready to move.
  4) Discuss how you feel about doing the interview.
  5) Discuss how you feel you might or might not use MIT in your current or future social work practice.
Hand in video and paper at beginning of class 05-30-08.
25 points for doing and handing in video
20 points for each question (so 20 X 5 = 100 points possible)
125 total points possible

WEBCT PORTION OF ASSIGNMENT
50 total points possible

Spend 5 hours on WebCt, addressing and responding to your classmates, discussing anything you want to about the following choice of subjects (be cognizant of confidentiality laws around your work):

Involuntary clients
Voluntary clients
Working with diverse and oppressed populations
Your being an involuntary provider sometimes
Lingering feelings or thoughts about homelessness
Comments about Voices from the Street
Doing the practice MIT video
Anything about MIT
Using MIT in your practice with diverse and oppressed populations
You choose a subject
Fundraising, Grantwriting, and Human Services Entrepreneurship

Course Description

The course will focus on the application of concrete fundraising strategies and grant writing efforts in an environment where social workers are required to create innovative programs, business plans and marketing strategies. Students will be exposed to program development & budgeting, learn to develop case statements, draft grant strategies and applications, and learn techniques in donor cultivation and solicitation. Guest speakers involved in program planning, fundraising and grant making will share perspectives with students. Techniques will be explored through group exercises, case studies, drafting of case statements and grants, group evaluations of grant proposal drafts and mock solicitations.

Learning Objectives:

At the completion of the term, students will be able to:

- Develop an understanding of the relationship between strategic, business & Development planning;
- Develop program concepts and rudimentary budgets;
- Write case statements;
- Write simple grant applications;
- Understand elements of annual campaign fundraising;
- Interact with grant making organizations;
- Identify effective fundraising strategies;
- Participate in solicitation of contributions;
- Understand elements of capital and endowment fundraising.

Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).
Populations at Risk

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

Access to instructor

David H. Fuks, MSW
Office Hours: Directly after class or by appointment
Office Location: Cedar Sinai Park or at SSW by appointment
Phone: 503-535-4307
E-mail: davidf@cspark.com

Instructional Methods

Instructional methods will include: lecture, discussion of reading materials, case consultation, group activities and guest presentations. The course will utilize a variety of exercises and discussions to provide students with both theory and techniques in fundraising, grant writing & entrepreneurship.

Attendance

Students are expected to actively contribute to class discussion. Three or more absences will result in full grade lowering.
Assignments and Evaluation

There are two assignments for this course:

**Assignment A:** Development of case statement.
Students will work in dyads drafting and revising a one page case statement which will be presented in class.

**Assignment B:** Development of a grant concept paper.
Students will be required to draft a brief grant application concept paper describing the problem to be solved, the proposed program, a budget with justifications and an evaluation plan. Students will organize into review panels to develop evaluation criteria and will rate grant applications for mock consideration of funding.

**Assignment C:** Developing an annual campaign plan.
Students will work in groups to develop a presentation of a campaign plan including: a case statement; identified campaign strategies, events if needed, staff needed, prospective donors, projections of materials to be developed and prepare a timeline for campaign execution.

Course Schedule of Assignments and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment A: Case Statement</td>
<td>4/17</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment B: Paper</td>
<td>5/8</td>
<td>40%</td>
</tr>
<tr>
<td>Assignment : C Presentation</td>
<td>6/5</td>
<td>40%</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>weekly</td>
<td>10%</td>
</tr>
</tbody>
</table>

(Students are expected to actively contribute to class discussion. 3 or more absences will result in full grade lowering)

**Grading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A= 95-100 pts</td>
<td>A – Outstanding/exemplary</td>
</tr>
<tr>
<td>A- = 90-94</td>
<td>A- = Excellent</td>
</tr>
<tr>
<td>B+ = 85-89</td>
<td>B+ = Very Good</td>
</tr>
<tr>
<td>B = 80 – 84</td>
<td>B = Good</td>
</tr>
<tr>
<td>B- = 75-79</td>
<td>B- = Fair; Marginal</td>
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<tr>
<td>C+ = 70-74</td>
<td>C+ + Barely Adequate</td>
</tr>
</tbody>
</table>

**Required Texts and Readings**

**Required Texts:**
*Dove, Kent E. Conducting Successful Fundraising Programs, Jossey Bass, Feb. 2001*

**Reading Packet:**
This class will not be using a reading packet. Supplemental readings will be supplied in class.

**Recommended Journals:** *
*Chronicle of Philanthropy*

- These journals will be helpful as supplementary resources for your papers; they can be found in the PSU Library or the Multnomah County Downtown Library.

**Recommended Web Sites:**
Association of Fundraising Professionals [www.afpnet.org](http://www.afpnet.org)

**Topics and Assigned Readings**

<table>
<thead>
<tr>
<th>Week-Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1. April 3 | Session 1 Overview  
- Discussion of learning goals;  
- Why do people give?  
- Ethics  
- Relationship of strategic planning to business plans and development goals  

Guest Speaker: Ellen Bussing, Director of Development, Willamette University | Temple: Chapters 6 & 7  
Dove: Ch. 3 & 6 |
| 2. April 10 | Session 2 Campaign Planning & Developing a Case  
Practice exercise: Ethics Vignettes  

Guest Speaker: Linda Laviolette, Parks Foundation  
A: Drafting of Case Statements | Temple: Ch. 2 & 30  
Dove: Ch. 1  
Assignment A, Initiated |
<table>
<thead>
<tr>
<th>Date</th>
<th>Session Title</th>
<th>Guest Speaker/Exercise Details</th>
<th>Text References</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. April 17</td>
<td><strong>Session 3: Volunteers &amp; Constituency Building</strong></td>
<td>A: Presentation of Case Statements</td>
<td>Temple: Ch. 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dove: Chapters 4 &amp; 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment A. Completed</td>
<td></td>
</tr>
<tr>
<td>4. April 24</td>
<td><strong>Session 4. Capital Campaigns</strong></td>
<td>Guest Speaker: Martha Richards, Collins Group Practice Exercise: Constructing a gift chart</td>
<td>Temple: Ch. 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dove: Ch. 8</td>
</tr>
<tr>
<td>5. May 1</td>
<td><strong>Session 5: Fundamentals of grant-writing</strong></td>
<td>Guest Speaker: Mark Sherman</td>
<td>Dove: Ch. 15</td>
</tr>
<tr>
<td>6. May 8</td>
<td><strong>Session 6 The foundation and corporate giving community</strong></td>
<td>Guest Speaker: Howard Klink, United Way: Convening of panels to develop review criteria. Grants read by panels during the following week</td>
<td>Temple: Ch. 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment B:Due For Panel Review</td>
<td></td>
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<tr>
<td>7. May 15</td>
<td><strong>Session 7: Events &amp; Mailers</strong></td>
<td>Guest Speaker: Kay Toran, Executive Director Volunteers of America Practice Exercise: Solicitation techniques Panel Review &amp; Feedback re grants</td>
<td>Temple: Ch. 19</td>
</tr>
</tbody>
</table>
Assignment A. Preparation of a written case statement of no more than two pages for a cause or program you care about. Your case statement should:

- Justify & explain your institution & its programs;
- Win endorsement of vision;
- Make your organization distinctive;
- Create forward looking clear, accurate & vital projections;
- Set fundraising plans in terms of priorities, policies, & enduring benefits;
- Provides opportunity for continuous communication of org. needs & goals;
- Provide a prospectus inviting investment.

Assignment B: Development of a grant concept paper.

Your CEO has asked you to prepare a brief grant application concept paper describing the problem to be solved, the proposed program, a budget with justifications and an evaluation plan. Feel free to use a real problem relevant to the organization where you are placed or one that you know well. It might be helpful to meet with a few program staff and a financial officer as you prepare your concept paper. The paper can be either written as a brief narrative or you can make use of outline format in order to keep the document brief.

The following outline is provided to assist you in developing the concept paper. Papers should be prepared using 10-point type and should not exceed five pages.

I. Problem Statement
A. Describe the social or client related problem you wish to address.
B. Relevant data or information to back up your case.

II. Proposed Project
A. How will you project address the problem you have described?
B. Why should the funder care?

III. Goals & Objectives
A. Goals are broad based.
B. Objectives are short term but measurable.

IV. Timeline
A. How long will it take to accomplish the project?
B. Describe the critical path of activities.

V. Evaluation
A. How will success be measured?
B. What evaluation tools will be used?

VI. Qualifications
A. How is your organization qualified to accomplish this project?
B. What are the qualifications of key staff?

VII. Budget
A. Detail project & overhead expenses.
B. Justification of your budget assumptions.

Assignment C: Developing an annual campaign plan.

Students will work in groups to develop a presentation of a campaign plan including: a case statement; identified campaign strategies, events if desirable and prospective donors to be approached, outlines of materials to be developed and prepare a timeline for campaign execution.

Prepare your presentation using either overhead slides or Power Point. Presentations should be kept to 25 minutes. A suggested outline is provided.

I. Case
A. What are you trying to achieve?
B. Why is it important?
C. Why will donors care?

II. Campaign Strategies
A. How much do you hope to raise?
B. Campaign timeline.
C. How will you raise the money?
   1. Solicitation
2. Mail
3. Events
4. Foundations
5. Corporate Gifts

D. How will your campaign be organized?
   1. Staff
   2. Committee structure
   3. Accountability
   4. Volunteers

III. Constituency
   A. Who are your constituents?
   B. How many prospects need to be solicited?
   C. Describe the range of gifts expected.
   D. What foundations or corporations will be approached? For what?

IV. Materials
   A. What materials do you anticipate will be needed?
   B. How will materials be produced?

V. Budget
   A. Anticipated staff expenses
   B. Materials & supplies
Advanced HBSE: Mid-Life and Beyond

Course Description

The content of this course builds on foundation courses in human behavior and assumes a basic knowledge of theories related to human development and social gerontology. It focuses on development in middle and late adulthood from a lifespan perspective and within a socio-cultural context. An understanding and appreciation of the developmental potential for normal and healthy aging will be stressed, as will the damaging effects of age stereotypes. The demographic, socio-historical and developmental characteristics of the current middle-aged and emerging cohort of older adults will be explored, with appreciation for the variable life trajectories resulting from the experience of culture, economic status, gender and sexual identification. A major focus will include current developmental theories in the areas of social cognition and identity development from middle to late adulthood, contemporary views of late adulthood from a psychodynamic perspective, and spiritual and transcendent possibilities for late adulthood. Practice implications related to theories will be addressed, especially as they relate to important developmental transitions.

Prerequisites: SW 540 & SW 541

Course objectives

By the end of the course, students will:

- Build on the knowledge of theories and research regarding human behavior obtained in foundation courses in order to demonstrate greater competency and depth in their understanding of late adulthood in the social environment.
- Understand that development continues throughout the lifespan and that each period of life contributes unique challenges and opportunities for growth.
- Understand that the characteristics of each cohort of older adults are unique and influenced by the social and historical context of the times.
- Identify the normative mental health issues of adults in middle and late adulthood.
- Show familiarity with terminology, conceptual systems, research, and theory related to middle and late adulthood.
- Demonstrate knowledge of specialized topics in the field of gerontology.
- Be able to apply knowledge and theory about late adulthood to improve social work practice.
- Be able to discuss diversity in human development as it relates to important differences among middle-aged and older adults.

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to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

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**Access to Instructor**

Victoria Cotrell, Ph.D.
E-mail: cotrel1v@pdx.edu
Phone: 503-725-8024

My office hours are Tuesdays at 4 pm and after class until 9 pm and by appointment. Students may also contact me at 725-8024 (office), 350-2350 (home at a reasonable hour) or by e-mail at the above address. I will return your e-mail within 12 hours (usually much sooner). Please assume that I did not receive your message if you do not get a timely reply.

**Instructional Methods**

A variety of instructional methods will be used in this course, including lecture and discussion, panel discussions composed of older adults, and multi-media resources and presentations.
Required Text and Readings


2. Supplemental readings will also be required:

Available through PSU electronic journals (see below for access*):

Available through reserve:

Electronic journals can be accessed through the library website. Click on ‘Electronic Journals’ and then enter the name of the journal you are requesting. You will see the various formats in which the journal is available (e.g., hard copy or electronic.) Click on the electronic version (I’ve checked all of these, and they are available to print.*) Find the issue and number or date and the table of contents will be displayed. Then just click to see and print the article. Some are available in pdf format, while others may be full text only.

*Tip – the following indentify electronic sources:
* Motivation and Emotion through Springer Online Journal
* Annual Review of Psychology through Psychology & Behavioral Science Collection
* Developmental Review through Science Direct
* Family Process through SocIndex
* Generations through SocIndex with Full Text
* Journals of Gerontology available through Highwire Press
* Social Work in Health Care through SocIndex with Full Text

**Assignments**

1. There is a considerable amount of assigned reading for this course. The extent to which you develop a professional knowledge base in this area is greatly influenced by your consumption of this material. Therefore, two take-home exams demonstrating a conceptual understanding of the readings will contribute 20% each to the final grade. The exam question(s) will integrate assigned readings and class content for the term and allow you to demonstrate that you have used the readings and class discussions to structure your thinking about growing older. They should be completed without the assistance of others and in your own words (without the use of direct quotations). Exam questions will be distributed throughout the term and will be due **May 13** and **June 10**.
2. Fifty-percent of the grade will be based on a paper of approximately 10-12 pages in length (excluding references) demonstrating an understanding and application of the materials we have covered in class, including a life-span developmental approach to late adulthood. There are options as to how the paper is focused and structured (i.e., life history, film, or mezzo/macro level issue), but must include the theories and approaches covered in class or, for macro issues, reflect a developmental perspective. Some options are:

- a life history interview with an older adult (details are included below)
- an educational or commercial film focused on an issue of middle or late adulthood (you must have the film approved by the instructor (suggested films are listed at the end of the syllabus)
- the analysis of a mezzo/macro level issue from a life-span developmental perspective (such as grandparents raising grandchildren, retirement policy or social security.)

The paper will be evaluated on the clarity and organization of your writing, selection of appropriate content, inclusion of relevant material from class, and discussion of adaptation or growth as a response to aging. In the case of an interview, the paper should not be written in question-answer format (i.e. “I asked this, he said this”) but as a report focused on applying theoretical perspectives to an individual’s life and experiences with aging. Using the information from the interview, film or social problem, organize your report into the following sections and label each section:

**Part I (1-2 pages)**

As an introduction to the paper, briefly describe

- the interviewee's life chronologically, highlighting events of major importance, or
- describe the central figure and story line of a film, or
- if you select a social problem, describe the extent and nature of the problem.

- describe the main focus of the paper, i.e., will you focus predominantly on mid-life issues, late adulthood, individual, family, adaptation or growth (or a combination of these)

  This is a minor part of the paper and is intended to provide basic information about the individual, story or problem.

**Part II (7-8 pages)**

For an interview or film, describe the circumstances, relationships, and events that have shaped the person(s’) or actor(s’) lives or responses to their situation. For an interviewee, include the individual’s interests, ideas, attitudes and values as they have changed over the years. Describe how the individual has adapted (and how successful the adaptation was in various circumstances or at various points in their lifespan) and/or grown. In this part, you are expected to relate the events in this person's life to major concepts covered in the course, including theories and explanations of human behavior that you have learned in this class. Make certain that you use these theoretical applications frequently, but it should be clear from what you have written that you understand the concept and have not just thrown it in. Consult with your instructor if you are uncertain as to what counts as an application. In a concluding paragraph, please note the theoretical perspectives that you used in the paper. (a list of films used in previous years is attached to the syllabus)
In addressing a social problem, make certain that you discuss the intergenerational or lifespan consequences of the issue (i.e., cover all policy implications, but with a particular focus on intergenerational or lifespan concerns). For instance, social security does not just impact older adults; it is an intergenerational transfer that also has important consequences for financial dependency on younger family members and the family dynamic created by dependency.

**Part III (2-3 pages)**

Provide your reactions to having completed this report, focusing particularly on how your attitudes and feelings toward older adults (and perhaps yourself) and the aging process changed or were affected by completing this project or other parts of the learning experiences of this class.

You need not have an extensive reference list, but you should use at least two other references related to the selected theoretical approach(s). Resources for this paper should reflect professional literature in the area. These can be accessed through the computers at the library and throughout campus (including SSW). You can also access academic resources with your home computer if you have a student account. Do not limit your resources to those that can be downloaded from the internet. Use interlibrary loan to obtain articles and books that you cannot borrow. Organization and grammar will be considered in the final grade, and you should use APA format in the text and references. It is important to proofread the paper before submitting it. Please staple your paper and do not insert it in a plastic folder or use other fashionable adornment.

At the beginning of class on April 29 (or before), students should submit a one-page prospectus of the paper they plan to develop. Students will receive feedback on these outlines, which should help in the preparation of the final paper. The prospectus should include (a) a description of the topic, (b) a one-paragraph summary of the structure of the paper (interview, film, or social problem), with information regarding the individual, film or parameters of the problem you selected, (c) the theoretical approach you are interested in using, and (d) complete citations for two important academic resources relevant to your final paper. The final paper is due June 10.

**Course Evaluation**

Assignments will be weighted as follows:

- 50%: Paper
- 40%: Take-home exams
- 10%: Class participation

Students are expected to attend all classes on time and to show and develop their knowledge through class discussion and debate. Class attendance and participation will contribute 10% of the final grade.
Students are responsible for any changes in class activities or assignments that may be announced when they are absent. If you must miss a class it is advisable to contact a class member prior to the next scheduled class.

**Topics and Scheduled Readings**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | Apr 1 | ▪ Overview of course & housekeeping  
       |       | ▪ Film: *The Boomers*                                                 |             |
| 2    | Apr 8 | ▪ Theoretical perspectives of midlife  
       |       | ▪ Physiological aspects mid to late adulthood  
       |       | ▪ Retirement                                                          |             |
|      |       | ▪ Text: Chapters 2, 3 (pp 45-55 only), 5, and 12  
       |      | ▪ National Academy on an Aging Society  
       |      | ▪ Atchley pp. 123-138                                                 |             |
|      | Apr 15| ▪ Self systems and self concept in adulthood  
       |      | ▪ Adaption to age related change                                       |             |
|      |       | ▪ Text: Chapter 8  
       |      | ▪ Lachman pp. 305-331                                                 |             |
|      |       | ▪ Markus & Herzog pp. 110-14                                           |             |
| 3    | Apr 22| ▪ Theoretical perspectives of late adulthood  
       |      | ▪ Adaptation to changes of late adulthood  
       |      | ▪ Application of theory: *Curtain Call* (film)                         |             |
|      |       | ▪ Levy P203-P211  
       |      | ▪ Carstensen, et al., pp. 103-123                                     |             |
|      |       | ▪ Brandstadter & Greve pp. 52-80                                        |             |
| 4    | Apr 29| ▪ The value of aging – transpersonal views  
       |      | ▪ Film: *Ageing and Saging*                                            |             |
|      |       | ▪ Manheimer pp. 15-20  
       |      | ▪ Tornstam pp. 10-14                                                  |             |
|      |       | ▪ Moody pp. 139-160  
       |      | ▪ Kotre pp. 65-71                                                     |             |
|      |       | ▪ Paper prospectus due                                                  |             |
| 5    | May 6 | ▪ Family in mid and late adulthood  
       |      | ▪ Film: *Parenting Our Elderly Parents*  
       |      | Implications of developmental theory for SW practice                  |             |
|      |       | ▪ Text: Chapter 10  
       |      | ▪ Gubrium & Gubrium pp. 103-120                                       |             |
|      |       | ▪ Lawson & Brossart, pp. 429-442                                        |             |
|      |       | ▪ Sandmaier pp. 23-31, 59-60                                            |             |
| 6    | May 13| ▪ Intimacy and sexuality in late adulthood  
       |      | ▪ *Panel discussion with GLBT older adults*                            |             |
|      |       | ▪ Rosenfield pp. 160-182                                                |             |
|      |       | ▪ Becker et al., pp. S151-S159                                           |             |
|      |       | ▪ Mid-term Exam due                                                     |             |
| 7    | May 20| ▪ Use of self with older adults  
       |      | ▪ Application of theory: *Interpersonal*                               |             |
|      |       | ▪ Levine pp. 73-88  
<pre><code>   |      | ▪ Morris pp. 3-10                                                     |             |
</code></pre>
<p>|      |       | ▪ Sadavoy &amp; Lazarus pp. 993-1022                                        |             |
|      |       | ▪ Leszcz pp. 1023-1054                                                  |             |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Reading Material</th>
</tr>
</thead>
</table>
| 8      | May 27                                                                | - Age related mental health changes
- Substance abuse in older adults

| 9      | June 3                                                                | - Bereavement and death in late adulthood
- Discussion with widowed older adults

| 10     | June 10                                                               | - The experience of death in late adulthood
- Death as a life course event
- Death anxiety as a clinical issue

**Suggestions for the Life History Interview and Films**

This project option involves a student interview of an older adult. The questions listed below may be used to elicit the content, and the answers should be compiled into a paper that integrates the information provided by the interviewee with theoretical concepts (as described above). The interview may be recorded on audiotape or videotape, or you may record the answers in written notes. You will not be asked to hand in this material but should save it in case of questions about your report.

During the interview, try to get as much information as you can. In addition to including "facts" about the person's life, try to gain an understanding of how the person has reacted to important events and occurrences (especially life transitions or challenges). What have been the major challenges of this person's life, and how has he or she coped with them? What historical events of significance influenced the person's life (e.g. the Depression, World War II), as well as social-structural issues such as poverty and discrimination. Be sure to read the requirements for the report before beginning the interview so that you will focus on information related to theoretical perspectives in your questions.

a. Ascertain a chronological order of events in the person's life and an understanding of major life events or transition points.

b. Major areas of life including family, school, work, health (mental and physical), social relationships, religion, and leisure activities. For each phase of life inquire about these specific content areas. How have developmental tasks changed for this person throughout his or her life?

c. The individual's reactions to these life phases and events. Find out how the interviewee felt about each period of life and its major events.
d. The individual's attitudes toward aging. Try to apply some of the course concepts on identity formation and maintenance to the individual's approach to development in the later years.

Please let me know if you are looking for a specific type of content (e.g., something depicting Native American older adults.) Below are a few films previously used by students.

*Sunset Story (Institute on Aging Film Library)*
*Tibor Jansky: The Art of Survival (Institute on Aging Film Library)*
*Whales of August*
*Strangers In Good Company*
*My Mother, My Father (Institute on Aging Film Library)*
*Mr. Holland’s Opus*
*All About Schmidt*
*Wild Strawberries*
*Joy Luck Club*
*My Family*
Advanced Theories of Human Behavior in the Social Environment:
Communities and Social Networks

Course Description

This is an advanced Human Behavior in the Social Environment elective course. The focus of the course is on understanding communities and social networks from a number of theoretical perspectives. Communities and social networks are considered as contexts of social work practice and as tools in social work change processes. Using various frameworks, the course examines the social, political, economic, and cultural contexts of traditional and urban communities. The helping functions of informal and formal social networks are examined using two lenses. The first is a social justice framework that focuses attention on social work ethics and values. The second is an oppression framework that concerns the intersection of race, physical location, and poverty. Communities at risk, and protective and resiliency factors of possible aid to such communities, are a particular focus.

Learning Objectives:

At the completion of the term, students will be able to:

• Describe the historical, sociocultural, and economic influences that shape communities.

• Apply an ecosystemic perspective to families and communities and understand the implications of this approach for social work practice.

• Apply traditional and critical theory to understand the relationships between individuals, families, and communities.

• Demonstrate an understanding of key issues in community development/life, e.g., populations at risk, communities of color, religious communities.

• Understand the effects of social and economic injustice on communities and families.

• Describe multiple approaches to community change toward social and economic justice, including neighborhood-based approaches to child welfare.

• Discuss recent theory and research regarding social networks and social support.

• Evaluate the utility of theory addressing resiliency/protective factors, risk factors, and spirituality at the family and community levels.

• Compare and contrast differences in informal social support roles and professional roles.

• Understand the values, ethics, and professional roles important to community change.
Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

Populations at Risk

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

Access to Instructor

Bowen McBeath
mcbeath@pdx.edu
UCB 401P
(503) 725-5006
Office hours by appointment
**Attendance**

This course works optimally under the following conditions: you come to class without fail, you participate in discussions (by providing questions and answers), and you extend full courtesy to others (by being polite, helpful, appreciative, and respectful). I find that students who participate in this manner are also those who do extremely well in their assignments.

I do not take attendance, and I will not grade your class participation. I simply require all of the above.

**Assignments**

1. **Weekly Papers (75% of the Total Class Grade)**

   Each week, you are to submit one written commentary that addresses some central substantive, theoretical, or methodological concerns in the week’s readings. These papers will typically discuss an issue or two, pose questions about the week’s readings, and suggest answers. The papers will usually be three or four long paragraphs, about 300 to 400 words, and should never be longer than one and a half double spaced pages in length (using a 12-point font and one-inch margins).

   Weekly discussions will be built around these commentaries. To stimulate class discussion, I may quote from your paper, ask you to clarify or debate a point for me, or even ask you to read from your paper in class. Please be aware of these possibilities as you compose your thoughts.

   Papers are due at noon each Wednesday via e-mail attachment (in MS Word) or in hard copy (submitted to my SSW mailbox).

2. **Facilitation of Class Discussion (25% of the Total Class Grade)**

   Two to three people will be responsible for facilitating class discussion each week. At the beginning of each class, the facilitators will make a 15-minute presentation that summarizes and discusses the major themes from the required readings, establishes linkages between the week’s topics and those from prior weeks, and identifies the major issues and questions that arise in the readings. Facilitators will then help lead class discussion by raising questions and linking the readings to themes from previous weeks.

   Facilitators will also be responsible for completing additional readings on the week’s topics. Facilitators should coordinate their efforts outside of class, and should prepare helpful materials to hand out to classmates.

   You are not required to write a short paper for the week in which you facilitate class discussion.
**Evaluation**

The weekly papers will receive letter grades (class facilitation will be graded using a Pass/Fail metric). I will drop the two lowest grades you receive on your weekly papers.

However, if it appears that a paper was written without the benefit of having read the material thoroughly, I will ask you to rewrite your paper. Also, if you do not write a paper for any week in which you are not a facilitator, I will give you a zero for the week’s essay grade, and count that grade towards your class grade.

The criteria for letter grades that range from A+ to B- are as follows:

<table>
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<tr>
<th>Letter Grade</th>
<th>The Substantive Quality of the Work</th>
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<tbody>
<tr>
<td>A+</td>
<td><em>Excellent work.</em> Mastery of subject content, demonstration of critical analysis, creativity, and/or simplicity in completion of assignment. The difference between an A+, an A, and an A- is based on the degree to which these skills are demonstrated.</td>
</tr>
<tr>
<td>A</td>
<td><em>Very good work.</em> Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity, and/or simplicity in the completion of the assignment.</td>
</tr>
<tr>
<td>A-</td>
<td><em>Good work.</em> Mastery of subject content at level of expected competency, and meets course expectations.</td>
</tr>
<tr>
<td>B+</td>
<td><em>Fair work.</em> Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.</td>
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Both content and format will be considered in assigning grades. In terms of **content**, I will assign grades based on the degree to which you are able to . . .

- Understand and use class readings.
- Present arguments clearly and logically.
- Support your arguments with evidence from class or from your personal history.
- Exhibit originality and creativity.
- Be sensitive to multicultural and social justice issues across different populations and social systems.

In terms of **format**, please type your submissions, using 12-point font and a one-inch margin all around. All written material should be double-spaced. Feel free to use APA, Chicago School, or some other standard style manual, but be sure that you use the style uniformly.

**Policies Regarding Written Work**

**Tardiness**

I will not accept a late paper unless I have authorized an extension in advance of the due date.

**Extensions**
Individual extensions will be granted only in exceptional circumstances.

Grading Complaints

I am happy to meet with you regarding a grading question or complaint. I do request that (a) you schedule a meeting with me to discuss these matters, (b) you make a reasoned question or complaint regarding your grade in writing prior to our meeting, and (c) you provide me with all class materials I may need in order to fairly review your case.

Academic Integrity

Academic dishonesty, regardless of whether it is willful or unintentional, will force me to report you to my superiors. Please see Appendix F in the MSW Program Handbook for further information on the GSSW policy on academic integrity.

Incomplete Grades

I am in principle very reluctant to give out incompletes. Should a situation arise that may prevent you from completing all course requirements, please let me know as soon as possible. Please see the MSW Program Handbook for further information on the GSSW policy on incomplete grades.

Required Texts and Readings

Course readings will be made available to students electronically (via a WebCT site). Because of its breadth of topical coverage, no single textbook will be used in this course. Some students, however, have found the following book to be a useful reference and introduction to many of the class topics:


Copies of this book are in the Millar library.

Topics and Assigned Readings

1. Introduction to the Course

2. Identifying versus Imagining Communities

3. The Social, Political, and Economic Context of Communities

4. Social Networks within Communities

5. The Problematic Community: Race, Space, and Place, without Social Networks
6. The Resilient Community: Race, Space, Place, and Social Entrepreneurs and Social Networks

7. Power and Oppression; Civic Participation and Empowerment

8. The Formal Character of the Welfare State: Community Based Service Provision

9. The Informal Character of the Welfare State: Social Support and Help-Seeking within Communities

10. New Directions for Understanding Communities and Social Networks

**Introduction to the Course**

**Central Questions**

- What does this course concern?
- What are the course requirements?
- What am I interested in learning in this course? How can I make this course mine?

Identifying versus Imagining Communities

**Central Questions**

- What is a community? What is “my” community?
- What defines a community? How do people draw boundaries between multiple communities?
- How do people make sense of their various community memberships?
- Does social work have an obligation to the community, the individual, or both? (Why is this question important to ask?)

**Required Reading**


**Additional Reading for Group Facilitators**
Central Questions

- Why do communities exist? Who or what makes them? Conversely, why do communities die?
- Are communities populated by entirely self-centered individuals? What implications arise if we believe that they are?
- Why is radical community change rare? What factors promote homeostasis?
- Why do diverse communities exhibit similar traits and behaviors?

Required Reading


Additional Reading for Group Facilitators


Social Networks within Communities

Central Questions
Are people sociable or isolated? Under what conditions do people become sociable (or isolated)?

How can we describe the interpersonal networks that people have?

Are social networks valuable; and if so, why and for what?

If homophily—“birds of a feather flock together”—is a robust phenomenon, then how does it affect efforts to improve distressed communities?

**Required Reading**


**CHOOSE ONE OF THE NEXT TWO ARTICLES**


**Additional Reading for Group Facilitators**


**The Problematic Community: Race, Space, and Place, without Social Networks**

**Central Questions**

- How does a “problem” become serious enough to warrant community attention?
- What factors increase the risk that a community will become “toxic” to its inhabitants? What are the proximate and distal causes of social problems such as alcohol and drug abuse as well as child abuse and neglect?
- Why do some social problems appear to concentrate within some communities but not other, nearby communities?
- At what level(s) – individual, group, organization, community, supra-community – should social interventions be targeted?
Required Reading

- Fellin. Ch. 4.

Additional Reading for Group Facilitators


The Resilient Community: Race, Space, Place, and Social Entrepreneurs and Social Networks

Central Questions

- Despite often-severe economic and political barriers, some communities are highly “competent”, howsoever defined. What factors account for such civic and social resiliency in the face of difficult environmental circumstances?
- Of what value is a single change agent/social entrepreneur/social worker to a distressed community?

Required Reading


Additional Reading for Group Facilitators
Central Questions

- What are power and oppression? How can these forces be observed and used?
- Why are poverty, powerlessness, and racial/ethnic minority status so highly correlated in some communities? Why are wealth, power, and non-racial/ethnic minority status so highly correlated in other communities, such as among lawyers, the pharmaceutical industry, and most neighborhoods “with a view” of city skylines?
- What is the value of civic participation?

Required Reading

- Fellin. Ch. 12.

Additional Reading for Group Facilitators

Central Questions

- At the community level, what does the American welfare state look like?
- Why is it important that service providers be community-based? To what degree are service providers community-based? How can service providers lose their civic orientation?
- What sorts of community needs do service providers not provide particularly well? What sorts of services are provided well but not particularly needed by the community? What implications do these questions have for social work?

Required Reading


Additional Reading for Group Facilitators

- Fellin. Chs. 9 and 2.

The Informal Character of the Welfare State:

Social Support and Help-Seeking within Communities

Central Questions

- How do disempowered populations gain help?
- To what degree do help-seeking and social support occur outside of formal organizations? Who are these informal helpers?
- What can communities do to increase their supply of formal and informal support?

Required Reading


Additional Reading for Group Facilitators

To be determined.
Course Description

As a profession, social work embraces change. Each social worker and social worker manager/leader is a potential change master with the capacity to lead change within organizations from the smallest non-profit to large state bureaucracies. Core social work values and skills include a commitment to social justice; diversity, empowerment and inclusion; responsive organizations and communities; understanding people in their social environments; and macro and clinical social work practices. In combination with excellent managerial and leadership skills, these core social work values and skills uniquely position social workers to be extraordinary leaders of organizational change in a landscape increasingly characterized by change at every level.

This course is the second of a three-course concentration in social services administration, leadership and management for second year M.S.W. students. With the goal of promoting social work values and ethical and effective leadership, this course focuses on theories of change and leadership and practical strategies that can promote sustained change in organizations. Students will be given opportunities to think critically and reflectively about change processes and what she or he brings to the change process; to become familiar with alternative ways to structure change processes; and to strengthen his or her skills in planning, facilitation, conflict resolution, and communication.

2. Theories of Organizations, Change and Leadership
4. The Change Process: Organizational Assessment and Goal Setting
5. The Change Process: Designing the Process
6. The Change Process: Facilitating the process
7. The Change Process: Measuring and Sustaining Change
8. Managing Conflict
9. Effective Communication
10. Integrating Theory and Practice: Case Studies

Learning Objectives:

At the completion of the term, students will be able to:
• Describe the larger political, social and economic forces that make change a constant for social service organizations.

• Describe the major theories of organizational change and leadership including how these theories correspond with core social work values and practices including commitment to fairness, equity, respect, and empowerment, and the implications of specific theories to change within organizations of varying structures and dimensions.

• Demonstrate specific knowledge, skills and abilities for leading change including: self-awareness and leadership philosophy; strategic thinking; organizational assessment; speaking and writing persuasively; communication planning; motivation and facilitation skills; managing conflict; and stakeholder management, influence, and marketing.

• Identify the effects of change on individuals, teams and groups including symptoms, behaviors, and interventions/solutions.

• Describe and critically evaluate an organizational change initiative including process, metrics for success, and alternative strategies.

Students with Disabilities

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Populations at Risk

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

Academic Honesty and Integrity
All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

Access to instructor

Karen Tvedt, BSW, MPA
tvedtkl@msn.com
360-915-7243 (office); 360-584-4526 (cell)

Debora Bubb, BA, MSW
deb@bubb.com
971-344-1908

The instructors welcome students to come to them with any questions or concerns, or to explore issues related to an assignment or concept discussed in class. You are encouraged to make an appointment to ensure that we can give full attention to your issue. We are also responsive to email communication.

Instructional Methods

With the goal of promoting a learning community, the instructors will provide structure through a combination of reading and assignments, brief lectures, guest speakers, dialogue, and small and large group activities. Learning through inquiry, problem-solving, and discussion will be emphasized throughout the course. To gain maximum benefit from these learning opportunities, and contribute to the learning of everyone in the class, students are required to complete the assigned readings and homework prior to class, and to participate respectfully in class discussions and activities.

Attendance

Class attendance and participation will be considered when assigning grades. Students are asked to attend classes on time and to develop their knowledge through class discussion, inquiry, and problem solving. Significant variations from this norm will be reflected in the final grade.

In the event that an absence is unavoidable, you should discuss the absence (or impending absence) as quickly as possible with an instructor to arrange for make-up work. In addition, you are responsible to contact another student prior to the next scheduled class to make sure you know of any changes in class activities or assignments and to get copies of notes.

Assignments
The course grade for SW 545 will be based on class participation including completion of homework questions and article reviews/presentations that may be assigned; a self-reflection essay; an organizational assessment paper; and a case-study group project and presentation.

Other requirements: (1) Students are asked to submit assignments on time. Late assignments are accepted in emergencies when the instructor has been notified. Late papers and assignments may be downgraded. (2) Students are asked to keep copies of their submitted work. (3) Assignments will be accepted electronically only by agreement with the instructor and students are responsible to confirm receipt of the paper by the instructor.

**Evaluation**

*For purposes of grading, your assignments will receive the following weights:*

1. Class participation and preparation (30% of grade)
2. Self-reflection essay (20% of grade)
3. Organizational assessment paper (25% of grade)
4. Case-study group project and presentation (25% of grade)

*Letter grades are explained in the student handbook. Grades are assigned as follows:*

- A: Outstanding, exemplary (94-100%)
- A-: Excellent (91-93%)
- B+: Very good (88-90%)
- B: Good, satisfactory graduate work (84-87%)
- B-: Fair, marginal graduate level work (81-83%)
- C+: Barely adequate, below graduate standard (78-80%)
- C: Inadequate, required course must be repeated (74-77%)

**Grading Criteria for Papers**

Papers will be graded based on thoroughness, depth, clarity, organization, and creativity in covering the material and in demonstrating an understanding of research. Both content and format will be considered in assigning grades. **Content** will be evaluated based on the degree to which you:

- Provide correct answers to objective questions.
- Understand and use class readings.
- Support your arguments with evidence.
- Exhibit originality and creativity.
- Are sensitive to multicultural and social justice issues across populations and social systems.
- Demonstrate style and organization in your papers including good grammar, spelling, editing, and cohesiveness.
Follow American Psychological Association (APA) format for papers. All papers must use:

- 8-by-11-inch paper;
- Clear, readable font (no less than 12 point);
- Double-spacing between lines;
- Left-margin justification and a one-inch margin all around; and
- Page numbers.

Information about APA format as well as writing techniques is available at http://owl.english.purdue.edu/owl/resource/560/01.

**Required Texts and Readings**


Additional readings will be required and made available through electronic reserve or hard copy.

**Optional Texts and Reading**


**Topics and Assigned Readings**

**Course Outline**

1. **Introduction: Embracing Change in Social Work and Social Service Organizations.** How change is consistent with the theories and values that guide the social work profession; macro-level influences that make change a constant for individuals and organizations in social work; social workers as change agents within and throughout organizations; and how change strategies are influenced by theory and can be tailored based on where the social worker is in an organization and the scope and impact of change desired.

2. **Theories of Organization, Change and Leadership.** Theories of organization as reflected in current literature. Relationship between organizational theory, what
constitutes effective leadership, and alternative ways to approach change processes and
design choices. How people and teams are affected by change, e.g., stage theories and
appropriate change strategies.

3. **Being an Effective Change Master.** Characteristics of effective managers and leaders
from social work and management theory and literature; workshop on strengths-based
leadership development including self-awareness, individual philosophy, commitment to
diversity, and survival skills.

4. **Change Process 1: Organizational Assessment and Goal Setting.** Understanding the
context including the system in which change will occur; theories and approaches to
organizational assessment; and goal setting and establishing metrics for success and
measures of performance.

5. **Change Process 2: Designing the Process.** Establishing imperatives for change and a
“guiding coalition;” understanding and engaging key stakeholders; identifying specific
audiences to be targeted, barriers to change and approach most likely to achieve desired
outcomes; and designing the action plan.

6. **Change Process 3: Facilitating the Process.** Communicating the vision; building
empowered broad-based action; managing conflict and resistance; and making
adjustments.

7. **Change Process 4: Measuring and Sustaining Change.** Strategies for obtaining
feedback and measuring progress toward milestones; accountability and performance
measures; and applying rewards and recognition.

8. **Managing Conflict.** Workshop that explores theories of conflict and conflict
management and provides students with hands-on opportunities to practice conflict
management strategies.

9. **Effective Communication.** Workshop that provides students with practical
opportunities to practice speaking and writing persuasively, communicating with internal
and external stakeholders including the media, responding to difficult questions and
rumors, and providing opportunities for feedback and engagement.

10. **Integrating Theory and Practice: Case Study Presentations.** Students will
demonstrate their understanding of and ability to apply macro-level theories and effective
change strategies through group presentations involving organizational case studies.
Course Description

SW 591 will focus on recent advances in research and theories of child and adolescent development. This course builds on the foundation courses on micro and macro Human Behavior in the Social Environment and on foundation courses on research methods and data. The course presents an ecological-developmental framework and empirically-supported and culturally sensitive theories for understanding individual, family, peer, school, community, and societal influences on child and adolescent behavior and development. Cognitive, moral, self, social, and emotional development of children and youth are considered. Attachment, resiliency, autonomy, self-concept, peer relationships, and the effects of gender and racial discrimination are examined. A prevention framework is presented for building and using research-based knowledge of behavior and development. The course emphasizes integration of theory and research to guide social work practice. Prerequisites: SW 541 and 551.

Learning Objectives:

At the completion of the term, students will be able to:

- Build on the knowledge of theories of human behavior obtained in the foundation course in order to demonstrate greater competence and depth in their comprehension of human behavior in the social environment.
- Produce analyses showing evidence of familiarity with the terminology, conceptual systems, research, and applications of the theories of human behavior in the social environment to issues in childhood and adolescence.
- Be able to apply developmental theories to contemporary social work practice or to possible alternative forms of practice.
- Compare and contrast developmental theories discussed in this course with each other, and describe the place of each theory within the body of knowledge on human behavior in the social environment.
- Discuss diversity in human behavior as it relates to gender, race, ethnicity, sexual orientation, handicapping conditions, class, and other important sources of difference among children and adolescents.
- Identify and discuss ethical and methodological issues pertaining to social work research with children and adolescents and their families.
- Investigate and present the theoretical and empirical evidence in a specific area of child or adolescent development, and analyze its impact on practice.
- Formulate a personal theory base to guide your practice.
Students with Disabilities

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All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

Access to Instructor

Mary Dallas Allen, MSW
Home Telephone: 503.679.1888
Email: marydall@pdx.edu
Office Hours (UCB 404K):
Tuesdays 9:00-11:00 am
Wednesdays 12:00 – 1:00 pm
Or By Appointment
**Instructional Methods**

This course will be taught through assigned readings, lecture, large and small group discussion, video, audio, and small group process.

**Attendance**

Daily class attendance is expected. When an absence is necessary due to illness or individual or family crisis, students are responsible for contacting the instructor. Students should contact classmates or group members to arrange to get copies of missed notes or handouts. **If a student misses two or more classes**, the student and instructor will determine an appropriate alternate learning experience.

Attendance and participation will be evaluated and will account for 10% of the students’ final grade. Class participation will be evaluated by (1) the extent to which critical questions and comments are raised in class, (2) evidence of reading the required materials, and (3) class attendance.

**Assignments**

All assignments must be submitted to the instructor at the beginning of the class period on the date due. **Late assignments will be penalized one point per day.**

**Assignments:** See attached pages for detailed description of the assignments.

Assignment 1a & b: Statement of theoretical orientation to practice 25%
- Part a: Due October 3
- Part b: Due November 28 or December 5 (Submit A & B together)

Assignment 2: Group project - Data analysis & research methods evaluation 25%
- Part a: Due October 17 (30 points)
- Part b: Due October 24 (30 points)
- Part c: Due October 31 (40 points)

Assignment 3: Application and evaluation of developmental theory 40%
- Due November 21

Attendance & Participation 10%

**Evaluation**

All assignments must be of original work by the student and must be appropriately cited using **APA Style formatting.** Plagiarism is unacceptable and will result in a failing grade. Please see the PSU and GSSW Bulletins for more information on plagiarism.

Assignments will be evaluated on content, organization, and coherence. Please read all assignments carefully and respond to all aspects of the assignment. Grammar, spelling, style, and organization are also important. The Writing Center in Cramer Hall can provide assistance.
with writing skills (Cramer Hall, Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu). All assignments should be **double spaced with 1-inch around margins in 12 point font.**

**Grading scale:**
Letter grades are explained in the student handbook. Grades are assigned as follows:

<table>
<thead>
<tr>
<th>GRADING</th>
<th>GSSW GRADING STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 93-100 pts</td>
<td>A = Excellent; Outstanding, Exemplary</td>
</tr>
<tr>
<td>A- = 90-92</td>
<td>A- = Excellent</td>
</tr>
<tr>
<td>B+ = 87-89</td>
<td>B+ = Very good</td>
</tr>
<tr>
<td>B = 83-86</td>
<td>B = Good; Satisfactory graduate level work</td>
</tr>
<tr>
<td>B- = 82-80</td>
<td>B- = Fair; Marginal graduate level work</td>
</tr>
<tr>
<td>C+ and below = &lt;79</td>
<td>C+ = We have to talk; not passing for graduate work</td>
</tr>
</tbody>
</table>

**Required Texts and Readings**

Course pack, which is available at Clean Copy.

**Supplemental Texts** (OPTIONAL)


**Accessing Course Reserves:** Instructor will announce in class materials that must be **accessed on course reserves.**

1. Go to the PSU library web site: [http://www.pdx.edu/library](http://www.pdx.edu/library)
2. Click on Course Reserves under FIND IT
3. Search by course number (SW 591), you can also search by Department or instructor's last name (allen). Then click Search.
4. Select a course (SW 507)
5. Click accept
6. Select a document or a folder
7. Enter password (instructor's last name - Allen)
8. Click view
9. Select a document you want

Note: you have to have Adobe Acrobat Reader to open or view documents.

**Accessing WebCT**

WebCT will be used to facilitate communication for this course. All students are highly encouraged to check WebCT weekly for announcements and to access lecture PowerPoint notes.

1. Go to [http://psuonline.pdx.edu/](http://psuonline.pdx.edu/) or from the PSU homepage, go to Current Students, and then click on WebCT under Student Services.
2. Enter your Odin password and login name in the box title Online Course Login.
3. This will bring you into your "myWebCT" area. Listed here will be links to courses that you are registered for that are using WebCT this term. If a course that you were expecting to be listed there is not, please contact your instructor immediately.
4. To access your WebCT course, simply click on the title of the course (SW 591 Child & Adolescent Behavior & Development).

**Topics and Assigned Readings**

**Week 1: September 24**
**Introduction:**
- Introductions
- Overview: course & assignments
- Overview: Theory, research, and practice

**Week 2: October 3**
***Statement of theoretical orientation to practice due.***

*Guest Speaker: Callie Lambarth, MSW, from NPC Research*

**Objectives:**
- Research topic: Relationship between research and practice – Integrating theory, research and practice
- Development in context: Ecological perspective

**Readings:**


**Week 3: October 10**

**Objectives:**
- Research topic: Evidence-based practices
- Biological development
• Nature v. Nurture

Video: The Baby’s Brain: Wider than the Sky
Video: Inside the teenage brain

Readings:


Optional Reading / Review for Group Assignment 1:
Weinbach & Grinnell, Chapters 1, 2, & 3

Week 4: October 17
***Group Assignment Part A Due

Objectives
• Research topic: Reporting and referring in research with children & adolescents
• Social learning and development: Behavioral & social cognitive theory
• Moral development

Readings:


Optional reading:

Optional Review for Group Assignment 2:
*Weinbach & Grinell, Chapters 7, 8, 9, 10, 11*

**Week 5: October 24**
***Group Assignment Part B Due***

**Objectives:**
- Research topic: Culturally competent research with children & families
- Risk & resilience

**Guest Speaker:** Eleanor Gil-Kashawabara, PhD, from PSU Regional Research Institute for Human Services

**Readings:**


**Week 6: October 31**
**Happy Halloween!**
***Group Assignment Part C Due***

**Objectives:**
- Research topic: Children’s capacity to consent to research
- Spiritual development in children and adolescents; Humanistic theory

**Readings:**


Optional:

**Week 7: November 7**

**Objectives:**
- Research topic: Adolescents right to privacy & self-determination in research
- Conceptions of self: racial identity theory; sexual identity; self-determination

**Readings:**


**Week 8: November 14**

*** I will be out of town, but class attendance is expected.

Guest speaker: Kristine Munholland, MSW, PhD: Bereavement Coordinator, Kaiser Permanente

**Objectives**
- Attachment Theory
- Childhood loss & grieving
- Child sexual abuse

**Readings:**

*Continued...*


**Week 9: November 21**

Happy Thanksgiving!

***Theory application paper due!***

**Objectives**

- Research topic: Involving families as research partners
- Neighborhood and community effects; humanistic theory.

**Readings:**


**Week 10: November 28**
Final Theoretical Orientation to Practice paper is due (Parts A & B), or you can submit it to my faculty box on December 5 by 12:00 pm (Exam Week). If you submit the paper after 12:00 pm on December 5, it will be considered late.

Objectives:
- End of course discussion
- Course evaluation

Description of Assignments:
Assignment 1: Statement of Theoretical Orientation to Practice (25%)
The goal of this assignment is to articulate your awareness of the theoretical foundations that inform your practice work with children and adolescents. Part A is due on October 3, and it will be read and returned with feedback but without a grade. On November 28, Parts A and B will be submitted together, and will be graded as one assignment. Maximum page length for parts A & B is 6 pages.

Part A: Due October 3, 2007
Complete a brief initial statement that describes the current theoretical base that guides your practice with children and adolescents. Explain how the theoretical principles inform your assessment of client problems and your selection of client intervention. Discuss areas of challenge in your practice work that seem lacking in theoretical explanation. If you do not have a sense of relying upon a specific theory, discuss the general principles that intuitively or practically guide your work. This description might include beliefs about child development, family process, peer relations, community resources, social justice, etc. Maximum page length: 3 pages.

Part B: Due November 28 in class or December 5 by 12:00 pm
Reflecting upon what you have learned in the course and your initial statement from Part A, create an integrated statement of your theoretical base for social work practice with youth. Discuss how your theoretical orientation has changed or been elaborated. Identify new or expanded understandings of theoretical perspective that have the ability to inform your practice with children and adolescents, including theoretical frameworks with which you were unfamiliar before the course. Consider whether you have gained insight into areas of challenge in your practice work as a result of theoretical explanation. Describe how this awareness has affected your recent practice assessment and intervention efforts. Maximum page length: 3 pages.

Assignment 2: Group project - Data analysis & research methods evaluation (25%)
For this group project, you will work in teams of 2-3 people. All team members are expected to work together on all aspects of each assignment. The assignments will be handed out the week before they are due.
Part a: Due October 17 (30 points)
Part b: Due October 24 (30 points)
Part c: Due October 31 (40 points)

Assignment 3: Theory Application Paper Due (40%)
(Due November 21)
Critically evaluate and apply principles from two developmental frameworks to an area of your practice. Select a significant life challenge faced by a child or adolescent client with whom you have worked. Detail the nature of the challenge, and the impact on functioning in one
or more developmental areas (biological, cognitive, social, emotional, etc.). Articulate how the basic principles of each theory enhance, or fail to enhance, understanding of the client’s difficulties. Discuss what type(s) of intervention options each theoretical framework might suggest in working with the client. If one of the theories makes more useful contribution to your analysis than the other, explain why this is so. This paper should be 10-12 pages in length (excluding references). In addition to course readings, you must include a minimum of FIVE scholarly (peer reviewed) articles or chapters as references. APA format is required.

**Evaluation:**
- Description of client life challenge & impact on functioning: 15 points
- Discussion of principles of TWO theories: 30 points
- Application of the theory principles to understanding of client difficulty: 25 points
- Description of intervention supported by the theories: 15 points
- Conclusion: 5 points
- Scholarly writing and organization: 5 points

APA style
Advanced Social Policy Analysis

Course Description

Those who are enamored of practice without science are like a pilot who goes into a ship without rudder or compass and never has any certainty where he is going. --Leonardo da Vinci

This is an advanced course in the analysis of social policy that also fulfills the requirements for an advanced research elective in Social Work. Selected social policy evaluation models are presented. Students select one social policy, proposed or adopted, and applying relevant conceptual model(s) and findings, conduct an analysis of that policy and design a research or evaluation study that addresses an outstanding question related to the policy. Policies in the fields of mental health, health, disabilities, income maintenance, family and child welfare, aging, corrections are appropriate for analysis. Analysis necessitates a clear formulation of the problem addressed by the policy and the policy’s intent; thorough description of the policy’s elements; examination of the social and political context for analysis; identification of policy analysis questions to be answered, data to be collected and analysis approaches; and a plan for how the findings will be utilized. Prerequisite courses are SW 520 and 501 or 551 for MSW students and SW 622 for doctoral students.

Learning Objectives:

At the completion of the term, students will be able to:

- Describe the policy process and the role of analysts in informing and evaluating social policy.
- Identify current and emerging issues in the analysis of contemporary social welfare policies.
- Identify and apply major theories to the analysis of social policy.
- Describe a selected social policy, including the social problem targeted, intent of the policy in impacting the problem, the social and political context for the policy, and an analysis of findings related to the social policy.
- Propose a study to address a research or evaluation question pertaining to the need for or impact of a social policy, specifying the analysis question(s), study methodology and potential uses for the findings.

Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-
Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

Bowen McBeath
mcbeath@pdx.edu
UCB 401P
(503) 725-5006
Office hours by appointment

**Instructional Methods**

Many different instructional methods will be used for acquiring knowledge and skills, including discussion, lectures, projects, exercises, and lab work.

**Assignments, Evaluation, and Attendance**
*(description, due dates, required format)*

**Assignments**
Class assignments provide opportunities for students to apply concepts and techniques introduced in the course readings and during class.

1. **Group Project (100% of Total Class Grade)**

This assignment has two components: a **formal report**; and an accompanying **oral presentation** to our class.

Groups of up to five people (with at least one representative per practice track) will be constituted in the third week of class. Each group should choose a different policy or policy-related issue of current relevance. The group will conduct **real** analyses of this policy using at least two different analytic methods (economic, quantitative, qualitative, and/or implementation).

Much of the actual “work” of this project will involve the collection and analysis of original and secondary data. Group members are to interview relevant stakeholders, including but not limited to policymakers, agency personnel, and front-line staff. (I would advise you to not interview clients.) Each member of the group is required to interview a different person as well as gather secondary quantitative and qualitative data. In carrying out the data collection for this project, it is expected that students will use interviewing techniques and other research methods in a manner that protects human subjects. Please read Appendix A, which is at the end of this syllabus, before you begin interviewing.

Using the information from the interviews and other data, the group should propose and then complete an original study of the policy itself. The nature of this study will be determined by the group itself, but can involve any of the following: whether the policy is meeting its intended goals, remedying its intended problem, or meeting the needs of its intended client population; how and why the policy is (or is not) impacting the intended client population or ancillary populations; or whether the policy has been implemented or perceived as it was intended to be.

Required sections of the formal report, with **maximum** page lengths in parentheses, include:

1. **Title page.**
2. **Stand-alone policy brief.** (5 pp.).
3. **Table of contents.** Provide information that identifies which group members were responsible for completing each section.
4. **Policy, substantive context, and relevant history.** This section should begin with a description of the policy and its major components, and should provide a relevant judicial and/or legislative history. The section should then describe the policy’s purpose(s) and goal(s); the problem(s) it seeks to remedy, and why it is important to remedy this problem or set of problems; the theories and/or ethics upon which the policy is founded, and why these theories/ethics are (or are not) appropriate for use with this client population, for this particular problem or set of problems, and in this service delivery setting. A logic model should be included in this section; this does not need to be described in the text. (25 pp., not including the logic model).
5. **Methods.** For this project, at least two of the following types of policy analysis must be completed: economic, quantitative, qualitative, and implementation analysis. This section
should describe (for each type of policy analysis) the technical methods that were used to analyze the policy and why these methods were considered appropriate. For each analysis, attention should be paid to the research questions that were examined; the unit(s) of analysis, sample and population from which the sample was drawn, measures, research design, data collection methods, and analytical techniques that were used. Finally, describe the strengths and limitations of each analytic effort (particularly in terms of internal and external validity and measurement validity). (20 pp.).

6. Results. This section should describe the results of each policy analysis. (15 pp.).

7. Discussion and conclusions. This section should describe the lessons learned from the two sets of analyses, and how these lessons might be used to improve the specific policy under study, other relevant policies, and the field of service in general. Discuss the implications of your results for the policy’s intended client population. Extrapolating from your results, identify some areas of concern for the future, and explain why these are concerns. Finally, conclude by identifying action steps for policymakers, analysts, and other stakeholders to consider. (15 pp.).

8. Tables, figures, bibliography, and appendices (in this order). (No page limit).

The report should integrate knowledge gained through class readings, the interviews, and other relevant documents. Where appropriate, the report should emphasize issues concerning discrimination, oppression, and advocacy on behalf of vulnerable communities and/or populations.

The full report is due June 11 in class. Drafts of each section may be turned in to me in advance (once per section). I will provide feedback on these drafts no more than one week later, barring unforeseen emergencies.

In the oral presentation, you are to summarize your formal report as if you were an analyst in the policymaking process (e.g., you were asked by a legislative committee to evaluate the results of Bill XXX and propose next steps to improve the bill). Provide sufficient background information so that the audience will understand the rationale for your analyses and results, how you identified strategic options for moving forward, and how you came to your conclusions.

Because this is a professional presentation, it is essential that your presentation be organized, clear, to the point, and persuasive. Use whatever media you would like to support your oral presentation (e.g., PowerPoint). Supplemental handouts for the audience are suggested but not required. It is highly suggested that you practice your presentation before delivering it to the class.

Presentations, which will occur at the end of the term, will follow the same basic format:

- Your 15-minute presentation.
- A brief question-and-answer session with the audience (around five minutes).

All members of the group must participate equally in the crafting of the report and the class presentation.
2. **Class Participation (Not Graded but Required)**

This course works optimally under the following conditions: you come to class without fail; you participate in discussions (by providing questions and answers); and you extend full courtesy to others (by being polite, helpful, appreciative, and respectful). I find that students who participate in this manner are also those who do extremely well on assignments.

I will not grade your class participation. I simply require all of the above.

**Grading**

The small group project will receive a letter grade. The criteria for letter grades are as follows:

- **A+, A, or A-** *Excellent work.* Mastery of subject content, demonstration of critical analysis, creativity and/or simplicity in completion of assignment. The difference between an A+, an A, and an A- is based on the degree to which these skills are demonstrated.

- **B+** *Very good work.* Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.

- **B** *Good work.* Mastery of subject content at level of expected competency, and meets course expectations.

- **B-** *Fair work.* Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.

- **C+ or lower** *Unacceptable work.* Student has failed to demonstrate a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.

Both content and format will be considered in assigning grades. In terms of **content**, I will assign grades based on the degree to which you are able to . . .

- Develop and carry out original, creative policy analyses.
- Understand and use class readings.
- Present arguments clearly and logically.
- Support your arguments with evidence.
- Exhibit originality and creativity.
- Be sensitive to multicultural and social justice issues across different populations and social systems.

In terms of **format**, please use 12-point font and one-inch margins. All written material should be double-spaced. Feel free to use APA, Chicago School, or some other standard style manual, but be sure that you use the style uniformly.
Policies Regarding Written Work

Tardiness

I will not accept a late assignment unless I have granted an extension.

Extensions

Extensions will be granted only in exceptional circumstances.

Grading Complaints

I am happy to meet with you regarding a grading question or complaint. I do request that (a) you schedule a meeting with me to discuss these matters, (b) you provide a reasoned question or complaint regarding your grade in writing prior to our meeting, and (c) you provide me with all class materials I may need in order to fairly review your case.

Academic Dishonesty

Plagiarism, regardless of whether it is willful or unintentional, will force me to report you to my superiors. Please see the MSW Program Handbook for further information on the GSSW policy on academic integrity.

Incomplete Grades

I am in principle very reluctant to give out incompletes. Should a situation arise that may prevent you from completing all course requirements, please let me know as soon as possible. Please see the relevant sections in the MSW Program Handbook for further information on the SSW policy on incomplete grades.

Required Texts and Readings

Course readings will be made available to students electronically (via Blackboard). Because of its breadth of topical coverage, no single textbook will be used in this course.

Topics and Assigned Readings

1. Introduction (April 2)

2. The Ethical Dimensions of Social Policy Analysis (April 9)

3. Problem Definition; Dissecting Policy into its Component Parts (April 16)

4. From Research to Policy Practice: Utilization-Focused Analysis (April 23)
5. Analytic Methods: Economic Analyses (April 30)
6. Analytic Methods: Statistical Approaches (May 7)
7. Analytic Methods: Interpretivist Approaches (May 14)
8. Analytic Methods: Legal Perspectives (May 21)
10. Substantive E.g. (June 4)
11. Coda (June 11)

- Formal reports due.
- Oral presentations.
- Course evaluations.

The Ethical Dimensions of Social Policy Analysis

Central Topics and/or Questions

- Which central ethical principles/lenses guide social policymaking?
- What does it mean to have a “just” policy?
- What ethical standards can be used to analyze the merits of a policy, service system, program, individual service, and individual microinteraction between providers and clients?

Relevant Reading


Problem Definition; Dissecting Policy into its Component Parts

Central Topics and/or Questions

- How can we differentiate between problems, conditions, and needs? Why do these differences matter for policy analysis?
- How does a policy come into being? What are its major components?
- An introduction to a rational planning approach to policy analysis, via the logic modeling process.
Relevant Reading


\textbf{From Research to Policy Practice: Utilization-Focused Analysis}

Central Topics and/or Questions

- How can policy analysis inform policymaking and program development? How can policy analysts be “useful” and “influential”?
- What factors increase the odds of doing useful policy research?

Relevant Reading


\textbf{Analytic Methods: Economic Analyses}

Central Topics and/or Questions

- An introduction to the rational choice model of policymaking.
• Why are many policies crafted under the premise that individuals are responsive to carrots and sticks? What are the implications of economic incentive- and penalty-based policies (and perspectives) for social policy analysts?
• An introduction to cost-, cost-effectiveness, and efficiency analytic methods.

Relevant Reading


Analytic Methods: Statistical Approaches

Central Topics and/or Questions

• A discussion of the relationship between evidence-based practice and evidence-based policymaking.
• Review of issues around internal and external validity, and measurement validity.
• An introduction to research design-based and statistical techniques for policy analysis.

Relevant Reading

• Check out the Coalition for Evidence-Based Policy at www.evidencebasedprograms.org

**Analytic Methods: Interpretivist Approaches**

**Central Topics and/or Questions**

- An introduction to some non-economic-based methods for policy analysis, paying particular attention to approaches that seek to develop thick, contextual stories of how policies come to be, how they impact different stakeholders, and what they mean to those they affect.
- How are language and moral values used to frame policymaking, policy debates, and policy analysis?

**Relevant Reading**


**Analytic Methods: Legal Perspectives**

**Central Topics and/or Questions**

- Legal institutions, legal reasoning, and lawyers exert a powerful influence on social policymaking. What does it mean to “think like a lawyer”?

**Relevant Reading**


**Analytic Methods: Administrative/Implementation Issues**

**Central Topics and/or Questions**
• What does “public accountability” mean in policymaking? To whom or what should a specific policy (or policy implementer) be accountable? How can analysts and other stakeholders ensure that publicly-funded policies, systems, and programs are accountable?
• Situating policymaking and policy analysis within a systems- and organizationally-focused framework.
• An introduction to methods that examine how policies are being implemented at the local level.

Relevant Reading

• Check out Children’s Rights Inc. at www.childrensrights.org

Substantive E.G.

Central Topics and/or Questions

• To be determined

Relevant Reading

• To be determined

Appendix A

Some Simple and Important Principles concerning Interviewing

The following advice is from Martha Feldman’s syllabus for her winter 2001 public management course at the University of Michigan Ford School of Public Policy:
Interviewing is a skill that takes years to develop. It is a good way to gather information in a variety of contexts. It is a skill that is useful for many aspects of work, both managerial and non-managerial . . . There is no correct way to interview. The way you interview will depend on both you and on the people you are interviewing. There are, however, some general rules you may find useful.

1. Develop a list of questions that will elicit the information that you want to obtain from your interview.
2. Ask these questions of someone who can reasonably role-play the person you will be interviewing. This will help you to see if the words you are using mean the same to another person.
3. Use your list of questions to develop a conversation and to make sure that you have covered the bases you need to cover rather than as an inflexible protocol.
4. Remember that you and the person you are interviewing are people and that you are talking about something that both of you find interesting. Enjoy the conversation and what you are learning from it.
5. At the end of the interview, ask permission to call back and check any answers you found incomplete or confusing.
6. Take notes during the interview. Immediately following the interview, review your notes and fill in details that you did not capture during the interview.
Social Work in Native American Communities

Course Description

This advanced policy and practice elective class introduces and expands social work knowledge and methods appropriate for working with tribal and urban Indian communities. The historical, social, and cultural contexts of social work practice with individuals, families, groups, and communities in Indian Country will be examined. Particular attention will be given to the social policies and legal decisions that have impacted Indian communities historically and that continue to affect the lives of Indian communities today. The course will examine the impact of policies requiring the implementation of evidence-based practices and provide an analysis of the negative consequences of imposing interventions that have not been proved to be effective with Native people. The course will include in-depth knowledge and skill-development related to social work practices that are effective with Native people. Prerequisites: SW 520, SW 532.

Learning Objectives:

At the completion of the term, students will be able to:

- Understand the major federal laws and policies impacting contemporary tribal and urban Indian communities.
- Understand the needs and social problems disproportionately affecting Native American individuals, families, and communities.
- Understand reservation vs. urban Indian issues and conflicts.
- Understand the issues related to evidence-based practice and practice-based evidence as they have impacts on Indian people and the agencies serving them.
- Have skills in effective social work practice methods with Native American individuals, families, counseling groups, and community organizations.

Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).
Populations at Risk

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

This course will include diverse cultural content by incorporating the knowledge and experiences of the instructor and other Native American social workers in addressing specific groups such as children and elders, and specific issues such as poverty and substance abuse.

Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

Access to Instructor

John Spence, Ph.D., M.S.W. (Gros Ventre and Sioux)
E-mail: jdougspence@msn.com
The instructor will be available for office hours on Mondays (3:00 to 5:00 pm by prior arrangement through e-mail).

Instructional Methods

This course includes lecture, discussion, guest presentations, and in-class student presentations. Therefore, it is essential that all students plan to attend every session and stay for each entire class.

Assignments

To meet the requirements for this course, each student must:
1. Attend and participate in all class sessions.
2. Prepare an Individual Journal according to instructions provided by the instructor.
4. Complete the Final Exam.
Due dates will be provided at the first class session.

**Evaluation**

Grades will be assigned as follows:
1. Classroom Attendance and Participation (essential for discussion of assigned readings and handouts of non-published material by Indian authors, plus demonstration of student learning by participation in classroom experiential activities) 30%
2. Individual Journal (1 in-class and 1 out-of-class observation/reaction per week) 30%
3. Group/Individual Research Project and Presentation (e.g., the 6 Oregon tribes’ termination and restoration; fishing, land, and water rights controversies; Celilo Falls flooding; Two Spirits; AIM and other advocacy actions; cultural best practices; etc.) 20%
4. Final Exam 20%
Total: 100%

**Required Texts, Readings, and Other Course Material**

3. Recommended - *The Oregonian* (Daily and Sunday)
4. Handouts of journal articles, sections of related books, documents, and papers written by Native American individuals or tribal organizations.

**Topics and Assigned Readings**

Week 1  Introductions, Overview, and Course Expectations (and handouts for next class)
Week 2  Federal Laws and Policies including the Indian Child Welfare Act (handouts)
Week 3  Panel of Tribal Counselors and Social Workers: SW in Tribal Communities
Week 4  Panel of Urban Indian Activists and Social Workers: SW in Urban Areas
Week 5  Effective SW Practices with Native American Youth
Week 6  Effective SW Practices with Native American Elders
Week 7  Effective SW Practices with Substance Abusers
Week 8  Group Presentations
Week 9  Group Presentations
Week 10  Group Presentations
Week 11  Final Exam, Course Evaluations
Issues in Child Welfare

Course Description

In recent years there has been rapid change in the goals and methods of those agencies serving children and their families. This course will examine some of the forces producing this change, and will look at the major issues of child welfare policy today. From a review of these issues, in selected areas, we will together try to frame some ideas about the parameters of good service to children and families, and to think about the ways that policy impacts these services.

Learning Objectives:

At the completion of the term, students will be able to:

• Understand the ways in which the community directs the scope of child welfare services, and understand the ways in which the changing nature of the American family and community, the wide diversity of cultures in this country, and the extent of poverty impact services to children and their families.

• Examine the assumptions underlying child welfare practice, both articulated assumptions such as the value of the family and the rights of the child, and those that are less consciously recognized, such as the roles that women are expected to play.

• Understand the role of empirical studies in policy formation, as they enable policy makers to distinguish theory and legend from those ideas with an empirical base.

• Understand the interrelationship of national, state, and agency level policy, and critically analyze major policy thrusts in the field, such as family preservation, permanency planning, and the emphasis on child safety, as frameworks for evaluating child welfare services.

• Demonstrate the ability to analyze the impact of child welfare policy on persons whose situations leave them with few resources and relatively little power.

• Examine the relationship between the delivery of helping services to individuals and the development of policy in child welfare, and demonstrate understanding of the responsibility of professional social workers to work toward policy formulation and change.

Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and
to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to instructor**

Joan Shireman  
E-mail: shiremanj@pdx.edu  
Phone: (503) 725-5005  
Office: 401J UCB  
Office Hours by appointment

**Instructional Methods**

The course will be taught in a seminar format; thus student responsibility for preparation and contribution to the class is essential. We will plan to have guest speakers, to test the application of theoretical classroom material in “real life,” and to give students a chance to learn more about
the agencies serving children in Oregon. We will also use occasional videos which illustrate major child welfare issues.

The course has a web component; it can be accessed at http://psuonline.pdx.edu. At that page, log in to Blackboard. You will need an Odin account. Some assignments require activity in the community, posting of reports on the discussion board of the course web-site, and participation in web-based discussion groups. The web site also has a convenient e-mail function, copies of the syllabus, a place for course announcements. You will want to check it frequently.

Most supplementary readings can be accessed at the electronic reserve of the PSU library. From the PSU home page, link to the library, then click on reserves: http://www.pdx.edu/library/findit.html. From this page, click on electronic reserves. From the pull-down menu, select the social work department and the instructor (Shireman). Click on the article you want, click “accept” to acknowledge the terms of the reserve, and, if asked for a password, enter Shireman as the password. The full-text article will appear.

Articles from the Future of Children are on the web site of that organization. To access these articles go to www.futureofchildren.org and click on publications. At the bottom of the publications page, click on more journal issues. Scroll down through the journal issues and find the issue you want. Click on the article you want in the pdf format, and the full text article will appear. Occasional other readings have a web address rather than a journal citation.

**Assignments and Evaluation**

There are three major course assignments:

- two community-based assignments that require posting on the discussion board of the web site,
- a paper based on the book you select.

Community based assignments:

1. Visit the juvenile court of the county where you reside and stay long enough to understand a case that is being brought before the court that day. (If you identify yourself as a student, often one of the lawyers will tell you more about the case being heard.) Or, visit a juvenile detention facility, or the group children’s shelter in Multnomah County. Write a brief description of what you saw and your reactions. Post this to the discussion board by April 23. Respond to at least two other postings within the next week.

2. Visit a community child welfare agency and interview someone whose work interests you. Try to find an agency with which you are not familiar, or a type of work within an agency that is new to you. A brief write-up of the interview is to be posted on the discussion board by May 14. In addition to posting your own interview, comment on at least two other postings within the next week.
Term paper

Pick one of the books listed on page 2. If you wish, you may form a discussion group with two or three additional people who want to read the same book; discussion can occur in face-to-face dialogue, or through the chat room or e-mail functions of the web site. The paper is to be analysis of a of policy issue examined by the book. You will want to go beyond the book itself and examine other articles and readings to obtain divergent points of view for your analysis. The paper is due June 11.

Grades will be assigned as follows:

Community assignments 40%
Final paper 40%
Class and web-site participation 20%

**Required Texts and Readings**


One of the following books for use in class discussion and your final paper.


Supplementary readings. There is an extensive list of suggested reading under most topics. You are expected to become familiar with a good number of them, choosing those that are of most interest to you.
Topics and Assigned Readings

Week 1 (April 2): The scope of child welfare, and the community context. A map of the child welfare system, and its critical problems

Small assignment: Before April 9, post an introduction of yourself on the discussion board of the class website.

Week 2 (April 9): Protecting families: the framework of child welfare services: values, the legal system, and the policy framework

Reading: Shireman, Introduction, Chapter 1 and 2

Legal Framework


Go to http://www.ojd.state.or.us/JuvenileBenchBook.nsf and find the Dependency Flowchart. Follow some of the links.

The interface of the systems


Hardin, M. (1996) Responsibilities and Effectiveness of the Juvenile Court in Handling Dependency Cases. The Future of Children: the Juvenile Court, 6, (3)


**Week 3 (April 16) Minority over-representation in the child welfare system**

Reading: Shireman, Chapter 3


**Week 4: (April 23) Services used by many families**

Reading: Shireman, Chapter 4


After-School Child Care Programs


Vandell, D. L. Shumow (1999) After School Child Care Programs. The Future of Children: When School is Out. 9 (2)

Court visit posting due

**Week 5: (April 30) Child Protection and Family Preservation**

Reading: Shireman. Chapter 5


Hardin, M. (1996) “Responsibilities and Effectiveness of the Juvenile Court in Handling Dependency Cases” The Future of Children: the Juvenile Court, **6**, (3)


For a good description of Oregon law regarding abuse and neglect, including mandatory reporting, plus the 2006 statistics on the incidence of abuse and neglect go to http://www.oregon.gov/DHS/publications/index.shtml.
For National statistics, interesting guidelines regarding family assessment, and the reports to Congress on meeting federal goals in child welfare, go to http://www.acf.dhhs.gov/programs/cb/pubs

Week 6 (May 7): Temporary out-of-home care—the challenges

Reading: Shireman Chapters 6 and 7

Berrick, J. D., R. Barth, et al. (1997) “Group Care and Young Children.” Social Service Review, 71 (2) 257-274


Week 7 and 8 (May 14 and 21): Adoption: ethical issues and policy questions

Reading: Shireman Chapter 8


Agency interview posting due May 14

Reading: Shireman, Chapter 9


Week 10 (June 4): A policy framework for child welfare services: National frameworks and organizational implementations

Reading: Shireman Chapter 10


Week 11 (June 11)

Final papers due.
Health Care Policies and Programs

Course Description

This course is intended to familiarize students with contemporary issues in health care policy, systems, and service delivery. The course examines the history, characteristics, and impact of selected health care policies, programs, and disease processes on individuals, families, groups, providers, and communities. In particular, the course emphasizes how and why policy drives social work practice in health care and demonstrates the usefulness of policy analysis in the change process. **SW 520 (foundation policy) is a prerequisite for this course.**

Learning Objectives:

At the completion of the term, students will be able to:

- Understand the complex history of health care policy development in the United States, particularly the social and political barriers to universal access;
- Identify the importance of local, state, and federal health policies, and how each complements or complicates access, utilization, and/or delivery;
- Recognize the relationship between financial considerations and health care utilization and delivery;
- Examine and analyze the development of policy on selected health programs and disease entities, with emphasis on populations at risk and health disparities;
- Analyze a health policy in order to understand the impact on Social Work practice;
- Define the ethical issues raised by health policy historically, currently, and in the future.

Students with Disabilities

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required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

Pam Miller, M.S.W., Ph.D.  
Phone: 503-725-5010  
E-mail: millerp@pdx.edu

E-mail will be the most efficient way to reach me. I will check WebCt as well but not as often. We could meet before or after class if needed. Also, we could meet on the Fridays of February 8 or March 7 by appointment.

PSU has an 800 number that is available during business hours: 800-547-8887, and ask for my extension at 5010.

**Instructional Methods**

Class sessions will be organized to provide for lecture, small groups, online work, and class discussion. Invited speakers and videos will be utilized on selected topics. There is course work to do between class sessions.
**Attendance**

The attendance policy for distance students is on page 27 of the M.S.W. Program Handbook, “Students in the first year of the M.S.W. Distance Option are required to attend all class sessions. Any absence from the class may result in a lower grade or not passing the course.” Our class meets for three Saturday sessions on January 12, February 9, and March 8. I expect you to be in all three class sessions on time and stay for the entire class. I do not make judgments about what is a permissible reason to miss class.

Absences due to inclement weather and/or campus closures will be handled on an as needed basis.

**Assignments and Evaluation**

Your final grade for the course will be determined as follows:

- 33% for exam (over WebCt and closed to books/notes)
- 67% for research paper* (DUE ON MARCH 8)

* this includes an oral presentation to your small group
* paper is due Saturday, March 8 at the start of class
* description explained below

Grades are based on multiple factors, and explanations of letter grades can be found in the student handbook. Generally grades are determined by evaluation of content, or how thoroughly you have presented, developed, and substantiated the main ideas of your work. Also, style and organization, such as grammar, spelling, editing, and cohesiveness are important. Your ability to conceptualize, integrate, and present the complexities of the assignment is evaluated as fairly as possible.

I expect that you will learn to use the American Psychological Association (APA) style for the paper. You may want to check the latest edition of the APA’s publication guidelines or this website: www.liu.edu/cwis/cwp/library/workshop/citapa.htm

Your paper must be **double-spaced, with one-inch margins and no smaller than 12-pont font.**

An Incomplete can be assigned if existing quality of work is a B or above, essential work remains to be done, reasons are acceptable to this instructor, and a formal agreement is reached. I do not give Incompletes for failing grades. If an Incomplete is approved, it is your responsibility to complete the necessary paperwork in advance in consultation with your advisor. Otherwise, the calculated grade will be turned in and missing work receives zero credit.

The exam can only be taken once. Rewrites are sometimes an option but only if the paper is graded at a C or lower and a rewrite is negotiated with the instructor.
Please turn cell phones off or to silent ring during class.

Laptops are welcome for note taking.

**Required Texts and Readings**


There is also a required collection of articles in addition to the text. The reading packet is available at Clean Copy, located at 1704 SW Broadway across from Cramer Hall, 503-221-1876.

Websites for reading and reference are also on the topical outline for the course.

**Topics and Assigned Readings**

**January 12**

Introductions and Course Overview

History of health care, policy, and structure

- our nation's four attempts at national coverage
- Social Security Act, Medicaid, Medicare and DRG's
- home care, and hospice Medicare benefit+
- exploration of current situation/crisis!
  - Oregon's children$ and Oregon’s uninsured, Healthy Oregon Act, Oregon’s Prescription Drug Program, OHP^
- provisions of Medicare Part D drug coverage#
- Video: The Other Drug War
- Healthy People 2010 and Archimedes movement
- unequal treatment- racial and ethnic disparities**
- special concerns: long-term care, health consequences of nuclear weapons tests***

**READINGS AND WEB SITES: (book and packet to class, please)**

Bodenheimer & Grumbach. (2005). Chapters 15 and 16; Chapters 1, 2, 3 and 10.
Optional chapters: 4, 5, 6, 7.
***www.ieer.org
**www.iom.edu (2002 reports)
$www.childrenfirstfororegon.org
#www.kff.org
+www.nhpco.org
Outside of class work

- please watch video “Sicko” by Michael Moore
- please read book chapter distributed in class
- catch up on readings/review class notes
- talk with your class mates about the exam questions

An exam will be given over WebCt that will cover all of the above. All potential exam questions will be posted on or by Wednesday, January 16. I will choose some of these questions for the exam. This exam is **CLOSED TO BOOKS AND NOTES** and will be available on WebCt from Thursday, January 24 through Monday, January 28. You will be allowed two hours to take the exam. Please review the section of the syllabus about academic honesty and integrity.

After the exam, you need to read, look at the websites, and prepare for our next class session across these policy topics. There is a great deal of material here so pace yourself and commit to doing as much as you can under each policy area.

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**February 9 (bring book/readings to class)**

- abortion policy- federal and state laws*
  - RU 486
  - Plan B or morning after pill
  - insurance coverage for contraception/breast/cervix
  - video: The Last Abortion Clinic

**READINGS AND WEB SITES:**


*www.kff.org and check women’s health by state and
*www.guttmacher.org

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**NEXT TOPICS:**

- Ryan White Act
- FDA history (1962 federal law)/clinical trials
READINGS:


NEXT TOPICS:

-blood supply/policy changes re: BSE and West Nile**
-disparities in renal disease
-End Stage Renal Disease Program (ESRD)*

READINGS AND WEB SITES:

*National Kidney Foundation: www.kidney.org
**www.americasblood.org
**www.cdc.gov
**Pacific Northwest Regional Blood Services (search with these words for local info/updates)

NEXT TOPICS:

-end-of-life policies
-pain and symptom management history and changes
-Patient Self Determination Act (PSDA)
-POLST- Physician’s Orders for Life-Saving Treatment
-video: "A Fate Worse than Death"
-Oregon’s Death with Dignity law and 9th year stats**
-medical marijuana***

READINGS AND WEB SITES:

http://acils.com/NotDeadYet/ (Not Dead Yet)
www.nhpco.org (National Hospice and Palliative Care)
***www.oregon.gov/DHS/ph/ommp

NEXT TOPICS:
- brain death*
- transplant policy**/Hepatitis C***
- guest speaker- Mike Seely, R.N., M.A., Executive Director of Organ Procurement and Transplant Services

READEDS AND WEB SITES:

**UNOS: www.unos.org
*www.transweb.org
***www.cdc.gov
***www.nih.gov
#www.thehastingscenter.org

Outside of class work

Try to catch up a bit from our last class session. By February 16, you need to let me know about your paper topic and provide some beginning research references (see paper guidelines). This gives you three weeks to have your papers completed. They are due at the beginning of the class session on March 8.

Also, I want you to do some minor preparation for the international panel. I will let you know what countries will be represented (hopefully South Korea, Spain, and then possibly Kenya and Poland). Do just a smidge of background research on each country so you are a bit familiar with the history, government, economy, and health care programs/policies of each and bring this information with you to class on the 8th. This will help you to be prepared to ask questions and discuss the countries represented.

March 8

- Course evaluations
- Papers due today with in-class presentations
- International panel (time to be determined)
Course Description

This course will examine the nature and causes of poverty and inequality in the United States and the impact of economic globalization on social work’s responses to these critical social problems. We will study ways in which people in poverty cope and support each other in low-income neighborhoods and examine ways in which work and welfare interact with each other and with informal social supports. We will address policy issues, including those involved in both service and income strategies to relieve or prevent poverty.

Learning Objectives:

By the completion of this course, students will be able to:

- Discuss a range of theories of inequality and poverty in modern capitalist societies, and consider the implications for policy and practice
- Demonstrate an increased understanding of people in poverty, their resources and needs
- Critically examine policies aimed at mitigating or preventing poverty, including both income and service strategies
- Demonstrate knowledge of the differential incidence of poverty among various populations, including women, people of color, children, older adults, and people with disabilities
- Compare patterns and policies related to inequality and poverty in the United States with those in other developed industrial economies
- Integrate their knowledge of inequality and poverty and an empowerment perspective into their practice with families and communities

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**Populations at Risk**

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**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

Karen Morgaine  
E-mail: morgaine@pdx.edu  
Phone: (503) 780-2209  
Office hours by appointment

Available Monday and Wednesdays 12:00-1:30; please schedule an appointment if you need to meet with me.

**Instructional Methods**

Class participation includes discussion, lecture, writing, research and other individual and group activities. Completing reading prior to class is an essential part of class participation and must be done prior to class. There will be frequent discussion based on the readings during class requiring active preparation and participation.

Requirements for written work includes: 1) expression of significant idea or theme supported by the reading  (2) a progression of ideas with skillfully constructed sentences using correct grammar and consistent use of standard punctuation and spelling  (3) evidence of critical analysis, synthesis of ideas and conclusion and (4) references and citations in APA format.

**Assignments**

*Required texts:*


Choose one:


Note—the two required texts are in the PSU bookstore, you will need to get one of the “choice” books from Powells, Amazon, etc. (or the Sisters book directly from Sisters). The reading and assignment from one of these books are not due until the last couple weeks of the term which should give you plenty of time! Let me know if you run into problems.

### Reading Questions

The purpose of this assignment is twofold—to generate questions/responses about each week’s reading prior to the class session so that I can tailor the lecture/discussion/activities to best meet the student’s needs and to support completion of the weekly reading. For 5 out of 6 weeks in which the reading assignment is from *One Nation Underprivileged* and *Lost Ground* you are required to submit one question for each chapter assigned. These questions can be (a) concerns and thoughts left “unanswered” by the reading, (b) questions that the reading brought up for you, and/or (c) questions that you believe would provide for interesting class discussion. Since the actual amount of writing for this assignment is quite minimal, focus on asking critical, thought-provoking questions. These must be submitted via email (morgaine@pdx.edu) in rich text or doc (not docx) by **10:00 am each Tuesday** they are due. Submitting them the day before class allows me time to review them so that I can incorporate them more fully into the class the following day.

**Grading:** the grading for the questions is essentially “complete” (10 points), “partially complete” (5 points), or zero for no submission. Partially complete will be assigned either for less than one question per chapter and/or if the questions do not appear to have come from reading the assignment (i.e. perhaps so general that they could be created without reading the text). If you are concerned that your question appears “too general,” link it to the text in terms of what you read that sparked that question.
Total possible points: 50

Poverty Programs Resource Book/Poster Session

The primary objective of this assignment is to familiarize students with a variety of welfare programs aimed at alleviating poverty. Students will work in small groups to develop a resource guide regarding one program or set of programs and will develop either a poster or short presentation/overview for the class. All of the resource guides will be compiled (by Karen) into one guide so that students have a reference booklet for their work in the community. As such, the focus of the resource gathering should be primarily on state and local programs within the context of federal program guidelines (if applicable).

The final guide should contain 6 components:

1. A brief history of the program(s) (1-2 pages)
2. Program statistics if available (updated information on usage, demographics)
3. Program guidelines/procedures and benefits
4. Contact information (where would you refer service users for this service?)
5. Additional relevant resources (for example, if your group is responsible for HUD/HA, additional shelter/housing contact information would be helpful)
6. APA reference page (primarily for history information/citations)

The poster/presentation can be completed in one of two ways:

1. A three-panel presentation board can be developed which would detail some of the information contained in the resource guide for a visual overview (such as the application process, graphs that detail program use over time or in various regions, etc.). The class will have time to peruse the completed posters on the presentation day.
2. A brief overview can be prepared that might include a power point presentation or simply a “mini lecture” in which group members review the program for the rest of the class.

The objective of the presentation is to share the information with the class so that by the end of the class, students will have a general sense of the programs and will ultimately have the complete resource guide for future reference.

Groups will be formed during the first class and you will have time during a couple of classes to meet and discuss progress. While I understand group work can be challenging due to scheduling, the project can be divided up in an equitable fashion so that group members are essentially doing one portion that would require some basic “pulling together” prior to the due date.

Programs
1. Food stamps/WIC
2. TANF
3. Medicare/Medicaid/SCHIP
4. HUD/HA
5. Social Security
6. Unemployment insurance

Total possible points: 150

Narrative Paper/Book Review

The objective of this assignment is to use one of the optional texts—which are based on personal narratives—to inform your paper. There are two different options for this assignment (if you have a different idea you are welcome to run it by me for a possible “okay”).

Option #1: Narrative response

This is a 6-8 page narrative paper which contains two parts:

(a) A personal story about poverty—this requires speaking of your own experiences or of the experience of someone very close to you (family member, partner). The objective of this section is to explore how poverty has touched your life in some way—if, indeed it has. If it has not directly been a part of your experience you may tell the story of a family member/partner (with their permission of course) yet choose this option only if you are also able to explore how this has influenced you personally.

(b) An integration of the text you read and your own story—this requires an examination of how the reading influenced your own writing, whether a section or someone’s personal story reminded you of your own experience or the style of writing was appealing or some other way that you can integrate the two pieces together.

Grading: This paper will be graded for cohesiveness, creativity, grammar, and completeness (sections a and b).

Total possible points: 100

Option #2: Book review

This is a 4-6 page comprehensive book review of the text you chose to read. A book review such as this should include an overview of the various chapters/stories, the main themes examined, critiques and accolades, and possible audience and use of the text. Often book reviews such as this will also bring in comparisons to other texts or some background to the issue for the reader. For ideas on how to structure this paper I suggest you read over a few book reviews from journals that you like. Some good examples can be found in the Women’s Review of Books and the following is a great example:


Grading: This paper will be graded on clarity, comprehensiveness of the review, grammar, flow/organization, and readability.
Total possible points: 100

**Evaluation**

**Summary of assignment points:**

- Reading questions  5 @ 10 points each  
  50 points
- Poverty programs resource book/poster session  
  150 points
- Narrative paper/book review  
  100 points
- Participation (attendance, large and small group participation)  
  50 points
- **Total possible points**  
  350 points

**Topics and Assigned Readings**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/2</td>
<td>Review syllabus, poverty definitions, local, state, national, global poverty Movie</td>
<td>Come to class</td>
<td></td>
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<tr>
<td>4/9</td>
<td>The nature of US poverty</td>
<td>Part I Rank (ONU) pp. 3-82</td>
<td>Reading questions by 10:00 a.m. Tuesday 4/8</td>
</tr>
<tr>
<td>4/16</td>
<td>Self-interest, values, and citizenship</td>
<td>Part II Rank (ONU) pp. 85-166</td>
<td>Reading questions by 10:00 a.m. Tuesday 4/15</td>
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<tr>
<td>4/23</td>
<td>Creating change</td>
<td>Part III Rank (ONU) pp. 169-254</td>
<td>Reading questions by 10:00 a.m. Tuesday 4/22</td>
</tr>
<tr>
<td>4/30</td>
<td>Poverty Programs Class Presentations</td>
<td></td>
<td>Poster/resource paper paper due</td>
</tr>
<tr>
<td>5/7</td>
<td>Welfare reform</td>
<td>Lost Ground pp. vii-78 (through Schram and Soss)</td>
<td>Reading questions by 10:00 a.m. Tuesday 5/6</td>
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<tr>
<td></td>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<td>7</td>
<td>5/14</td>
<td>Human rights, gender, race/ethnicity</td>
<td>Lost Ground pp. 79-144 (through Jennings)</td>
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<tr>
<td>8</td>
<td>5/21</td>
<td>Activism</td>
<td>Lost Ground pp. 145-210 (through Baptist)</td>
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<tr>
<td>9</td>
<td>5/28</td>
<td>Guest speaker(s)</td>
<td>Read narrative book last 2-3 weeks</td>
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<tr>
<td>10</td>
<td>6/4</td>
<td>Film (Century Plaza)</td>
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Social Work and the Law

Course Description

This course examines social work and the law. Topics include an overview of the legal system, the legal basis of the professional relationship, confidentiality and legal privilege, informed consent, the right to treatment and entitlement of mentally disabled and HIV positive persons, professional malpractice and other legal liabilities --including termination and abandonment, social welfare law, and unlawful discrimination and the love relationship.

Learning Objectives:

At the completion of the term, students will be able to:

- Demonstrate knowledge of the civil and criminal justice systems
- Identify the legal duty in the professional social work relationship and agent liability
- Articulate the principles of confidentiality and privilege as determined by case law and Oregon Revised Statutes
- Understand the roles of informed consent, patient rights including the right to treatment
- Demonstrate the legal right of persons with disabilities
- Articulate the legal bases of family relationships and adoption, and discern the legal duty in competent practice in comparison to various forms of malpractice, including agency and supervisory vicarious liability
- Illustrate knowledge of legal protection against race, gender and age discrimination
- Understand employment law as it pertains to agency personnel and sexual harassment
- Understand the persistence of racism and laws that prohibit and promote it
- Examine the law that promote and prohibit oppression of vulnerable populations, including the sexually oppressed, juveniles and the mentally ill
- Comprehend and communicate the international law of human rights and US civil rights law
**Students with Disabilities**

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

Kevin Corcoran  
E-mail: corcorank@pdx.edu  
Phone: (503) 725-5000  
Office hours are Wednesday, 4:30 to 5:30, and by appointment.
**Instructional Methods**

This class is taught by the lectures, classroom discussion and the Socratic method and therefore student preparation is essential.

**Attendance**

Because of the unique nature of a course on law, attendance is required.

**Assignments**

Students are required to come prepared to discuss the cases law assigned weekly. Attendance and participation accounts for 30% of the final grade.

**Evaluation**

Grades will be based on well-prepared and thoughtful participation (30%), a one-page brief on Tarasoff (10%), and a final comprehensive exam (60%). The grade of incomplete is not an option in this course.

The exams will cover the readings, classroom lectures and discussion.

Ph.D. students enrolled at the 600 level are expected to complete the same assignments as the masters students, plus write a thoughtful and thorough paper on a pre-approved topic which is also delivered to the class.

**Required Texts and Readings**

**Reading Materials**

There are two textbooks for this class:


**Topics and Assigned Readings**

Class Outline and reading assignments. Two or three additional cases may be assigned throughout the term depending on the holdings of the Supreme Court.

Class 1, Overview and introduction
   A. Hamilton: Liberty and commerce, the making of the modern world
Review syllabus
Overview of US Constitution, legal systems, court system
Legal research and how to read caselaw
Case discussion/how to think like a lawyer: Dasher the vicious dog v. Daryl the intruder

Readings: U.S. Constitution, preamble, amends 1-10, 13 & 14

Class 2 & 3 The foundations of the professional relationship. Relationship with whom? What is a person? (The instructor acknowledges Professor Art LeFrance from whom he shamelessly is homesteading this idea. "Guilt is not one of my strongest emotions," JR Ewing.)

Dred Scott v. Sandford, 60 U.S. 393 (1856). (Kevin will review; not required to read)
Moore v. Regents of the University of California, 793, P.2nd 479
In the matter of Baby M, 537 A.2d 1227
Santa Clara Pueblo v. Martinez, 436 US 49 (1979)
Hamdi v. Rumsfeld, 03-6696 Kevin to cover

Class 4 The fiduciary and contractual basis of the professional relationship
Horak v. Biris, 474 N.E. 2d 13
MacDonald v. Clinger, 446 N.Y.S. 2d 81
Doe v. Roe, 400 N.Y.Supp.2d, 668.

Class 5 Confidentiality and the duty to protect
First homework assignment due and no late papers will be accepted
Jaffee v. Redman, 64 LW 4490
State of Oregon v. Miller, 709 P.2d 225
Menendez v. People, 834 P.2d 786 (Kevin will review since assignment is due)
Tarasoff v. Regents of the University of California, 551 P.2d 334

Class 6 Informed consent, Tuskegee and the right to effective treatment
Perna v. Pirozzi, 457 A.2d 431
Olmstead
Curriden & Philips, chapters 1-8

Class 7 Law of sexual oppression, sexual discrimination & the love relationship
Ellison v. Brady, 924 F.2d 872
Robinson v. Jacksonville Shipyards, Inc. 760 F. Supp 1486
Rowe v. Bennett
Class 8 Restricting the rights of a person: criminal punishment, commitment and the right to be left alone
   Terry v. The State of Ohio, 392 U.S. 1
   United States v. Mendenhall, 446 U.S. 544
   Clark v. Arizona, US No 05-5966, June 29, 2006
   Roper (Kevin will review this case
   Amistad

Class 9 Protecting civil liberties, the right to refuse treatment and freedom from discrimination
   Heart of Atlanta, Inc. v. United States, 379 U.S. 241 (1964) (Kevin will cover this case).
   Cruzin v. Director, Missouri Department of Health, 111 L. Ed.2d 224
   Nuremberg Code of 1997

Class 10 Malpractice and professional liability
   Martino v. Family Service Agency of Adams County, 445 N.E.2d 6
   Cicio v. Vytra Healthcare, 208 F. Supp. 2nd 288

Class 11 exam
International Mental Health Policy

Course Description

The purpose of this advanced policy course is to compare mental health policies from a global perspective. The course emphasizes United Nations and World Health Organization perspectives on mental health, mental health promotion and prevention of mental health conditions. Various programs and policy from Western Europe, the Nordic Countries, Asia, Canada, Cuba and the South Pacific are compared and contrasted with those in those in the United States in general and Oregon in particular.

Learning Objectives:

At the completion of the term, students will be able to:

- Upon completion of the course, students shall be able to demonstrate a knowledge base of the structure and function of the United Nations and the World Health Organization as related to health and mental health policies, practices and programs.
- Upon completion of the course students will understand the role of international human rights treaties (e.g., International Bill of Human Rights & International Covenant on Economic, Social and Cultural Rights) and U.N Charters (e.g., Ottawa Charter) as policies governing the treatment of persons with mental health conditions.
- Upon completion of the course students will be able to demonstrate knowledge of the policy, programs and practice of mental health and mental health promotion in various countries, 1st world and 3rd world and how they contrast with those of the 2nd world.
- Upon completion of the course students will be able to demonstrate how social, cultural and economics influence the definitions of mental health and mental illness and policy formulation.
- Upon completion of the course students will understand the impact of colonialism and neo-colonialism on the mental health of indigenous people in the US and other colonized nations.
- Upon completion of the course students will have knowledge of the US mental health policies (e.g., “President’s Freedom Commission”, Health Parity, and corporate care) at the federal, state and local levels.
- For doctoral students, upon completion of the courses students will be able to demonstrate knowledge of the role of protection of human subject in mental health policy and research, including international laws and the Nuremberg Code.
**Students with Disabilities**

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**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

**Kevin Corcoran**
Office: 401S
Office hours: 4–5 Tuesday
E-mail: corcorank@pdx.edu or MyPalKevin@aol.com
Telephone: 503.725.5000 (email is preferred as voice mail is answered weekly)
Instructional Methods

This course is conducted as an advanced graduate seminar with active student participation in the learning process. Lectures, group presentations and group discussions are typical. Videos will also be used to illustrate course readings and content.

Attendance

In no uncertain terms, attendance is expected.

Required Texts and Readings


Required for SW610 students only


* Available in the book store or @ Amazon.

Topics, Assignments, Evaluation

1. Classroom attendance (10%) and participation (10%)
2. 5-page paper applying EBP to your agency/employment & compare it to an international program EBP or otherwise; the length may not exceed 5 pages! (20%)
3. Group presentation on the mental health/welfare policies, programs and practices of a particular country excluding the USA, CND, Finland & New Zealand
   OR
   A 10 page policy analysis of a countries mental health policy using a social problem model.

610 Students will also read Jones book and have a 30 minute class presentation of protection of human subjects in the USA in comparison to the international communities. And are expected to facilitate a classroom discussion during week 3 or 4 on either the social, cultural, economic or
historic determinants of mental health conditions and policies; readings particular to the topics in
the course are to be distributed one week in advance.

Brief Outline and reading assignments

Week 1 The Origins of international mental health policy: The United Nations

This class examines how the creation of the UN gave rise to international mental health policy by way of Universal Declaration of Human Rights.

Week 2 International treaties and mental health policy

This class examines how treaties (e.g., International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights) and charters (e.g., The Ottawa Charter) establish the standards for mental health policy.

Readings:
The Universal Declaration of Human Rights (be prepared for discussion on the UDHR).

Cox & Pawar, chapters 1 & 2

Week 3 Social and cultural determinants of mental health and health/illness policies

This class examines how the definitions of mental health and mental illness are determined by social and cultural factors which in turn affect mental health policy.

Readings: Cox & Pawar, chapters 3 & 4

Week 4 Economic and national determinants of mental health and mental illness policies

This class examines how mental health and mental illness are influenced by economic conditions and national factors, including colonialism and neo-colonialism

Reading assignment: Cox & Pawar, chapters 5 & 6

Week 5 Mental health policy in the U.S.A, Oregon and Canada

This class examines the history of mental health policy in America from colonial times to the Freedom Commission at the federal and state level. The class compares US policy of parity with the Canadian mental health system.

Reading: President’s Commission,
Case studies # 6 CND, # 33 # 34 & 35 USA
Cox & Pawar, chapter 7 & 8

Presentation: __________________________________________________

__________________________________________
Week 6 Mental health policy in Finland and other Nordic nations
The class examines the social capital model in Finnish mental health policy and Sweden’s policies on evidence-based practice, both are contrasted with Oregon’s evidence-based practice policy.

Reading: Case studies # 12 Finland, 15 Iceland, 11 Denmark (although not a Nordic Country). WHO, Prevention of mental disorders.
Cox & Pawar, chapters 9 & 10

Presentations: ____________________________________________
____________________________________________

Week 7 Mental health policy in New Zealand/Aotearoa and other South Pacific nations
This class examines the mental health policies of NZ/Aotearoa, a non-colonized country, with those of Australia, a colonized country; emphasis is given to the Maori mental health system.

Reading: Case studies # 1 – 4 Australia, 21 & 22 NZ Aotearoa, WHO, Promoting mental health, Cox & Pawar, chapters 11 & 12

Presentations: ____________________________________________
____________________________________________

Week 8 Mental health policy in Laos and other Southeast Asia nations
This class examines the mental health policy of Lao, a communist country, and contrasts this with capitalistic systems, and considers the impact of French colonialism and the American War.

Reading: Case studies 7 – 10 China, 24 – 25 Singapore.
Cox & Pawar, chapter 13

Presentations: ____________________________________________
____________________________________________

Week 9 Mental health policy in Cuba and other Latin American nations
The class examines mental health policy after “the revolution” and contrasts Cuban policy with those from Mexico. The impact of Spanish colonialism is considered.

Reading: Case studies of colonizers, # 28 – 29, #13 Germany, # 5 Belgium.
Cox & Pawar, chapter 14

Presentations: ____________________________________________
Week 10 Mental health policy in The Netherlands and other EU nations
   This class examines Holland public mental health policy and the war on drugs with those from other European countries and the U.S.

   Reading: Case studies # 16 – 18 Ireland, #31 & #32 UK & N. Ireland

   ** 5-page page due today; no late papers will be accepted**

   Presentations: ____________________________________________

Week 11 Conclusion, if necessary
   This class reviews the current international efforts at establishing universal mental health policy under the auspicious of the WHO, World Federation for Mental Health and UNESCO.

   Last hour is for 610 students to discuss human subject research from the perspectives of the above course content and Jones’ book.
Social Service Program Development

Course Description

This final course in the Social Service Administration and Leadership advanced practice concentration introduces conceptual and behavioral skills related to planning and designing programs, program/policy evaluation, and understanding the analysis and design of agency policy and the role of policy in change processes. Students learn to compose statements of need, goals, objectives, interventions, action plans, evaluation approaches, and policy changes.

Learning Objectives:

This course is designed to help students gain the following competencies:

- Analyze, select, and apply strategies that enhance the development of change through agency policy.
- Understand and apply program analysis skills for program development and improvement.
- Understand ways to design needs assessments and use data for policy and program problem statement analysis and construction.
- Demonstrate competence in selecting appropriate intervention targets.
- Understand and apply principles of setting program goals and objectives.
- Understand ways to design effective programs and policy change.
- Demonstrate knowledge of performance measurement, program and policy monitoring, and program and policy evaluation strategies.
- Demonstrate capacity to collaborate with others in critical thinking and presentation of group reports.

Students with Disabilities

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Academic Honesty and Integrity

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Access to instructor

Bowen McBeath
mcbeath@pdx.edu
UCB 401P
(503) 725-5006
Office hours by appointment

Instructional Methods

Many different instructional methods will be used for acquiring knowledge and skills, including discussion, lectures, projects, exercises, and lab work.

Those who are enamored of practice without science are like a pilot who goes into a ship without rudder or compass and never has any certainty where he is going.

--Leonardo da Vinci

To bring a flood of material under control requires an idea, not a technology.

--Edward Tufte
Assignments, Evaluation, and Attendance

Assignments

Class assignments provide opportunities for students to apply concepts and techniques introduced in the course readings and during class.

1. Group Project (100% of Total Class Grade)

This assignment has two components: a formal report; and an accompanying oral presentation to our class.

Groups of up to five people will be constituted in the second week of class. Each group should choose a local agency to focus upon. The group will craft a hypothetical program that, with appropriate resources, could be implemented by this agency (or via this agency spearheading the efforts of a multi-agency coalition). Group members are to visit the agency and interview agency executives, program directors, supervisors, and line staff. (I would advise you to not interview clients.) Each member of the group is required to interview a different person as well as to gather relevant agency documents. In carrying out the data collection for this project, it is expected that students will use interviewing techniques and other research methods in a manner that protects human subjects. Please read Appendix A, which is at the end of this syllabus, before you begin interviewing.

Using the information from these interviews and agency visits, the group should identify program needs, design an innovative program and justify its component parts, prepare an implementation plan, and craft an evaluation/program improvement plan.

Required sections of the formal report, with maximum page lengths in parentheses, include:

1. Title page.
2. Executive summary. (5 pp.).
3. Table of contents. Provide information that identifies which group members were responsible for completing each section.
4. Program design. This section should begin with a description of the program and its component parts. The section should then describe the program’s purpose(s) and goals; the problem(s) it seeks to remedy, and why it is important to remedy this problem or set of problems; the theories and/or assumptions upon which the program is founded, and why these theories/assumptions are appropriate for use with this client population, for this particular problem or set of problems, and in this agency setting. A logic model as well as a program process chart should be included in this section; these do not need to be described in the text. (25 pp., not including the logic model and the program process chart).
5. Program implementation. This section should describe the three most plausible implementation barriers that might arise, why these barriers might arise, and what might occur to the program should these barriers arise. For each implementation barrier, describe and provide justification for two to three strategies that might remove this barrier. (15 pp.).
6. **Program evaluation.** This section should describe the operational design of the process and impact evaluations to be used to determine whether the program was implemented as intended and whether the program was successful. For each evaluation, identify two research questions that are to be examined; then discuss (succinctly) the units of analysis, sample and population from which the sample is to be drawn, measures, research design, data collection methods, and analytical techniques to be used. Finally, describe the strengths and limitations of your evaluation efforts (particularly in terms of internal and external validity and measurement validity). (15 pp.).

7. **Discussion and conclusions.** Assume that the program is shown to be a demonstrable success. This section should describe the lessons learned from this program, and how these lessons might be used to improve other programs within the agency as well as the service sector as a whole. Discuss the implications of this program for its client population and community. Extrapolating from your implementation and program evaluation sections, identify some areas of concern for the future of the program, and explain why these are concerns. (15 pp.).

8. **Tables, figures, bibliography, and appendices** (in this order). (No page limit).

The report should integrate knowledge gained through class readings, the interviews with agency staff, and other relevant documents. Where appropriate, the report should emphasize issues concerning discrimination, oppression, and advocacy on behalf of vulnerable communities and/or populations.

The full report is due June 11 in class. Drafts of each section may be turned in to me in advance (once per section). I will provide feedback on these drafts no more than one week later, barring unforeseen emergencies.

In the **oral presentation**, you are to summarize your written report as if you were requesting start-up and/or continuing funding for your program (e.g., in a budget hearing with the Multnomah County Board of Commissioners). Provide sufficient background information so that the audience will understand the rationale for your program as well as your implementation and evaluation plans.

Because this is a professional presentation, it is essential that your presentation be organized, clear, to the point, and persuasive. Use whatever media you would like to support your oral presentation (e.g., PowerPoint). Supplemental handouts for the audience are suggested but not required. It is highly suggested that you practice your presentation before delivering it to the class.

Presentations, which will occur at the end of the term, will follow the same basic format:

- Your 15-minute presentation.
- A brief question-and-answer session with the audience (around five minutes).

All members of the group must participate equally in the crafting of the report and the class presentation.
2. Class Participation (Not Graded but Required)

This course works optimally under the following conditions: you come to class without fail; you participate in discussions (by providing questions and answers); and you extend full courtesy to others (by being polite, helpful, appreciative, and respectful). I find that students who participate in this manner are also those who do extremely well on assignments.

I will not grade your class participation. I simply require all of the above.

Grading

The class assignment will receive a letter grade. The criteria for letter grades are as follows:

- **A+, A, or A-** *Excellent work.* Mastery of subject content, demonstration of critical analysis, creativity and/or simplicity in completion of assignment. The difference between an A+, an A, and an A- is based on the degree to which these skills are demonstrated.

- **B+** *Very good work.* Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity or complexity in the completion of the assignment.

- **B** *Good work.* Mastery of subject content at level of expected competency, and meets course expectations.

- **B-** *Fair work.* Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.

- **C+ or lower** *Unacceptable work.* Student has failed to demonstrate a minimal understanding of subject content. Significant areas needing improvement to meet course requirements.

Both content and format will be considered in assigning grades. In terms of content, I will assign grades based on the degree to which you are able to . . .

- Develop an original, creative program that is clearly responsive to important, unmet client needs.
- Understand and use class readings.
- Present arguments clearly and logically.
- Support your arguments with evidence from class or from your personal history, where appropriate.
- Exhibit originality and creativity.
- Be sensitive to multicultural and social justice issues across different populations and social systems.
In terms of **format**, please use 12-point font and one-inch margins. All written material should be double-spaced. Feel free to use APA, Chicago School, or some other standard style manual, but be sure that you use the style uniformly.

**Policies Regarding Written Work**

* **Tardiness**

I will not accept a late assignment unless I have granted an extension.

* **Extensions**

Extensions will be granted only in exceptional circumstances.

* **Grading Complaints**

I am happy to meet with you regarding a grading question or complaint. I do request that (a) you schedule a meeting with me to discuss these matters, (b) you provide a reasoned question or complaint regarding your grade in writing prior to our meeting, and (c) you provide me with all class materials I may need in order to fairly review your case.

* **Academic Dishonesty**

Plagiarism, regardless of whether it is willful or unintentional, will force me to report you to my superiors. Please see the MSW Program Handbook for further information on the SSW policy on academic integrity.

* **Incomplete Grades**

I am in principle very reluctant to give out incompletes. Should a situation arise that may prevent you from completing all course requirements, please let me know as soon as possible. Please see the relevant sections in the MSW Program Handbook for further information on the SSW policy on incomplete grades.

*(description, due dates, required format)*

**Required Texts and Readings**

The following texts are available for purchase at the university bookstore:


Additional readings will be made available through the class Blackboard site.

**Topics and Assigned Readings**

1. **Introduction** (April 2)

2. **Imagining Programs and Policies: Responding to Community Needs** (April 9)
   - Small groups constituted.

3. **Designing Programs and Policies, I: Setting Goals and Crafting the Intervention** (April 16)

4. **Designing Programs and Policies, II: Logic Modeling** (April 23)
   - Class will begin at 5:40pm.

5. **Cross-Pollination Day** (April 30)
   - Small groups will have half the period to work on their intervention plans. In the second half of class, groups will provide feedback on each other’s intervention plans.

6. **The Execution Problem** (May 7)
   - Class will begin at 6:10pm.

7. **Program and Policy Evaluation, I: Performance Management** (May 14)


9. **Program and Policy Improvement: Reshaping Interventions in Light of New Information** (May 28)

10. **The Diffusion of Innovation** (June 4)

11. **Coda** (June 11)
   - Formal reports due.
   - Oral presentations.
   - Course evaluations.
Imagining Programs and Policies: Responding to Community Needs

Relevant Reading


Priming the Pump

Discuss two different programs with a colleague from your field agency.

- Why was each program created? What problem was each program intended to address, and why was this considered to be a problem? Who was each program intended to serve, and why?
- Summarize the Gowdy, et al. reading for your colleague. Then have a discussion. Does this agency infuse consumer voices into any of its programs? How, if so? If not, then why not? What barriers make it difficult for this agency to include consumers in the design and oversight of programs?
Designing Programs and Policies, I: Setting Goals and Crafting the Intervention

Relevant Reading

- KMM, chs. 6-7.

Priming the Pump

Discuss two different programs with a colleague from your field agency.

- What are the goals and objectives for each program? How were these goals and objectives identified? Who was involved in setting these goals and objectives, and whose voice was the loudest?
- Discuss each program’s intervention strategy. How was each program’s intervention chosen? What logic, theory, and/or evidence were used to justify the choice of intervention? Who was involved in choosing the intervention, and whose voice was the loudest?
- After your conversation has ended, pick one program and draw its organigraph (to show how the program works).
Designing Programs and Policies, II: Logic Modeling

Relevant Reading

- KMM, ch. 8.

Priming the Pump

- Have fun building your own logic model at: http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html
- View the logic modeling demonstration (and appreciate the light Canadian accent) at: http://gx.ca/assets/GX/Flash~Demos/DiagramTypes.html
- Draft a logic model for a program your field agency is currently operating. Now critique the program, based upon its logic model. In your estimation, does the program “make sense”? Which causal links are weakest in the program?
The Execution Problem

Relevant Reading


Priming the Pump

Discuss two different programs with a colleague from your field agency.

- Are there any differences between how each program was designed to operate and how it operates on a daily basis? What factors account for this execution gap? Is this execution gap a concern? If not, why not? If so, then why, and what is the agency doing about it?
- Have these programs changed in operation over time? How and why, if so? Have they “strayed” from their original design and/or goals/objectives?
- How have program managers and agency executives sought to preserve and promote their human capital? I.e., what efforts have been undertaken to improve employees’ task environments and quality of work life?
Program and Policy Evaluation, I: Performance Management

Relevant Reading

- KMM, chs. 9, 12.

Priming the Pump

Discuss two different programs with a colleague from your field agency.

- What sorts of data does the agency collect for each program? How does it use these data? Of these data, which are the most important, and why?
- Currently, how do program administrators know that their programs are “doing well” or that their staff are “doing good work”? How does each program gauge its performance? How is performance assessed for either (a) individual components within each program or (b) staff within these programs? Why are these measures of performance used?
Program and Policy Evaluation, II: Process and Impact Evaluations

Relevant Reading

- KMM, ch. 13.

Priming the Pump

Discuss two different programs with a colleague from your field agency.

- Have any evaluations been completed on either program? What sort, if so? Why did the agency choose this particular type of evaluation? What were the results and the limitations of the evaluations? If not, why not? If not, then how can the agency tell whether it is doing “good work”?
Program and Policy Improvement: Reshaping Interventions in Light of New Information

Relevant Reading


Priming the Pump

Discuss two different programs with a colleague from your field agency.

- Have these programs been improved over time? What have these improvements involved, and why did they arise?
- Identify two innovative agency programs or practices. What makes the programs/practices innovative? Where did the ideas and the resources for these innovations come from?
- Does program fidelity come at the cost of innovation and creativity?
The Diffusion of Innovation

Relevant Reading


Priming the Pump

Have a conversation with a colleague from your field agency around the following questions:

- Who are this agency’s competitors? How does this agency compete, and what does it compete for? How can this agency tell who wins and loses?
- Has this agency applied its innovations and “lessons learned” across its own departments? How, if so? Why not, if not?
- Has this agency shared its learning with other agencies? Why, if so? Why not, if not? What barriers keep agencies from sharing what they know with each other?
Appendix A

Some Simple and Important Principles concerning Interviewing

The following advice is from Martha Feldman’s syllabus for her winter 2001 public management course at the University of Michigan Ford School of Public Policy:

Interviewing is a skill that takes years to develop. It is a good way to gather information in a variety of contexts. It is a skill that is useful for many aspects of work, both managerial and non-managerial . . . There is no correct way to interview. The way you interview will depend on both you and on the people you are interviewing. There are, however, some general rules you may find useful.

1. Develop a list of questions that will elicit the information that you want to obtain from your interview.
2. Ask these questions of someone who can reasonably role-play the person you will be interviewing. This will help you to see if the words you are using mean the same to another person.
3. Use your list of questions to develop a conversation and to make sure that you have covered the bases you need to cover rather than as an inflexible protocol.
4. Remember that you and the person you are interviewing are people and that you are talking about something that both of you find interesting. Enjoy the conversation and what you are learning from it.
5. At the end of the interview, ask permission to call back and check any answers you found incomplete or confusing.
6. Take notes during the interview. Immediately following the interview, review your notes and fill in details that you did not capture during the interview.
Advanced Research: Qualitative Research Methods
for Social Work Practice and Programs

Course Description

In this advanced research elective course, students will learn about the types of social work research questions that lend themselves to qualitative methods in social work practice and programs. Students will examine the assumptions underlying qualitative methods and compare qualitative approaches. Participants will learn about the uses of qualitative methods for understanding social work practice and programs. Specific research strategies will focus on giving voice to marginalized populations, understanding cultural issues, and enhancing social justice. Class sessions will cover research design, ethical issues in qualitative research, participant recruitment, alternative approaches to data collection and analysis, participant involvement, rigor, and dissemination of findings. Students will gain experience in applying qualitative methods in social work by developing a proposal for a qualitative research project and analyzing qualitative data. Prerequisite: SW 551.

Learning Objectives

By the completion of this course, students will be able to:

- Understand the assumptions underlying qualitative research for social work practice and programs.
- Consider the kinds of social work research questions that lend themselves to qualitative research methods.
- Analyze the key purposes and methods of different approaches to qualitative research in social work.
- Understand the uses of qualitative research to gain understanding of the experiences of diverse populations, empower oppressed and marginalized social groups, and work towards social justice.
- Examine the roles of participants in qualitative research.
- Consider relevant ethical issues in the design and implementation of qualitative research.
- Prepare a qualitative research design and describe methods for a qualitative study to examine a question of interest.
- Apply methods of qualitative data collection and analysis.
- Understand key criteria for rigor in qualitative research reports.
- Prepare reports of qualitative findings.

Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and
to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to instructor**

Karen Morgaine  
E-mail: morgaine@pdx.edu  
Phone: (503) 780-2209  
Office hours by appointment

Available Monday and Wednesdays 12:00-1:30; please schedule an appointment if you need to meet with me.

**Assignments and Evaluation**

Class participation includes discussion, lecture, writing, research and other individual and group activities. Completing reading prior to class is an essential part of class participation and must be done prior to class. There will be frequent discussion based on the readings during class.
requiring active preparation and participation.

Requirements for written work includes: 1) expression of significant idea or theme supported by the reading  (2) a progression of ideas with skillfully constructed sentences using correct grammar and consistent use of standard punctuation and spelling  (3) evidence of critical analysis, synthesis of ideas and conclusion and (4) references and citations in APA format.

Assignments are all due via webCT in Word (or rich text). If this is a problem, please see me right away so we can create an alternate plan!

Academic Honesty

Academic honesty is taken seriously in this course—if plagiarism is detected appropriate action will be taken. Following is the PSU Academic Honesty Policy:

All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, which includes, but is not limited to, word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer’s ideas; (b) The buying and selling of all or any portion of course assignments and research papers; (c) Performing academic assignments (including tests and examinations) for other persons; (d) Unauthorized disclosure and receipt of academic information; and (e) Falsification of research data.

WebCT

You will need a WebCT ID and password to access your course materials. **Your WebCT ID is your Odin account username and your WebCT password is the last four digits of your student identification number.** If you do not have a PSU Odin account, you must apply for one. You can do this by either visiting the PSU Help Desk in the basement of the Smith Student Memorial Union, Room 18, or filling out an online request form. This form can be found at [www.account.pdx.edu/setup/](http://www.account.pdx.edu/setup/).

Upon completing the account request, you should be able to access your WebCT course within 24-48 hrs. If you are unsure what your Odin account username is or are not sure if you have an account, go to the account creation site and complete the application. You will be notified if you already have an account.

1. Once you have established what your WebCT ID and password is, go to [www.webct.pdx.edu](http://www.webct.pdx.edu).
2. Click on *Login to my WebCT* and enter your WebCT ID and password - do NOT use your Odin password here.
3. This will bring you into your "myWebCT" area. Listed here will be links to courses that you are registered for that are using WebCT this term. If a course that you were expecting to be listed there is not, please contact your instructor immediately.
4. To access your WebCT course, simply click on the title of the course.

Assignments
Summary of assignment points:
Personal Paradigm and Perspective Paper .......................50
Research Questions and Mini Literature Review ..............100
Methodological Approaches......................................50
Research Proposal..................................................50
Raw Data ..................................................................25
Coded Data/Analytic Themes.......................................25
Final research report...............................................100
Participation.............................................................50
Total........................................................................450

To allow for time to complete the research project I have opted to pare down the reading so there is a balance between reading and “doing.” I strongly encourage you to complete the reading as assigned since many of them will help you to frame and develop your project. The readings outside of Creswell will also give you a picture (albeit small!) of additional concerns and viewpoints which we will be exploring in class discussions and with guest lectures. Participation will include engagement related to completing the readings and bringing your ideas, challenges, and questions to class.
<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS</th>
<th>READINGS DUE</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/26</td>
<td>1. Syllabus overview</td>
<td>Come to class</td>
</tr>
<tr>
<td>2</td>
<td>10/3</td>
<td>Paradigms and frameworks</td>
<td>Assignment #1</td>
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<tr>
<td></td>
<td>Anti-oppressive research</td>
<td>1. Potts and Brown</td>
<td>Personal Paradigm and Perspective Paper</td>
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<td></td>
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<td>2. Creswell, ch. 1 &amp; 2</td>
<td>Due 8:30 a.m. webct</td>
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<td></td>
<td></td>
<td>(58 pp)</td>
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<tr>
<td>3</td>
<td>10/10</td>
<td>Designing a study</td>
<td>Assignment #2</td>
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<td>Five methodological approaches—Narrative</td>
<td>1. Creswell, ch. 3 &amp; 4</td>
<td>Research Questions and Mini Literature Review</td>
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<td></td>
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<td>2. Creswell, Appendix B (narrative)</td>
<td>Due 8:30 a.m. webct</td>
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<td>(69 pp)</td>
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<td>4</td>
<td>10/17</td>
<td>Methodological approaches continued</td>
<td>Assignment #3</td>
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<td>1. Creswell, Appendix C, D, E, F</td>
<td>Methodological Approaches</td>
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<td>(phenomenological, grounded theory, ethnography, case study)</td>
<td>Due 8:30 a.m. webct</td>
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<td>2. Creswell, ch. 5 (85 pp)</td>
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<td>5</td>
<td>10/24</td>
<td>Ethics</td>
<td>Assignment #4</td>
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<td>Guest speaker</td>
<td>1. Shaw</td>
<td>Research Proposal</td>
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<td>3. Creswell, ch. 6 &amp; 7</td>
<td>Due 8:30 a.m. webct</td>
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<td>(57 pp)</td>
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<td>6</td>
<td>10/31</td>
<td>Data collection</td>
<td>Collect data</td>
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<td>Data analysis (in class)</td>
<td>1. Creswell, ch. 8</td>
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<td>Position/location</td>
<td>2. Gibson and Abrams</td>
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<td>3. Naples</td>
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<td>(53 pp)</td>
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<td>7</td>
<td>11/7</td>
<td>Authenticity, trustworthiness, rigor…how do we know it is “valid”?</td>
<td>Assignment #5</td>
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<tr>
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<td>1. Creswell, ch. 10</td>
<td>Submit raw data</td>
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<td>2. Whittemore, Chase, &amp; Mandle</td>
<td>Due 8:30 a.m. webct</td>
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<td></td>
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<td>(31 pp)</td>
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<td>8</td>
<td>11/14</td>
<td>Participatory action research</td>
<td>Data analysis</td>
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<td>Guest speaker</td>
<td>1. Bradbury and Reason</td>
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<td>2. Varcoe</td>
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<td>3. Wang (40 pp)</td>
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<td>9</td>
<td>11/21</td>
<td>Program evaluation</td>
<td>Assignment #6</td>
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<tr>
<td></td>
<td>Writing a qualitative study</td>
<td>1. Wahab</td>
<td>Submit coded data/analytic themes developed</td>
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<td></td>
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<td>2. Gardner</td>
<td>Due 8:30 a.m. webct</td>
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<td></td>
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<td>3. Creswell, ch. 9 (57pp)</td>
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<td>10</td>
<td>11/28</td>
<td>Presentations</td>
<td>Assignment #7</td>
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<td></td>
<td></td>
<td>1. Creswell, ch. 11 (10 pp)</td>
<td>Final research report</td>
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<td>Due 8:30 a.m. webct</td>
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Assignment #1

Personal Paradigms and Perspectives

Due 10/3/07 by 8:30 a.m. via webct

Think about the readings for this week—Potts and Brown and Creswell (particularly chapter 2) and begin to develop a concept of your own position:

1. Using Creswell’s brief description of paradigms (a.) post-positivist, (b.) constructivist, (c.) advocacy/participatory, and (d.) pragmatic choose one that you resonate with the most, why did you choose the paradigm? Describe any ways that this paradigm directs how you approach your practice and interest in certain populations/social issues. How would this worldview influence your position as a researcher—your choice of research questions, populations, methods—this can be general since we have yet to examine the variety of methods.

2. Identify which (if any) of the interpretive/theoretical perspectives that Creswell reviews aligns most closely with your own perspective and describe how and why. Once again, indicate how this may influence your research.

3. It seems “natural” that social workers would gravitate towards “anti-oppressive” research yet as Potts and Brown point out, there are numerous places throughout the research process in which any one of us can choose whether or not we are truly engaging in an anti-oppressive process. Thinking about a general area of inquiry or population that you will be developing your research around this quarter, identify 2-3 issues which you believe may prove to be challenging if your goal is to approach both the process and the product with an anti-oppressive lens.

This will likely be 2-3 pages—I am particularly interested in having you explore how your own paradigmatic and theoretical viewpoints intersect with your interests in social work and how that will influence the type of research you will develop for class (and later on should you choose to continue to engage in research).

Please double space!

Points: 50
Assignment #2

Research Questions

Due 10/10/07 by 8:30 a.m. via webct

1. Describe either a population or social problem that you want to explore further; be as specific as possible (i.e. if you are interested in homelessness, what are some of the elements of this issue that interests you?) Why are you interested in this? Are there personal reasons (only disclose according to your comfort level of course)? Is this pragmatic (i.e. you currently have a placement working with “population X” and it might be the easiest and most workable research to pursue)? What is your “position” in terms of this issue/population (outside/inside, both?)

2. Brainstorm things you would like to know more about the population/issue, regardless of whether there has been a large body of research on this or not—try not to “edit” at first!

3. Develop 2-4 research questions from your brainstorming (note: these are not necessarily interview questions, these are questions that will guide your inquiry).

Mini Literature Review

1. Based on your preliminary research ideas/questions, find 5 articles that provide background for the study—this background could be history about the issue, previous studies that pose similar questions (for example, if you are interested in a certain treatment modality, you could choose studies that have tested the efficacy of this modality), studies that open up new issues to explore. This can be a mix of theoretical and qualitative pieces but I would like you to avoid strictly quantitative pieces unless you believe they illuminate the need for a different view of the issue. Clearly this is a very truncated literature review, it is primarily meant to give you a chance to continue to refine your questions and interest area so that you will be ready to move onto proposal development.

2. Provide a brief annotation and a complete reference for each article (APA format).

Points: 100
Based on Table 4.1 “Contrasting Characteristics of Five Qualitative Approaches” and the example provided in class, fill out the chart provided below with your research ideas/problem. **Points: 50**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Narrative</th>
<th>Phenomenology</th>
<th>Grounded Theory</th>
<th>Ethnography</th>
<th>Case Study</th>
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<tr>
<td>Focus</td>
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<td>Type of Problem</td>
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<td>Best Suited for Design</td>
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<td>Participants?</td>
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<td>Data Collection</td>
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<td>Forms</td>
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Assignment #4

Research Proposal

Due 10/24/07 by 8:30 a.m. via webct

Using Creswell (ch. 7 & 8) as a guide, develop a research proposal to include:

1. The need for study
2. The purpose statement
3. The research questions (from assignment #3)
4. The participant or location (observation) or documents
5. The data collection process (interview, document analysis, observations)
6. The consent form (if interviewing)
7. The “protocol” (interview questions, what you are documenting or observing)
8. Statement of ethical issues/concerns/risks

This is a very small pilot study—your research questions may be appropriate for a larger study of course but as you develop this, keep in mind that you are potentially doing what might be considered a very preliminary bit of data collection, like a trial run. Contextualize what you are doing as a pilot study within a larger proposal (i.e. perhaps you wish to explore participation in a community neighborhood revitalization project and the larger study would incorporate interviews and observations such as interviews with residents, businesses, community organizations—write the study broadly describing these elements and then include that the pilot study will be one half hour interview with a community resident). You don’t have to “justify” why this is a pilot since this is clearly truncated due to time/resources. You must get the “ok” to proceed before any data collection is done!

Points: 50

Assignment #5

Raw Data

Due 10/31/07 by 8:30 a.m. via webct

For this assignment you are required to submit either your transcribed interview (no coding necessary yet) or your observational/field notes. If your notes are handwritten it is fine to bring a copy to class instead of submitting them via webct.

Points: 25
Assignment #6

Coded Data/Analytic Themes

Due 11/21/07 by 8:30 a.m. via webct

For this assignment you will turn in the data with coding. This can be handwritten along the side, color coded in Word with highlights and inserted comments along the side, or another way that makes sense to you. Also attach memos/journaling thoughts and a final coding scheme—i.e. initial codes grouped into families or themes—basically what you are turning in is your process of analysis.

Points: 25

Assignment #7

Final Research Report

Due 11/28/07 by 8:30 a.m. via webct

The final research report will basically contain 4 parts:

1. Mini literature review—basically this will be a brief summary of the issue in which you can weave together the information from the annotated bibliography (2-4 pp)
2. Summary of research proposal—feel free to basically use your proposal, again, just make it flow—think of it essentially as a “methods” section of your paper (2-4 pp)
3. Summary of research findings—this is the additional piece in which you will relate what emerged from your analysis—primary themes, additional questions that came up, conclusions, next steps were you to follow up with your larger study (3-6 pp)
4. References and appendices (interview guide, observation guide, informed consent)

You will also be presenting your research to the class on 11/28/07; given class size and time constraints this will be very brief—a 5 minute overview—so you will need to be clear ahead of time what you will be focusing on as we will have to stay very diligent about time. What this might look like is a statement of the issue/question, a description of your methodological approach and data collection methods and the findings. I would encourage you to write up these three main points and determine how you can best communicate what you did within the allotted time.

Points: 100
Human Services Program Evaluation

Course Description

Administrators and community practitioners of human service programs are increasingly experiencing demands for accountability. This course covers the conceptual and technical skills used to evaluate human services programs. This course will provide students with a basic understanding of the research design issues and techniques necessary to understand, critique, and assess the variety of program evaluation methods and models used to address this burgeoning need for accountability. Students will also be taught to understand the power dynamics, knowledge ownership and engagement issues in conducting evaluation within communities of color or vulnerable populations. Through a combination of real-world experience with course readings, lectures, discussions and guest presenters; students will come to understand and demonstrate how to ground evaluation approaches within human service administration and community contexts. Two applied research assignments in this course will: a) use a student's field practicum experience and knowledge to design a program evaluation in the student’s practice area of interest and b) use actual program data supplied by the instructor to provide a controlled data manipulation experience. The design of this course requires that students have previously been exposed to research methods and basic data analysis techniques for statistical inference. Prerequisite: SW 550: Foundation of Social Work Research, SW 551: Data Analysis in Social Work Research

Governmental and non-governmental human service providers at all levels of practice are facing increasing demands for accountability. This course provides human service practitioners with the conceptual and technical skills required to effectively address these accountability demands. It provides specific techniques for developing program evaluation design, program monitoring and evaluating service delivery efforts to increase the likelihood of more positive outcomes for clients and the greater community. A fundamental premise of this course is that those who master and use the content will become more effective social workers who are able to technically demonstrate their program effectiveness. Students will be able to better understand how to utilize program evaluation in order to improve human services program administration. Human services program evaluation is located within a context of social work values and ethics.

Learning Objectives:

At the completion of the term, students will be able to:

- Understand the ways human services practitioners learn about service needs
- Choose relevant theories and operationalize relevant constructs
- Assess the evaluability of a program
- Develop program evaluation designs
- Select or develop appropriate measurement tools
- Assess the strengths and weaknesses of a variety of data sources
• Understand implications of social and cultural factors for program evaluation
• Understand how diversity and social justice issues play out human services program evaluation
• Demonstrate critical thinking applying to human services program evaluation
• Demonstrate human services program evaluation as a tool for improving human services practice and ensuring social justice and empowerment

Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

Populations at Risk

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

Access to Instructor
You are welcome to come see me with any questions or concerns, or to work out an idea for any assignment or to discuss a concept from class. It can be difficult to talk in-depth in the moments just before or after class, so the most reliable way to make sure we speak is to make an appointment. My office is 405A on the same floor of the same building as the rest of the School of Social Work. My phone is: (503) 725-8027 and my e-mail is whitejm@pdx.edu. My availability is limited in late afternoons. PSU also has a toll free phone # (800) 547-8887 during business hours.

**Instructional Methods**

This class is designed to be a learning community. The instructor will provide a structure to promote learning with a blend of reading and reflection assignments, in-class talks, dialogue, hands-on exercises, and small and large group process. There will be guest presenters for most of the class sessions. (*Even if I had all of the answers, you would quickly tire hearing only my voice.*)

The student also has a responsibility to participate in and create a learning community. Students are asked to contribute to the learning environment by completing reading prior to class, and bringing insights and questions from the assigned material. In addition, students are asked to participate in class discussion respectfully with attention to contributing to the learning of all class members. Students are expected to be in class on time, and stay for the entire class. To promote learning and dialogue free of distraction, cell phones should be turned off or placed on silent ring if phone availability is required due to personal or professional circumstances.

**Assignments and Evaluation**

Three short reflection papers and two project assignments are required for this course. In addition, points will be earned for class contribution - the quality of in-class participation.

Following is a breakdown of the weight of each course assignment. As you read the assignment descriptions, you’ll note that Project #2 involves in-class activities. If for any reason you must be absent from class when these activities are conducted, it is your responsibility to arrange to meet with other student(s) outside of class to complete these requirements, and to inform the instructor of your plans for completing these course requirements.

- Contribution to class (attendance and participation) 10%
- Reflective Papers (3) 15% (5% each)
  - Week 8
  - Week 9
  - Week 10
- Applied evaluation projects 75%
  - Project #1: PE Design 50%
    - Five 1-page papers (25%)
      - Due: Week 2, 3, 4, 5 & 6
A. **Contribution to Class**  

All students are encouraged to fully participate in class. We each bring our personal experiences, knowledge, and analysis into a collective learning and interactive process. The classroom should be an open forum for free exchange of differences of opinion and for discussion of these differences and for promoting understanding.

Students are expected to take part in all class discussion, play an active role in group projects and class exercises. Class contribution will be evaluated by:

- Evidence of reading the required materials,
- The extent to which critical questions and comments are raised in class,
- Evidence of reflecting on one’s own and other’s ideas, and
- Evidence of ability to relate course materials to social work practice.

B. **Reflective Papers**  

Reflective papers are due each of the last three weeks of the course (weeks 8, 9, and 10). These are one-page statements reflecting a student’s overall impressions of the class. Topics are:

- a. overall class
- b. Project #1
- c. Project #2

C. **Project #1: Design a Program Evaluation**  

This project is focused on understanding the various stages in the development of a design of a program evaluation and demonstrating the ability to apply these steps in the design of an evaluation. Each student is being asked to use one of their field experiences for this project. (If this presents any problems, please discuss this with the instructor during the first week of class.) The following evaluation steps are topics for discussion in the individual student papers:

- Social, cultural, historical, policy context of the issue addressed by the program
- IRB/human subjects protection
- Assessing need
- Logic model development/Program Theory
- Process evaluation/implementation studies
- Mixed-methods design; include instrumentation/measures
- Data collection plan
Data analysis strategies

Two assignments for Project #1:

1. Five individual, one-page papers – each devoted to one of the steps/stages in designing and implementing a program evaluation. (25% total; 5% each)

2. A paper due at the 7th session describing a design of a program evaluation. (25%) The paper is expected to be APA style, about 10 pages long (not including references, figures, or tables), and to use a minimum of 4 peer reviewed journal articles (may include book chapters or web-based information such as census or government document).

The paper should to cover the following:
- Background information: Concisely provide necessary information on the agency, the program, context, etc.
- Specify the program theory, that is, the mechanisms through which the intervention was expected to produce its intended outcomes; this includes a logic model of the program inputs, interventions, and outcomes.
- Present the focus or aims of the evaluation research, including specific hypotheses or evaluation questions. Provide a rationale for why this focus has been selected.
- Overview of the evaluation design and a rationale for its selection.
- Identification of selected indicators and rationale for their selection, how and when those indicators will be obtained. Provide definitions of the key dependent and independent variables, both in conceptual and operational terms.

Detail how cultural and social context are handled in the building of an evaluation partnership, design and measurement. Identify possible limitations, including participant availability, likely biases or confounds, the effects of gender, race/ethnicity, age, etc., considerations on evaluation outcomes.

D. Project #2: Simulate the data analyses and display of results for a P.E. 25%

This assignment is focused on the complexity of analyzing data for human services program evaluation. Students will work together in teams of four – five to assess, ‘clean,’ manipulate, summarize, and display the data. The instructor will provide two-three datasets from which each team will select one to analyze. Two products of equal point-value are expected:

1. A team presentation to the class
   All group members are expected to participate in the group presentation.

2. An individual paper
   The paper is expected to be APA style and about 6 pages in length (including graphs, figures, or tables).

Group reports will be evaluated on the basis of:
- Clarity and effectiveness of visual and written displays of data
- Contribution by each member
Papers will be evaluated on the following:

- Grasp of the topic: demonstrated knowledge of concepts presented in class and reading
- Integration of concepts from additional reading you have identified
- Thoughtfulness of application of concepts to real-world situations
- Demonstration of integrative thinking and reflection (not just factual reporting or re-phrasing another author’s thinking)
- Use of evidence to support assertions
- Ability to express your thoughts: style and organization including grammar, spelling, editing, and cohesiveness.

I expect that you will spend the time necessary to thoroughly and thoughtfully review your work prior to handing it in. This written product is a demonstration of your professional competence as a writer and thinker. As with all courses at the School, please use the American Psychological Association (APA) style for papers, except for reflection pieces. You may want to check the latest edition of the American Psychological Association’s publication guidelines. All papers must:

- Use 8-by-11-inch paper;
- Select a clear, readable font (no less than 12 point);
- Use double-spacing between lines;
- Left-margin justification; and
- Include page numbers.

Please take some time to review the Student Conduct Code and the Academic Dishonesty policies of the University. Plagiarism is not accepted or tolerated. If I have cause to believe that academic honesty is in question, I may share your paper with another faculty member and/or your advisor as part of the process of resolution.

Assignments must be turned in on the date specified at the beginning of the class session. Papers can be turned in at class (preferred), to instructor’s mail box in the Center for Improvement of Child and Family Services (Suite 440), or by email. E-mail submissions are accepted as long as they are in my email in-box by class time. Organizational skill and the ability to meet deadlines is a necessary life skill. In light of that, and out of fairness to all students, there will be a grade penalty for late papers.

A grade of “Incomplete” can be assigned if existing quality of work is a C or above, essential work remains to be done, reasons are acceptable to this instructor, and a formal agreement is negotiated. I do not give Incompletes for failing grades. If an incomplete is approved, it is the student’s responsibility to complete the necessary paperwork in advance in consultation with his or her advisor. Otherwise, the calculated grade will be turned in and missing work receives zero credit.

I will expect you to attend each class. However, emergencies do arise. As an adult learner, I trust that you make decisions that you need to make and I do not make judgments about what
is or is not a permissible reason to miss class. Consequently, there is no need to ask me for permission to miss a class. However, communicating via email or voice mail would be a courtesy. If you miss class, you are still accountable for the material presented. Please ask your colleagues for missed notes and/or handouts. If you miss three class sessions or more, you may not receive credit for SW 590.

Final grades will be assessed according to Portland State University’s +/- system. Letter grades are explained in the student handbook.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 94</td>
<td>A</td>
<td>Excellent: outstanding, exemplary</td>
</tr>
<tr>
<td>93 – 91</td>
<td>A-</td>
<td>Excellent</td>
</tr>
<tr>
<td>90 – 88</td>
<td>B+</td>
<td>Very Good</td>
</tr>
<tr>
<td>87 – 84</td>
<td>B</td>
<td>Good: satisfactory graduate level work</td>
</tr>
<tr>
<td>83 – 81</td>
<td>B-</td>
<td>Fair: marginal graduate level work</td>
</tr>
<tr>
<td>80 – 78</td>
<td>C+</td>
<td>Inadequate: below graduate standards; a required course must be repeated</td>
</tr>
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Required Texts and Readings


Additional readings and articles provided by instructor

Topics and Assigned Readings

Session 1 Overview of class: course objectives, group expectations, and introduction to human services program evaluation

Guest Speaker and Group Activity

Session 2 Formulating PE questions and IRB process
- Rossi, Lipsey & Freeman Chapters 1 and 2
- Rossi, Lipsey & Freeman Chapter 3
- IRB articles

Session 3 Assessing Need and Performance Measurement
- IRB examples
- Rossi, Lipsey & Freeman Chapter 4

Session 4 Program Theory and Logic Models
- PM example: Status of Children report
- Rossi, Lipsey & Freeman Chapter 5

Session 5 Process/formative evaluation and implementation studies
- www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf
- Rossi, Lipsey & Freeman Chapter 6

Session 6 Program Outcomes; Client engagement/Client satisfaction
- Rossi, Lipsey & Freeman Chapter 7
- Example client satisfaction surveys

Session 7 Evaluation designs
- Rossi, Lipsey & Freeman Chapters 8 and 9

1 These will both occur during most classes.
**Project #1 paper due**

Session 8  Interpreting and analyzing effects  
- Rossi, Lipsey & Freeman Chapter 10

Session 9  Efficiency analysis  
- Rossi, Lipsey & Freeman Chapter 11

**Group presentations**

Session 10  Tailoring evaluation and evaluation in practice  
- Rossi, Lipsey & Freeman Chapter 12  
- Cronbach’s ninety-five theses

**Group presentations**

**Project #2 paper due**
Social Work in End-of-Life and Palliative Care

Course Description

This course is open to all students in the program and does not have any prerequisites. Experience in a health care setting is not required. The course covers a broad range of topics related to social work and end-of-life and palliative care. These topics include: cultural and spiritual dimensions at end of life; marginalization and vulnerable populations; pain and symptom management; end of life planning; hospice and palliative care; practice theory; mental health implications; ethical dilemmas; historical and current policy considerations; team work; and resources. The strength of this course is its emphasis on the contributions of the profession of social work to end-of-life care within the context of our current social, political, cultural, and economic circumstances.

Learning Objectives:

At the completion of the term, students will be able to:

- connect the history of the development of end-of-life care to the evolution of medical care in the United States from a policy/practice perspective.
- recognize practice innovations in palliative care and hospice, including pediatrics.
- understand the role of Social Work in pain and symptom management and the contribution of a multidisciplinary team approach.
- discuss the need for planning and decision making by the use of advance directives and POLST.
- explore the cultural and spiritual dimensions at end-of-life and the meaning/experience of dying.
- understand competency and capacity, substituted judgment and best interest related to mental health and decision making.
- identify the ethical challenges and dilemmas at end-of-life.
- gain knowledge about social work theory and practice approaches at the end of life.
- recognize concerns of marginalization and vulnerable populations at end-of-life, such as the homeless, the disabled, GLBT.
- identify resources locally, nationally, and online.
- gain insight into their personal and professional awareness, beliefs, values and cultural attitudes surrounding death.
**Students with Disabilities**

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**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

For Pam Miller, her office is in the SSW at 400B, phone is 503-725-5010. E-mail: millerp@pdx.edu

For Susan Hedlund, her phone is 503-648-9565. E-mail: susanh@hospicewc.org

Office hours are by appointment for both instructors.
**Instructional Methods**

This course will utilize a combination of lecture, class and small group discussion, videos, and guest speakers. We have two field trips planned. One will be to Omega Funeral and Cremation Service on April 30, address is 223 SE 122nd. On May 21, class will be held at Providence Portland Cancer Center, adjacent to Providence Portland Hospital, room location TBA.

**Attendance**

We believe that it is important for you to attend this class as we place energy and effort into each session. If you miss more than one class session, your grade may be lowered by one-half letter grade for each session missed.

**Assignments and Evaluation**

Assignment #1: This assignment will be worth 33% of the grade for the course. This paper is designed to help each of you think about your own values, beliefs, and attitudes about death. A questionnaire will be provided for you to complete that has two purposes: 1) to help you begin to think about psychosocial-spiritual issues relating to illness, death, and dying; and 2) to help you begin to think about and gain insight and self-awareness into how you deal (or might deal) with chronically and terminally ill individuals and their families. This questionnaire is private and will be returned to you. Your responses are personal and subjective so your grade will be based on doing the assignment in its entirety and this includes small group discussion on the date the assignment is due.

This instrument is available in *Teaching Resources for End of Life and Palliative Care Courses* (2007), published by Lyceum, edited by Csikai & Jones, pages 44-50 and developed by Hillel Bodek. On the due date of this assignment, April 16, you will be asked to share a portion of your responses within a small group context.

Assignment #2: This assignment is worth 67% of the grade and the grade will be based on the following criteria:*  

To receive an “A” the student must complete the following:
- Complete your own Advance Directives
- Complete the web-based course from NASW: Understanding End of Life Care: The Social Worker’s Role and display the certificate of completion at the poster session. Web site is: naswde.org and then click on WebEd- membership not required but you do have to register as a WebEd user
- Develop an Annotated Bibliography regarding an end-of-life subject (8 references)
- Identify and describe 5 national resources regarding end-of-life and palliative care
- Interview someone knowledgeable about end of life care and write a “story” about his/her perspectives to be displayed on your poster on the last day of class. (The person can be a health care professional, patient, family member, volunteer).

To receive a “B” the student must complete the following:
Complete your own Advance Directives
Develop an Annotated Bibliography regarding an end of life issue (5 references)
Interview someone knowledgeable about end of life care and write a “story” about his/her perspectives. (See above)
Identify and describe 3 national resources regarding end-of-life and palliative care.

To receive a “B minus”, the student must complete the following:
• Complete your own Advanced Directives
• Develop an Annotated Bibliography regarding an end of life issue (4 references)
• Interview someone knowledgeable about end of life care and write a “story” about his/her perspectives. (See above)

All of the above materials will be developed into a tabletop display to be presented on the last evening of class as an “End-of-Life and Palliative Care Poster Session”. The date for this is June 4, 2008. Materials should be a combination of poster display and/or handouts. You will be graded based upon the above outlined criteria. Examples will be provided.

* You must be in class to present your poster and to get credit for this assignment.

Required Texts and Readings

*Ethics in End-of-Life Decisions in Social Work Practice*, by Ellen Csikai and Elizabeth Chaitin, 2006, Lyceum Books. This book is available at the PSU bookstore. There is also a reading packet at Clean Copy. Journal articles that are available as full text through the library or interlibrary loan, as well as websites that supplement the topics, are assigned below.

Topics and Assigned Readings

April 2 Week 1- Course Overview, Introductions; history of end-of-life care; medical and social justice factors in e-o-l; disparities; definitions; video


Chapter 1 from text (continued on next page)…


Go to this web address: <http://www.nia.nih.gov/HealthInformation/Publications/endoflife/>. You can read or download this document “End of Life: Helping with Comfort Care,” or order a free print copy. This is a January 2008 publication from the National Institute on Aging, National Institutes of Health of the U. S. Department of Health and Human Services.
April 9 Week 2- NASW Standards for Social Work in Palliative and End-of-Life Care; diversity in end-of-life care; multicultural practice framework; homelessness; marginalization; disability; gays and lesbians; populations at risk; theory and practice; small group work; competency; capacity; substituted judgment

Readings: pages 241-249 from text, Appendix B


Article: “Dying while homeless: Is it a concern when life itself is such a struggle?” by Song, Ratner, and Bartels, The Journal of Clinical Ethics, (2005), 16(3), 251-261. You would need to get this through Interlibrary Loan (ILL). This is easily done and only takes a day or two for you to receive as a pdf file.

April 16 Week 3- National Healthcare Decisions Day! Advance Directives; POLST; disparities; meaning; decision-making; small group work on assignment #1 (due today)

Readings: Chapters 3 and 5 from text.

Check out: <www.nationalhealthcaredecisionsday.org>

Go to this website: <http://aspe.hhs.gov/daltcp/reports/2007/advdirlr.pdf>
This report from the U. S. Department of Health and Human Services, Office of Disability, Aging and Long-Term Care Policy examines the empirical evidence about the degree to which advance directives and advance care planning have met their intended goals. The authors explore what the medical literature reports concerning the use of advance directives and advance care planning, disparities among groups in their use, and interventions to enhance the use and value of advance directives and advance care planning.

Go to this website, OHSU’s Center for Ethics: <www.ohsu.edu/ethics> and click on POLST.

April 23 Week 4- Hospice and Palliative care in the U.S.; Hospice and Palliative care in Japan; Japanese death and funeral practices; video; teamwork

Guest Speakers: Chie Imaishi, B. S. in Nursing, Case Manager, Kaiser Hospice and Robert Hugo Richardson, M.D., Palliative Medicine and Ethics, OHSU.

Readings: Chapters 2 and 4 from text, and

National Hospice and Palliative Care Organization: www.nhpco.org
April 30 Week 5- Funerals and Families; Pediatric Palliative Care; class off campus

This class held at 223 SE 122nd at Omega Funeral and Cremation Service. Their website is <www.omegaservices.com>. Class begins at 5:30. Parking is available. PLEASE NOTE: There is a possibility that this field trip could be cancelled…please call Dr. Miller’s office phone at 503-725-5010 for information up to 4 p.m. on this date.

Visit the National Academies Press website: <http://nap.edu/catalog/10390.html> Click on “download free pdf summary” for When Children Die: Improving Palliative and End-of-Life Care for Children and their Families


May 7 Week 6- Continue from last two sessions; Pain and symptom management at end-of-life; video/movie discussion

Readings: Chapter 8 and review Chapter 3 from text

Please watch one of the following films/videos: The Savages or Two Weeks. The Savages will be available on DVD after April 22 or if you want to see it before then, check local availability. Be prepared to discuss the film you watched in class.

Pain Foundation website: <www.painfoundation.org>
Oregon’s pain website: <www.oregon.gov/DHS/pain/>

May 14 Week 7- Dementia; Mental Health; Depression at end-of-life; Competency; Capacity

Chapter 3 from Handbook of Psychiatry in Palliative Medicine, edited by Chochinov and Breitbart (2000), Oxford University Press, “Diagnosis and Management of Depression in Palliative Care,” by Wilson, Chochinov, de Faye, and Breitbart, 25-49, (in reading packet)

Appendix A in text, pages 237-239 Chaitin Informed Consent Capacity Tool

May 21 Week 8- Innovations in end-of-life care: Music Thanatology (class off-campus)

Readings: catch up and enjoy the music (this class held at Providence Portland Cancer Center) and class begins at 5:30…specific address and room location will be provided before this date.

May 28 Week 9- Oregon’s Death with Dignity Act; ethics at end of life; a personal perspective (speaker/video?)

Readings: Review chapter 2 and read chapter 7 from text
<www.oregon.gov/DHS/ph/pas/index.shtml> for Oregon’s law and tenth year report

<www.ohsu.edu/ethics> OHSU’s Center for Ethics in Health Care and click on Death with Dignity Act Guidebook for Health Care Professionals

And last but not least, read Miller, Hedlund & Soule, in *Journal of Social Work in End-of-Life & Palliative Care*, “Conversations at the end-of-life: The challenge to support patients who consider Death with Dignity in Oregon, 2(2), 25-43. Please obtain through ILL.

**June 4 Week 10- End-of-Life and Palliative Care Poster Session**
Intermediate Spanish Conversation for Social Workers

Course Description

This Course is designed to provide social workers with Spanish language skills to effectively communicate with their Spanish-speaking clients and to provide proper knowledge of language and culture to establish a functional and beneficial bond between the client and the social worker. In this course, students will learn common social work vocabulary and expressions, cultural aspects of some Spanish-speaking cultures (to prevent offending a client due to cultural differences), colloquial terminology used by clients who have a limited education, Spanish related to common social work situations (illness, school problems, substance abuse, family relations, etc.), contemporary Latin Americans issues to improve their work with migrants who are newly immigrated to the United States and develop broad awareness of the reality and experiences shaping the lives of Latin American immigrants to the United States.

Learning Objectives:

At the completion of the term, students will be able to:

- To improve listening and speaking abilities in Spanish, with special attention to vocabulary building and reinforcement, idiomatic expression, pronunciation and overall fluency in the field of social work context. Reading and writing skills to enhance oral abilities are included in the course as well. The student will become familiar with and will be able to discuss topics of current interest in Latin America with an emphasis on Mexican and Spanish-Speaking newcomers in the United States, using appropriate conversational strategies and grammatical structures.

- To develop new Spanish-speaking skills to better communicate with Spanish-speaking clients.

- To learn about, recognize and appreciate the rich mosaic of Mexican and Latin American traditions and customs; to become aware of cultural, religious, historical and socio-economic factors that affect Latin Americans today; to develop an understanding of developmental and socialization processes related to life in Mexico and Latin America; to have a better picture of contemporary Mexican and Latin American /US relations; and to understand forces that foster Mexican and Latin American emigration to the United States.

Instructional Methods

In-class activities include conversation in large and small groups, role-playing, presentations, debates and similar activities in order to create an actively communicative environment. All instructions and classroom discussions are in Spanish. Course content derives from specific material (English and Spanish), plus authentic newspapers, magazines, videos, movies and
Internet from Spanish-Speaking sources. Active and informed participation is essential in all classroom activities.

**Access to instructor**

Marcos Bote, PhD  
University Building 400G  
503-725-5243  
bote@pdx.edu  
Office Hours: Wednesday 1300am-1500am

**Required Readings**

Company: Boston

Recommended on-line translator: www.wordreference.com

**Prerequisites/Proficiency level:**

It is expected that the Student of Intermediate Spanish Conversation for Social Workers will have completed Spanish 203 or equivalent. Students with significant Spanish-speaking experience or higher-level course work may register for Intermediate Spanish Conversation for Social Workers with the permission of instructor.

**Students with Disabilities:**

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu). An additional resource that is exceptionally helpful is the Purdue University Writing Center URL: http://owl.english.purdue.edu/

**Populations at Risk:**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to
poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity:**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor). All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Attendance:**

Students are expected to attend every class session unless impossible to do so. Reasonable accommodation for students will be maintained for every excused absence. An excused absence is one in which the student has communicated to the instructor prior to the start of the missed class session. Failure to attend class will result in a significant deduction of credit for every absence.

**Assignments and Evaluation**

Class participation includes discussion, lecture, writing, research and other individual and group activities. Completing reading prior to class is an essential part of class participation and must be done prior to class. There will be frequent discussion, writing and other activities based on the readings, requiring active preparation and participation.

All written assignments shall be submitted typed or word-processed in 12 pt font and one inch margins. All papers are to be submitted in class on the due date, stapled and with no cover or folder.

Requirements for written work includes: 1) expression of significant idea or theme supported by the reading  (2) a progression of ideas with skillfully constructed sentences using correct grammar and consistent use of standard punctuation and spelling  (3) evidence of critical analysis, synthesis of ideas and conclusion and (4) references and citations in APA format.

The following is an outline of assignments required for the course and a distribution of points for each assignment. Assignments are due in class in hard copy; **there will be a significant deduction of credit for each day late.** Grading is based on completion of assignments as described above and final grades awarded based on the grading system as described in the PSU Bulletin.

The learning objectives for this course are achieved through reading, research, personal reflection and communication. Your instructor is available to facilitate your learning process both in class and during scheduled or arranged office hours.
## Assignment Summary/Points

1. 5 Reading reflections at 10 points each  
   - Total: 50
2. Contemporary Latin America Society Paper (due week 7)  
   - Total: 50
3. Video/Book Revision paper (due week 8)  
   - Total: 50
4. Group project/presentation (due week 10)  
   - Total: 50
5. Participation/Attendance  
   - Total: 50

**Total**: 250

## Topics and Assigned Readings

<table>
<thead>
<tr>
<th></th>
<th>DATE</th>
<th>CLASS</th>
<th>READINGS DUE</th>
<th>ASSIGNMENTS DUE</th>
</tr>
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<tbody>
<tr>
<td>Wk 1</td>
<td>INTRODUCTION</td>
<td>DIFFERENCES IN THE USE OF SPANISH: SPAIN AND LATIN AMERICA SPEAKING POPULATIONS</td>
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</tr>
</tbody>
</table>
| 1  | 01/9   | Welcome and Class Syllabus  
   Movie: Nueve Reinas (2000)  
   Preliminary Content lesson (Jarvis & Lebreto)  
   Purchase text |                      |                                  |
| Wk 2 | DISCUSS ASSIGNMENTS FOR GROUP PRESENTATIONS (GROUPS BASED ON INTEREST, EXPERTISE, & DIVERSITY) | HISTORICAL OVERVIEW OF MIGRATION TO THE UNITED STATES |                      |                                  |
| 2  | 01/16  | Group Discussion of Readings  
   Guest Speaker  
   Movie: A Day Without a Mexican (2004)  
   Lessons 1,2,3 (J&L)  
   Congress & Lyons (1992)  
   Reading reflections * |                      |                                  |
| Wk 3 | DISCUSS ASSIGNMENTS FOR LATIN AMERICA CONTEMPORARY SOCIETYIES PAPER | ETHNICALLY SENSITIVE PRACTICE WITH SPANISH-SPEAKING CLIENTS |                      |                                  |
| 3  | 01/23  | Group Discussion of Readings  
   Movie: Reevolucion (2007)  
   Lessons 4,5,6 (J&L)  
   Bruhn & Greene (2007)  
   Reading reflections * |                      |                                  |
| Wk 4 | DISCUSS ASSIGNMENTS FOR VIDEO/BOOK REVIEW PAPER | EMPLOYMENT |                      |                                  |
| 4  | 01/30  | Group Discussion of Readings  
   Movie: Los Olvidados (1950)  
   Lessons 7,8 (J&L)  
   Lloyd-Sherlock (2006)  
   Reading reflections* |                      |                                  |
| Wk 5 | STARTING OF GROUP RESEARCH ON SOCIAL WORK WITH SPANISH SPEAKING POPULATION | SOCIAL SECURITY AND MEDICAL SERVICES |                      |                                  |
| 5  | 02/06  | Group discussion of readings  
   Guest Speaker  
   Movie: Perdita Durango (1997)  
   Lessons 9, 10 (J&L)  
   Dow (2005)  
   Reading reflections* |                      |                                  |
| Wk 6 | GROUP RESEARCH ON SOCIAL WORK WITH SPANISH SPEAKING POPULATION | FAMILY LIFE AND GENDER RELATIONS |                      |                                  |
| 6  | 02/13  | Group discussion of Readings  
   Guest Speaker  
   Lessons 11,12 (J&L)  
   Salgado de Snyder (1993)  
   Reading reflections* |                      |                                  |
<p>| Wk 7 | CONTINUE RESEARCH FOR GROUP TOPICS | CHILD ABUSE |                      |                                  |
| 7  |        |                                                                 |                      |                                  |</p>
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<th></th>
<th>Date</th>
<th>Event Description</th>
<th>Lesson(s)</th>
<th>Assignment</th>
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<td>02/20</td>
<td>Group discussion of Readings</td>
<td>Lessons 13,14 (J&amp;L)</td>
<td>Contemporary Latin American Societies Paper (50)</td>
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<tr>
<td>Wk 8</td>
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<td>Group discussion of Readings</td>
<td>Lessons 13,14 (J&amp;L)</td>
<td>Contemporary Latin American Societies Paper (50)</td>
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<td></td>
<td>FINISH GROUP RESEARCH AND PREP FOR GROUP PRESENTATIONS</td>
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<tr>
<td>8</td>
<td>02/27</td>
<td>Group discussion of Readings</td>
<td>Lessons 15,16 (J&amp;L)</td>
<td>Video/Book Review Presentation (50)</td>
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<td>CONDUCTING INTERVIEWS</td>
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<td></td>
<td>03/5</td>
<td>Group discussion of Readings</td>
<td>Lessons 17,18 (J&amp;L)</td>
<td>Group Presentation 1</td>
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<td>Wk 9</td>
<td>INMIGRATION AND IMPACT ON FAMILIES</td>
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<td>9</td>
<td>03/13</td>
<td>Group discussion of Readings</td>
<td>Lessons 19,20 (J&amp;L)</td>
<td>Group Presentation 2 Total for Group Project and Presentation (50)</td>
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<td>Wk 10</td>
<td>RELIGION AND SPIRITUALITY. THE ROLE OF THE PRIEST IN SMALL COMMUNITIES</td>
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<td>10</td>
<td>03/13</td>
<td>Group discussion of Readings</td>
<td>Lessons 19,20 (J&amp;L)</td>
<td>Group Presentation 2 Total for Group Project and Presentation (50)</td>
</tr>
</tbody>
</table>

**Assignment 1**

**READING REFLECTIONS (5 POINTS EACH; 5 PER TERM = 25 TOTAL POINTS):**

For each assigned reflection reading (see weekly schedule which indicates which readings you will do a reflection for):
- Summarize the reading in one page
- Ask your own question about the reading (one question per reading)
- Include a one-page response to the reading (Were you angry? Overjoyed? Enlightened? Agreeable? Found fault with the author’s point?). Why?

Additionally, discussion participants will:
- Participate actively and respectfully
- Share interpretive knowledge in the discussion
- Keep on topic

**Assignment 2**

**BOOK/VIDEO (IN SPANISH) PAPER:**
Students will write a 5-7 page paper in which aspects from Latin American Society are thoroughly and accurately explained and then used to analyze a narrative chosen from a movie or a novel. A list of movies and books will be provided in the first week of the course.

Assignment 3

CONTEMPORARY LATINAMERICA SOCIETIES PAPER
Students will write a 5-7 page paper. This paper is a chance for students to demonstrate their familiarity with Contemporary Latin American Societies studied in the Spanish Conversation for Social Workers Course. This paper will also reveal each student’s writing ability including logical structure, complete transitions, voice, technical proficiency, and mastery of APA citation style.

Assignment 4

GROUP PRESENTATION AND REPORT
The group presentation and group report is an opportunity to explore an issue related to Social Work with Spanish speaking clients. Each group of students will present their findings in a 20 minute class presentation. The presentation can take a number of possible forms, for example, a debate, a poster presentation, a PowerPoint presentation, a discussion session, or a class exercise. Each group is required to turn in a “product,” whether that is a summary sheet accompanying the poster presentation, a summary of main debate points, an essay or paper accompanying the discussion or class exercise; if you are uncertain about the appropriate form that either the presentation or report should take, please check with the instructor.
Community-Based Interventions

Course Description

This course provides students with the theoretical perspectives of Empowerment, Family Driven Practice, Ecological Systems, Behavior Modification and Task Centered Practice. These perspectives serve as a basis for designing innovative, community based, model interventions for working with Individuals, Families, Organizations, and Communities with a Community Practice context. The focus of the class is to assist students in learning ways to use evidence based practice to develop and design support systems and change processes based in the use of evidence and critical thinking.

Learning Objectives:

The student will be able to:

- read assigned materials and apply the knowledge to the design of innovative and creative change processes for persons from vulnerable backgrounds.

- develop an understanding of the theoretical perspectives of Task Centered, Behavior Modification, Ecological Systems, and Family Driven Approaches.

- acquire capacity to locate knowledge of state of the art practices used in the design of community based systems of care for working with Individuals, Families, Organizations and Communities.

- Conduct and write thorough literature reviews.

- Identify and use methods and strategies as change processes to plan treatment outcomes

- Use the steps of model development research.

- Design evaluation plans for single system interventions.

Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates
registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

Populations at Risk

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

Access to instructor

Harold E. Briggs, Ph.D.

503-725-5026

lo2key@comcast.net

Office Hours Tuesday 3pm to 5:30pm; Wednesday 10:30 am to 1:30pm.

Instructional Methods

Seminar; small group exercises; individual presentations; guest speakers (optional) co-teaching
**Attendance**

Class participation is essential to learning this material; thus, attendance is expected. More than two absences will result in a reduction in letter grade. Class will not be held on scheduled holidays.

**Assignments and Evaluation Criteria**

*Undergraduate Students:*

Detailed Outline of a Community Based Intervention are worth 50% of course grade
Collection of Literature for designing community project 25%
Group Project is worth 25% of course grade

*Graduate Students:*

Community Based Intervention Paper 50%
Group Project 25%
Collection of Literature for Individual Community Intervention Paper 25%

**Topics and Assigned Readings**


**Weekly Topical Outline**

*First Day of Class.*

Learning Objective. Review of Class Objectives. Define Population and Problem Area

*Class Lecture, “Planning Community Intervention.” Student Introductions, Library Assignment*

*Session One.*


*Class Lecture, “The Need for Accountability and Use of Design and Development Approach to Social Work Practice.”*


Session Two.


*Class Lecture, “The Problem Solving and Critical Perspectives of Social Work”*

Chapter 1. Contributions of Critical Thinking and EBP......Gambrill, E. in Briggs, H.E., & Rzepnicki, T.L.

Chapter 2. Pre-Considerations Treatments with Individuals. Tolson et al.

Session Three.


*Class Lecture, “Why Should I Plan Interventions with Individuals and Communities?”*

Chapter 3. The Contribution of Operant Theory to Social Work...Reid, W. in Briggs, H.E., & Rzepnicki, T.L.


Chapter 3. The Initial Phase of Treatment with Individuals. Tolson et. al.

Session Four.

*Class Lecture, “How Do I Begin Planning Interventions with Individuals and What Does It Take to Do A Community Needs Assessment?”*

Learning Objectives. Using problem-solving methods in designing and planning Community Based Services for Individuals continued and Community Needs Assessment

Chapter. 4 Behavioral Family Treatment in Japan: Design and Development. In Briggs, H.E., & Rzepnicki, T.L.

Chapter 4. The Middle Phases of Treatment with Individuals. Tolson et. al

Session Five.

Volume III Page 499
Class Lecture, “What Conditions Do I Use To Build Community Interventions and What Do I Need To Know As I Plan To Work With Families?”

Learning Objective. Using problem-solving skills in selecting Community Level Interventions and Preparation for Working with Families

Chapter 5. Some Guidelines for Selecting Behavioral Intervention...in Briggs, H.E., & Rzepnicki, T.L.

Chapter 6. Articulating Pre-Treatment Considerations for working with Families. Tolson, et. al.

Chapter 7. Initial Treatment Phase with Families. Tolson, et. al.

Session Six.

Learning Objective. Setting Goals and Objectives for Community Interventions and Planning Middle Phase of Treatment with Families. Kettner, et.al.

Class Lecture, “Goals and Objectives of Model Development with Communities and Family”

Chapter 6. Staff Development in Mental health....McCracken, S., & Corrigan, P. in Briggs, H.E., & Rzepnicki, T.L.

Chapter 8. The Middle Phase of Treatment with Families. Tolson, et. al.

Session Seven.

Class Lecture: “Case Examples of Design and Development Methods in Community Programs and Agencies”

Learning Objective. Design and Development of Data based Community Based Programs and Community Practice with Human Service Organizations

Chapter 7. Evidence Based Practice with Antisocial and Delinquent Youth Stern in Briggs, H.E., & Rzepnicki, T.L.


Chapter 15 Task centered work with communities. Tolson et. al

Session Eight.
Learning Objective. Building Information Systems for Community based Interventions

*Class Lecture, “What Data Do I Need To Plan and Why?”*

Chapter 18. Program Evaluation: Arduous, Impossible, & Political 
Baer et al. In Briggs, H.E., & Rzepnicki, T.L.

Session. Nine.

Learning Objective. Planning Quality Assurance Activities in Community based Interventions

*Class Lecture, “Is Quality Assurance Really Necessary?”*

Chapter 19. Evaluating Science Based Practice with Single Systems 
Briggs, H.E., Feyerherm, W., & Gingerich, W.in 
Briggs, H.E., & Rzepnicki, T.L.

Session 10.

Learning Objective. Community Based Services

*Class Lecture, “Examples of Effective Community Services*

Chapter 11. Behavioral Programming and Staff Development in Adult Day 
Care in Briggs, H.E., & Rzepnicki, T.L.
Chapter 13. Behavioral Interventions for Severe and Persistent Mental 
Disorders in Briggs, H.E., & Rzepnicki, T.L.
Community Mental Health Seminar

Course Description

Seminar on interdisciplinary relationships among social work, psychiatry, nursing and public health students. The seminar provides an opportunity to learn about the wide array of community resources, services and issues for students in community mental health placements and those working with individuals with severe and persistent mental illness. Students will participate in seminar discussions that focus on a variety of clinical and policy topics (i.e., psychosocial rehabilitation, rural mental health, Oregon Health Plan, managed care, consumer movement and others.)

This is a 3 credit hour elective course intended for social work students placed in community mental health organizations and or is open to others who have experience in working with individuals with severe and persistent mental illness. The course is located off campus at O.H.S.U.; enrollment is limited to 6 social work students per term and is offered fall, winter and spring. In order to fully participate in seminar topics, students must already have a working knowledge of mental health issues (e.g., diagnoses, medication, services). The seminar is offered as a joint collaborative effort between OHSU – Department of Public Psychiatry and PSU – School of Social Work. Participation in the seminar is shared by six social work students and four psychiatry residents – both of whom typically work together at community based agencies. Topics relevant to mental health are scheduled weekly (see attached schedule). Seminars are held both at OHSU-Dept of Psychiatry and in the community (i.e. field trips to various community based facilities.) Each seminar has a lead presenter with a co-facilitator. Additional opportunities exist for students to attend the statewide mental health/psychiatric conference (Winter), federal prison tour/forensics unit and state hospital, and visit mental health services in Vancouver, British Columbia, Canada.

No prerequisite for this course but preference is given to students with professional or volunteer experience in mental health/addictions field or concurrent field placement in health/mental health agency or hospital setting. This course counts as a free elective.

Learning Objectives:

Although this seminar is offered fall, winter and spring, students may sign up for one term, two terms or all three. Fall and spring overlap to a small degree but in general, students will emerge from this course having met the following learning objectives:

- understand the concept of “best practice” approaches with special populations (geriatric, HIV homeless veterans, prison populations) who live in a wide variety of settings (e.g., rural, residential, corrections)
- have a working knowledge of mental health services (psychiatric rehabilitation, rural mental health) and issues (e.g., ethics, family support)
• discuss the various models of managed care used in Oregon
• understand the interface of primary care with mental health care
• discuss the theory and practice of mental health administration
• demonstrate principles of interdisciplinary collaboration
• understand the history of the community mental health movement nationally and internationally
• analyze various models of community-based mental health care.
• explore issues related to cross-cultural mental health care and cultural competence

Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

Populations at Risk

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.
Access to Instructor

Telephone / Voicemail 503-725-5007
Email: vandiverv@pdx.edu
Office Hours: Varies each term and as student requests; student and faculty can consult in office, conference call and or email

Instructional Methods

Instructional methods will include lectures (via seminar discussion), field trips, discussion of reading materials and case consultation. I also encourage you to post group messages and develop an online chat group.

Attendance

Student Expectations:
1) By the end of each term, you should have:
   • Attended 10 seminars out of 11 (see attached schedule)
   • Submitted 10 write-ups; one for each seminar attended (this is the equivalent of a 20 page paper; 8 pts each);
   • Attended 3 required small group sessions outside of the regular seminar meeting (just with instructor and separate from psychiatry students); these are scheduled at the beginning of each term and usually coincide with a seminar

Assignments

Assignment: Seminar Summaries

Points: 8 pts. per summary
Due Date: last Friday of each month (submit hard copy, not electronic)
Format: use outline below for each paper (an example will be provided for you)

Instructions:
Write a one-page single spaced summary of each seminar that you attend (for a total of 10). Use subheadings to delineate each section. Each paper needs to have the following sections:

♦ YOUR Name
♦ Date
♦ Topic
♦ Name of Presenter

• I. Summarize the main points (briefly)

• II. Of these main points:
  (a) identify one (1) that concerns you the most & why
• III. Describe a plan for how you would advocate for change at a **policy level**, **program level**, **service level** OR **setting** based on the concern you have identified

• IV. What **resources** do you need to make your plan work? (think creatively – legislatively, politically, fiscally, service, personnel, tangible items). This is the most important section and must be directly related to the area you are advocating for.

**Evaluation**

80% Assignment:10 Seminar Summaries – Each seminar write-up is worth 8 pts.  
20% Attendance/Participation (each required small group session, n=3, is worth 6.5 pts)

**Required Texts and Readings**


♦ Additional readings: usually each seminar will have specific readings provided by the speaker. These will be made available to you during the seminar or via PDF file a few days in advance. Other readings may be available in a binder located at GSSW. Please look at reading list to determine appropriate readings for each seminar topic.

♦ Library Resources: You will want to use the PSU Library for additional support for this course. The following sources are available as part of the regular holdings and are easily accessible.  
  Journal: *Community Mental Health Journal*  
  Books: *Community Mental Health in Canada: Theory, Policy and Practice* (Simon Davis, 2006)  
  Reports: *Improving the quality of health care for mental and substance-use conditions: Committee on Crossing Chasm* (IOM Report, 2006)

**Topics and Assigned Readings**

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<thead>
<tr>
<th>TOPICS and READINGS</th>
<th>SW 568 Interdisciplinary Community Mental Health Seminar</th>
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<tr>
<td>(Note: these are the topics that are offered throughout the year; a schedule of specific topics is distributed before each seminar)</td>
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<tr>
<th>If the seminar topic is this…</th>
<th>…then your Reading is this…</th>
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<tr>
<td>Topic</td>
<td>Chapter/Section</td>
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<td>Mental Health Issues at the State Level</td>
<td>TBA</td>
<td>See website for Oregon Dept of Human Services</td>
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<tr>
<td>Mental Health Issues at the Local Level</td>
<td>TBA</td>
<td>See website for Multnomah County Department of Health and Mental Health Services</td>
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<tr>
<td>Family Advocacy</td>
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<td>. GSSW binder see NAMI website – <a href="http://www.nami.org">www.nami.org</a></td>
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A social worker and psychotropic medication. Belmont, CA Wadsworth.


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<tr>
<td>Psychiatric Epidemiology</td>
<td>TBA</td>
<td>Readings to be distributed</td>
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<tr>
<td></td>
<td>. Chapter 12: Mental Health Issues of Chinese Americans: Help Seeking Behaviors and Culturally Relevant Services (pp.141-152)</td>
<td>(all three chapters)</td>
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<td>. Chapter 13: Psychological Intervention with Hispanic</td>
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<td>Patients: A Review of Selected Culturally Syntonic Treatment Approaches (pp.153-166)</td>
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<tr>
<td>Project proposal Report: Mid Valley Behavioral Care Network – Early Psychosis Project Summary; Early Assessment and Support Team (EAST), April 2003</td>
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<td>GSSW Binder</td>
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<td><a href="http://www.eppic.org.au/">http://www.eppic.org.au/</a> Early Psychosis Prevention and Interventions Centre, Melbourne, Australia</td>
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<td><a href="http://www.nap.edu">www.nap.edu</a> or <a href="http://www.iom.edu">www.iom.edu</a></td>
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<tr>
<td>Go to the Institute of Medicine (IOM) website for a review of the major mental health projects</td>
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<tr>
<td><a href="http://newton.nap.edu/execsu">http://newton.nap.edu/execsu</a> mm_pdf/11470 Free executive summary of Improving the Quality of Health Care for Mental Health and Substance Use Conditions: Quality Chasm series</td>
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<tr>
<td>. Chapter 5: The Wrap-Around Process: Individualized, Community Based Care for Children and Adolescents with Intensive Needs (pp.47-58)</td>
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<td><strong>Spirituality</strong></td>
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<td>Chapter 16: We’ll Meet You on Your Bench: Developing a Therapeutic Alliance with the Homeless Mentally Ill Patient (pp. 195-206)</td>
<td>GSSW Binder</td>
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| **Field Trip: Vancouver, British Columbia, Canada – touring MH systems (3 days; usually Sunday – Tuesday; offered 2x a year)** | Steele, L., Glazier, R., Lin, E. (2006) Inequity in Mental Health Care Under Canadian Universal Health Coverage. Psychiatric Services, 57(3), 317-324 | GSSW Binder |

| **Field Trip: Salem – visit capital and meet with legislators and tour Forensics unit (all day – Tuesdays)** | TBA | Facilitator sends out details and agenda week before meeting |

| **Conference: attend Oregon Psychiatric Association – OPA - Winter conference** | Theme TBA | Conference Packet |
Introduction to Quantitative Research Methods in Social Work

Course Description

This course introduces students to basic quantitative methods for applied social work research and examines the assumptions underlying quantitative methods. Students gain experience in applying quantitative methods by developing a proposal for a social work research project. The course emphasizes the appropriate use of quantitative and qualitative methods, ethical and cultural issues in quantitative social work research, and application of methods at micro- and macro-level of social intervention.

Learning Objectives:

At the completion of the term, students will be able to:

- Apply the elements of quantitative research in developing a research proposal.
- Articulate the assumptions underlying quantitative research.
- Assess the cultural relevance and sensitivity of social work research.
- Select appropriate measurement strategies and tools.
- Describe basic quantitative research designs including strengths and weaknesses.
- Explain different sampling strategies and their relation to sampling theory.
- Understand how to involve agencies and participants in planning and implementing social work research.

Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

Populations at Risk

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at
increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

Ann Shindo, PhD, MPH, MSW, MS  
Cell Phone: 503-312-2296 (9am to 9pm and not on Sundays)  
Office at GSSW Room 404D – Office Hours by Appointment Only  
Email through WebCT *ONLY*

**Instructional Methods**

The course will be taught in a seminar format; student responsibility for preparation and contribution to the class is essential. Classes will involve lectures, discussions, student presentations, papers, and online assignments. This class will focus on social science research in general with specifics of social work research components and application in reference to current societal issues.

The course includes computer supports in the form of WebCT, which will be used to:
- Facilitate communication between students and instructor
- Bi-directionally post class materials,
- Provide individual students with access to their own grades for papers and presentations,
- Update course schedules, and
- Allow for interchange among students.

From time to time, students will be asked to participate in class by posting to a course threaded discussion.

**Attendance**

Doctoral students are expected to attend every class session unless impossible to do so. Reasonable accommodation for students will be maintained for every excused absence. An
excused absence is one in which the student has communicated to the instructor prior to the start of the missed class session.

**Assignments and Evaluation**

Grades for this course will be based on written assignments, web-based quizzes, and class preparation and participation. Specific information about each assignment follows. The following comprises the evaluative scheme for this class:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15 points</td>
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<tr>
<td>Paper 1</td>
<td>5 points</td>
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<tr>
<td>Quiz 1</td>
<td>20 points</td>
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<td>Quiz 2</td>
<td>20 points</td>
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<tr>
<td>Research Proposal</td>
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<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
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94–100 = A  
89-93 = A-
84–88 = B  
79-83 = B-

Note: There are no acceptable grades below this
Assignments
All written assignments in this class are to be 12 point font with 1-inch left/right, top/bottom margins. Written assignments are to be double spaced and follow the basics of the American Psychological Association (APA) publication manual referencing scheme. A literature cited page must accompany all works with citations. If you are in need of assistance regarding the use and application of appropriate APA referencing please speak with the instructor at the beginning of the term.

Please note: you will always have an option to redo an assignment in this course. You are expected to think and work at a doctoral candidate level and such expectations will be clearly identifiable from feedback on assignments.

Paper 1. Students will prepare a 2 page (maximum) paper describing your experience with social science research. This paper should cover your basic understanding of the topics within the topical outline above. How well do you think you understand social science, ethics, literature reviews, quantitative research design, hypothesis testing, measurement, reliability and validity, and various research methods (i.e. experiments, quasi-experimental design, instruments and instrument development, field research, etc). You should write in complete sentences using examples if your experiences provide such. If you use any citations, reference them appropriately. Citations are not necessary for this assignment but if they assist in supporting your points, feel free to use them. Due via electronic submission by 9/30/07 midnight. (5 points)

Research Proposal. All students will prepare and submit a 10 page (minimum) research proposal on a topic of interest to the student that covers each of the major elements of the course: literature review and question formulation; measurement; experimental, quasi-experimental, or survey design; sampling strategy; ethical and practical considerations in applied research. Students will submit sections of their proposals for feedback from the instructor, prior to submitting the final proposal. To get full credit for this assignment, students must turn in sections by the due dates. More information about the content and format of proposals will be provided to students in class. Final project due via electronic submission by 11/25/07 midnight. (40 points)

Quizzes. There will be two (2) WebCT quizzes. These are designed to ensure that students are mastering key concepts which they will need to progress through the program and in preparation for the comprehensive examination in Year Two. Quiz 1 due via electronic submission by 10/28/07 midnight; Quiz 2 due via electronic submission by 12/4/07 midnight. (20 points each)

Class Participation. Because this class is a seminar, preparation and participation are essential. Students are expected to have read the assigned material and to come to class prepared for discussion. (15 points)

Required Texts and Readings

Any materials handed out by the instructor on a week-by-week basis.

**Topics and Assigned Readings**

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<thead>
<tr>
<th>Week</th>
<th>Class Date</th>
<th>Topic Assignments</th>
<th>Readings</th>
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<tr>
<td>Week 1</td>
<td>9/25/07</td>
<td>Introductions</td>
<td>S&amp;S CH: 1</td>
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<td>Course Overview</td>
<td>Handouts</td>
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<td>Research Consumption</td>
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<td></td>
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<td>Paper 1 Due 9/30/07 Midnight</td>
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<td>Week 2</td>
<td>10/2/07</td>
<td>Assumptions of Social Science Research</td>
<td>S&amp;S CH: 2, 16 &amp; 17</td>
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<td>What is Science</td>
<td>Handouts</td>
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<td>Research Ethics</td>
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<td>Writing a Research Proposal</td>
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<tr>
<td>Week 3</td>
<td>10/9/07</td>
<td>Overview of Design and Sampling</td>
<td>S&amp;S CH: 3 &amp; 4</td>
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<td>Hypotheses &amp; Research Questions</td>
<td>Handouts</td>
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<td>Variables &amp; Constructs</td>
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<td>Week 4</td>
<td>10/16/07</td>
<td>Measurement Basics</td>
<td>S&amp;S CH: 4</td>
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<td>Literature Review &amp; Question Formulation Section Due 10/21/07 Midnight</td>
<td>Handouts</td>
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<td>Week 5</td>
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<td>Measurement</td>
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<td>Reliability &amp; Validity</td>
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<td>Quiz 1 Due 10/28/07 Midnight</td>
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<td>Week 6</td>
<td>10/30/07</td>
<td>Sampling</td>
<td>S&amp;S CH: 5</td>
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<td>Diversity in Social Science Research</td>
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<td>Vulnerable Populations</td>
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<td>Week 7</td>
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<td>Design Specifics</td>
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<td>Experimentation</td>
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<td>Experimental Designs</td>
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<td>Sampling (including ethics) &amp; Measurement Section Due 11/11/07 Midnight</td>
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<td>Week 8</td>
<td>11/13/07</td>
<td>Design Techniques</td>
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<td>Survey Research</td>
<td>Handouts</td>
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<td>Survey Instruments</td>
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<td>Week 9</td>
<td>11/20/07</td>
<td>Design Techniques</td>
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<td>Field Research</td>
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<td>Using Existing Data Sources</td>
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<td>Research Proposal Due 11/25/07 Midnight</td>
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<td>Week 10</td>
<td>11/27/07</td>
<td>Multiple Method Design</td>
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<td>Evaluation Research &amp; Working with Community Partners</td>
<td>Handouts</td>
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<tr>
<td>Week 11</td>
<td>12/4/07</td>
<td>Quiz 2 Due 12/4/07 Midnight</td>
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Empirical Methods for Knowledge Building in Social Work

Course Description

This course examines the conceptual foundation of research in social work, and considers evidence-based practice. Alternative research paradigms are applied to questions important in social work practice. The context of community and social agency is emphasized. We will also explore ethical issues when research involves data generated by vulnerable populations. The course also examines the social implications of the dissemination and use of research findings.

Learning Objectives

By the end of the quarter, students should be able to:

- Examine the interrelationship between social work practice, theory, and research.
- Identify key elements of the scientific method and their application to social work practice and theory.
- Analyze major approaches to the philosophy of science, and examine their applicability to questions posed by social work and social researchers.
- Assess the past and potential future contribution of selected research models to social work knowledge building, including the establishment of evidence-based practices.
- Be adept at the resolution of ethical difficulties in social work research, being particularly knowledgeable about techniques for the protection of human subjects.
- Identify the special issues involved in doing research with and for populations at risk, and in carrying out studies in agency and community contexts.
- Examine issues regarding the utilization and dissemination of empirically-based knowledge in social work and social research.
**Students with Disabilities**

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Social work is a profession that celebrates the uniqueness and self-determination of the individual, that is committed to work with persons oppressed by the larger society, that attempts to maintain a multi-cultural perspective, and that seeks a common body of empirically based theory on which to base practice. Emphasis in this course will be placed on identification of the cultural frameworks within which each of us views the world. The implications of this individualized perception for the generation of knowledge for the social work profession will be examined. Ethical issues of the protection of research subjects will also be a theme of the course, particularly the protection of participants who are from vulnerable populations.

Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

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Academic Honesty and Integrity

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

Access to Instructor

Eileen M. Brennan
Phone: (503) 725-5003; e-mail: brennane@pdx.edu
Office Hours: Monday, 12-1; Wednesday, 12-1; and by appointment.
Student groups planning presentations should schedule at least an hour with the instructor to coordinate the presentation and discuss presentation content and approaches.

Instructional Methods

The course will be taught in a seminar format; student responsibility for preparation and contribution to the class is essential. Classes will involve lectures, discussions, student presentations, papers, and online assignments. The class has a philosophy and history of social work research component, found particularly in the presentations and accompanying readings, as well as a component of mastery of current issues in social work research, including ethical issues.

The course includes computer supports in the form of WebCT, which will be used to:
• post class materials,
• provide individual students with access to their own grades for papers and presentations,
• update course schedules, and
• allow for interchange among students.
From time to time, students will be asked to participate in class by posting to a course threaded discussion.
Assignments

There are four types of assignments:

1. **Class Presentation**
   Working in pairs, students will select one topic from the following list, and will be responsible for presentation of material and leading discussion on an assigned day. Presenters may assume that class members have read relevant material from books and articles listed for the class on that day. Class handouts, bibliographies, and/or other aids to presentation and discussion will be useful. Presenters will receive a joint grade for their work based on clarity, organization, quality of background materials brought to the class, and relevance to course objectives.
   
   Possible topics for class presentations are:
   1. Postpositivism and social work research
   2. Constructivism and social work research
   3. Critical theory and social work research
   4. Scientific realism and social work research
   5. Cultural awareness in social work research
   6. Feminist methods in social work research
   7. Topics of your own choosing (e.g. historical research, participatory action research, or international perspectives on social work research).

2. **Short Papers**
   There will be two short papers due during the course of the class. The papers will each be 6-8 pages in length, excluding references, and be based on the assigned course readings. Papers should be double-spaced, use APA format, and include 1 inch margins and be printed in a standard font no smaller than 10 point type.

   a. **Guidelines for Paper One: Problem Formulation and Paradigm Selection**

   The first short paper for this course, which will be due on **October 22**, is a six to eight page reflection on the interaction between the paradigm selected by a researcher, and the ways in which he or she formulates a research problem for study.

   This paper may be approached from several perspectives:
   1. It may be a reflection on the philosophy of science of two or more scholars you have read for this class, and the ways in which their views compare and contrast around paradigm and research problem formulation.

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(2) It may be the examination of a particular instance of research in which you have been involved; this paper would involve a very brief description of the study, and an examination of the interaction of paradigm and problem formulation as it affected the study in question.

(3) You may also discuss your personal view of science at this time, and the ways in which an examination of your paradigm may affect your own problem formulation.

(4) Or you may try a completely different approach to examine this issue. Just make sure that you show some mastery of the ideas in the readings and class.

b. **Guidelines for Paper Two: Ethical Dilemmas in Social Work Research**

The second short paper is due on **November 19**; it will examine ethical dilemmas that arise when carrying out research on vulnerable populations, and contrast issues that are particular to quantitative studies and to qualitative studies. Again, you might approach this assignment taking a variety of paths:

(1) You could examine a particular population of interest, (e.g. incarcerated youth or elderly clients with dementia) and compare the issues that would arise given a two different research approaches.

(2) Using a particular quantitative or qualitative study as an exemplar, you might discuss the ethical issues that have arisen, and then look at an alternative way to address the same question from the other methodological approach and compare the new ethical issues that the alternative approach raises.

(3) You might discuss a particular ethical issue regarding the protection of human subjects in some depth (e.g. informed consent or minimization of risk) and contrast how this issue plays out in quantitative vs. qualitative research)

(4) An alternative approach that includes all of the necessary elements.

c. Both brief papers will be judged on their clarity, the soundness of the arguments put forth, and the appropriate use of readings and materials discussed in class.

3. **Final Paper**

The final paper will build upon your reading for the class, your own presentation, the presentations of others, and your own creative thinking. In this 12-15 page paper, you will develop an argument for the use of the research approach that you believe will be most useful in the future for carrying out studies in an area of social work research of interest to you, and should include consideration of the epistemological approach which seems most fruitful. A limited number of outside references may be included in this final paper which is due on **December 3**.
This paper does not require you to formulate a statement regarding a social problem, but rather will ask you to indicate an area of study that you may choose to examine in future research investigations.

The paper should include each of the following elements:
   a. A brief description of the area of study that you are considering in this paper.
   b. Identification of two or three research major research questions to be studied.
   c. Arguments for the selection of a research approach to this study, including the advantages and disadvantages of this approach compared with other research methodologies.
   d. A characterization of the epistemological approach you would use to examine the research questions, and its relation to the research methods you would choose.
   e. The ways in which the selected research approach is appropriate or inappropriate for studies conducted within the agencies and communities of interest.
   f. The advantages and challenges of using this approach for the cultural groups you wish to involve in your future research studies.
   g. The contribution the resulting study may make to evidence-based practice in social work.

The final paper will be evaluated based on clarity, organization, coherence of arguments, appropriate use of references, and writing style.

Attendance

Because this class is a seminar, the participation of each student in class meetings and in providing feedback to others is critical. Occasionally, brief assignments, such as completing training on human subjects protection will be given and graded as part of class participation.

Evaluation

Grades for the course will be based on: the short papers, 30%; class presentation, 30%; final paper, 30%; and, class preparation and participation, 10%. The detailed discussion of each assignment includes the basis on which grades will be given.
**Assigned Readings and Topics**

**A. Readings**

Five books and some articles are used in this course; you will want to have access to them all, and to buy selectively.


**Topical Outline of Course Content and Reading Assignments**

1. (9/24) **Introduction. Ethics and values in social work research; the relationship between practice and research.**

   
   Can be accessed at: [http://www.gsr.pdx.edu/forms/hsrrc_app.pdf](http://www.gsr.pdx.edu/forms/hsrrc_app.pdf)

   *Ethics statements:


   *Articles:


2. (10/1) The philosophy of science and its application to social work research
*Godfrey-Smith, Chapters 1-4 (pp. 1-74).

3. (10/8) The development of knowledge; paradigms in social work research.
*Godfrey-Smith, Chapters 5-7 (pp. 75-121).

**Participation assignment due:** training on human subjects protection

4. (10/15) Problem formulation and research approaches
*Tyson, Chapters 4-5.
*Articles:

**Presentation:** *Postpositivism and social work research*

5. (10/22) Feminist methods in research
* Hesse Biber & Yaiser, Chapters 1-5.
* Godfrey-Smith, Chapter 9.
* Articles:

**Presentation:** *Feminist methods in social work research*

**Paper One is Due**
6. (10/29) **Approaches to social work research: historical perspectives**  
Guest Lecturer: Dr. Joan Shireman  
*Kirk & Reid: Chapters 1-4. (pp. 1-94)  
*Morris: Introduction & Part 1 (pp. xi-68)

7. (11/5) **Cultural competence**  
*Hesse-Biber & Yaiser, Chapters 6-11.  
*Articles:  
*Presentation: Cultural competence in research.*

8. (11/12) **Veteran’s Day –PSU Holiday**

9. (11/19) **Scientific explanation, scientific evidence, and social work**  
*Godfrey-Smith, Chapters 10-12.  
*Morris, Parts 2, & 3.  
*Presentation: Critical theory and social work research  
*Paper Two is due.*

10. (11/26) **Evidence-based practice**  
*Articles:  
*Presentation: Constructivism and social work research*
11. (12/3)  **Research dissemination and utilization**  
* Kirk & Reid: Chapter 8 Research dissemination and utilization  
  Chapter 9: Knowledge for practice  
* Articles  
  new approach to bridging the gap. *Social Work, 47*(1), 85-95.  
  Schoenwald, S. K., & Hoagwood, K. (2001). Effective, transportability,  
  and dissemination of interventions: What matters when? *Psychiatric  
  Services, 52* (9), 1190-1197.  
  (2006). Evidence-based treatment: Provider knowledge, training,  
  and practice. A brief report. *Journal of Behavioral Health Services  
  & Research, 33* (1), 1-10.

**Evaluation of course**

**Final Paper due**

XI. Web CT Access

In order to access WebCT, you will need to have a working ODIN account.  
Then sign on to the internet, and type in:  
http://psuonline.pdx.edu/  
You will be asked to give your ODIN account username and your password.

XII. E-Reserve Directions

1. Go to the psu library web site:  http://www.pdx.edu/library

2. Click on *Course Reserves* under *Resources*  

3. Search by *course number* (630.), you can also search by  
Department or instructor's last name.(brennan) Then click Search.

4. Select *a course* you want

5. Click *accept *

6. Select *a document or a folder *

7. Enter password (instructor's last name)

8. Click *view *

9. Select *a document you want*

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Empirical Methods of Data Analysis

Course Description

This course is the first of a two-quarter sequence in statistics for Ph.D. students in social work. This course provides an introduction to the fundamentals of quantitative reasoning, probabilistic analysis, and statistical inference as applied in social science research. You will develop a conceptual framework for approaching quantitative problems and gain basic experience in conducting and interpreting statistical analyses of data. We emphasize building a strong foundation for understanding increasingly complex methods and applications in future courses.

Learning Objectives:

At the completion of the term, students will be able to:

- Explain the different methods of analysis used in hypothesis building (inductive research) and hypothesis testing (deductive research).
- Select and interpret descriptive statistics that are appropriate to the research design and levels of measurement of variables.
- Describe the relationship between two variables using appropriate parametric and nonparametric statistics.
- Test the significance of the relationship between two variables using appropriate parametric and nonparametric statistics.
- Discuss issues of validity and reliability with respect to specific pieces of research in social work.
- Demonstrate beginning mastery of use of statistical analysis software in social work research.
- Examine issues of research design, measurement, analysis of data, ethics, and application to populations at risk in published social work research.

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risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

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**Access to Instructor**

Professor: Thomas Keller, Ph.D.
Office: SSW 465C
Office hours: TBD
Phone: 725-8205
e-mail: kellert@pdx.edu

**Instructional Methods**

The class will meet twice a week to cover the topics outlined in the syllabus. In addition, there will be a weekly review session/lab. These reviews are to solidify your understanding of the material and to develop proficiency using statistical software programs on the computer.

An underlying premise of the course is that you must be actively engaged in grappling with concepts and practical examples to learn applied statistical analysis. The course is taught by working through the types of issues and problems that are encountered in research and policy analysis. You are expected to come to class well prepared to participate in class discussion, to raise questions, to answer questions, and to help each other learn. To the extent possible, handouts on the class content and practical examples will be provided, so that you can participate in the discussion rather than take notes.

Because knowledge of statistics grows in a cumulative fashion with early concepts providing the basis for subsequent concepts, it is imperative for you to maintain the pace of the course and complete readings and assignments on schedule.

**Assignments and Evaluation**

*Problem sets (30%)*
It is difficult to learn statistics without working on a large number of problems to apply the concepts. Problems will be assigned to correspond to almost every class session. Each assignment will be due at the beginning of the next class. These assignments will be graded, and they will comprise 30% of your grade.

You are encouraged to form study groups of 2-3 students to work on the problems and master the concepts. The effort is expected to be truly collaborative. The best strategy for completing the assignments is to tackle the questions alone before discussing them with others. You must write up and turn in your own answers. The answers should show the steps involved in solving the problem and should clearly explain your reasoning.

Answer sheets will be distributed in class on the day the assignment is handed in. Late assignments will not be accepted. Because everyone can get overwhelmed at times, you have the option of skipping (not turning in) two of the assignments. If you do turn in all assignments, your two lowest scores will be discarded before the calculation of your overall assignment grade.

**Midterm Exam (30%)**
A take-home exam will be given midway through the quarter.

**Final Exam (35%)**
A take-home exam will be given at the end of the quarter.

**Class participation (5%)**
This course has been designed with the expectation that all members of the class will contribute to the learning environment by raising questions, sharing insights, and building understanding. The course emphasizes critical thinking and active participation in class discussions and exercises. Grading of class participation will be based on your contribution to class learning. In discussions of conceptual issues, your participation should be relevant to the topics being addressed and demonstrate an effort to grasp the important ideas. When we are working on applied examples, your participation should provide problem-solving input and demonstrate willingness to think through problems in a collaborative fashion.

**Required Texts and Readings**
Statistics textbooks vary in terms of their approach, clarity, difficulty, and coverage of topics. Sometimes it helps to read about the same topic presented from different perspectives. For this reason, several texts are being made available for this course. For each class session, the relevant chapters and pages from each text are listed. There is also a required reading packet with articles from various sources and supplemental sections from other texts.

**Required**


The reading packet is available through PSU library electronic reserve; a copy will be in the Ph.D. room.


**Pages**
Blalock (115-139)
Blalock (149-154)
Blalock (186-193, 203-215)
Blalock (186-190)
Blalock (223-234)
Blalock (154-166)
Blalock (105-112)
Blalock (279-292)
Blalock (292-303, 315-328)


**Sections**
Wonacott & Wonacott (3.1—3.6)
Wonacott & Wonacott (3.6 –3.7)
Wonacott & Wonacott (4.1, 4.2, 4.6)
Wonacott & Wonacott (4.4—4.5)

**Topics, Assignments, and Assigned Readings**

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<th>Session #1</th>
<th>Introduction</th>
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<tbody>
<tr>
<td>Monday</td>
<td>Introducing concepts and course</td>
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<tr>
<td>January 7</td>
<td>Sampling</td>
</tr>
<tr>
<td></td>
<td>Descriptive statistics</td>
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<td>Inferential statistics</td>
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</tbody>
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**Readings**
Agresti & Finlay: Sections (1.1—1.4) (2.1—2.5)
Kachigan: Pages (1—46)

**Assignments**
Problem Set #1 distributed

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<th>Descriptive Statistics</th>
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<td>Distributions</td>
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<tr>
<td>January 8</td>
<td>Central Tendency</td>
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<td>Variation</td>
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<td>Z-scores</td>
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**Readings**
Agresti & Finlay: Sections (3.1—3.6)
Norusis: Chapters (3, 4, 5)
Reading Packet: Kazdin “Preparing and Evaluating Research Reports”

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<th>Session #3</th>
<th>Probability I</th>
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<tr>
<td>Monday</td>
<td>Underlying probabilities</td>
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<tr>
<td>January 14</td>
<td>Likelihood of events</td>
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<td>Conditional probability and independence</td>
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<td>Combinations of events</td>
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**Readings**
Kachigan: Pages (56—79)
Reading Packet: Wonacott & Wonacott (3.1—3.6)
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<tr>
<td>Tuesday</td>
<td>Applied probability problems</td>
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<tr>
<td>January 15</td>
<td>Bayes Theorem</td>
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**Readings**
- Reading Packet: Wonacott & Wonacott (3.6 –3.7)
- Reading Packet: Blalock (pp. 115—139)
- Reading Packet: Tversky & Kahneman “Judgment Under Uncertainty”

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<td>Problem Set #3 distributed</td>
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<th>Session #5</th>
<th><strong>Probability Distributions I</strong></th>
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<tr>
<td>Tuesday</td>
<td>Combining outcomes</td>
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<td>January 22</td>
<td>Expected values</td>
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<td>Area under curve</td>
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**Readings**
- Kachigan: Pages (79—80)
- Norusis: Chapter (6)
- Reading Packet: Wonacott & Wonacott (4.1, 4.2, 4.6)

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<th>Session #6</th>
<th><strong>Probability Distributions II</strong></th>
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<td>Monday</td>
<td>The Binomial</td>
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<td>January 28</td>
<td>Applications of binomial</td>
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**Readings**
- Agresti & Finlay: Section 6.6
- Norusis: Chapter (9)
- Reading Packet: Wonacott & Wonacott (4.3)
- Reading Packet: Blalock (149—154)

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<th>Session #7</th>
<th><strong>Probability Distributions III</strong></th>
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<tr>
<td>Tuesday</td>
<td>Continuous probability distributions</td>
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<tr>
<td>January 29</td>
<td>The normal distribution</td>
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</table>

**Readings**
- Agresti & Finlay: Sections (4.1—4.2)
### Session #8
**Monday**
**February 4**

**Inference I**
- Sampling and sampling distributions
- Population parameter estimation
- Central Limit Theorem
- Review for midterm

**Readings**
- Agresti & Finlay: Sections (4.3—4.6)
- Kachigan: Pages 81-90
- Norusis: Chapter (10)
- Reading Packet: Blalock (pp. 179-186)

**Assignments**
- Problem Set #6 due
- Problem Set #7 distributed

### Session #9
**Tuesday**
**February 5**

**Inference II**
- Central limit theorem
- Confidence intervals for means
- Confidence intervals for proportions
- The t-distribution and sample size
- Review for midterm

**Readings**
- Agresti & Finlay: Sections (5.1—5.6) (6.5)
- Kachigan: Pages 90-104
- Reading Packet: Blalock (186-193, 203-215)

**Assignments**
- Problem Set #7 due
  - **Midterm Exam distributed**

### Session #10
**Monday**
**February 11**

**Hypothesis Testing I**
- Principles of hypothesis testing
- Hypothesis testing for single samples
- T-tests

**Readings**
- Agresti & Finlay: Sections (6.1—6.3)
- Kachigan: Pages 104-112
- Norusis: Chapter (11)
- Reading Packet: Blalock (186-190)
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<th><strong>Hypothesis Testing II</strong></th>
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<tr>
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<tr>
<td>February 12</td>
<td>Hypothesis testing for two samples</td>
</tr>
<tr>
<td></td>
<td>Independent samples t-tests</td>
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<td></td>
<td>One tailed and two tailed tests</td>
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**Readings**
- Agresti & Finlay: Sections (7.1—7.6)
- Norusis: Chapters (12, 13)
- Reading Packet: Blalock (223—234)

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<td>February 18</td>
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**Readings**
- Agresti & Finlay: Sections (6.4, 6.7)
- Kachigan: Pages 112-116
- Reading Packet: Blalock (154-166)

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<th>Session #13</th>
<th><strong>Statistical Power</strong></th>
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<td>February 19</td>
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**Readings**
- Reading Packet: Cohen “A Power Primer”
- Reading Packet: Lipsey “The Statistical Power Framework”

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<tbody>
<tr>
<td>Information gained (?)</td>
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<td>Meta-analysis</td>
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<td>Ethical issues</td>
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Practical issues
Reporting methods and results

**Assignments**
Problem Set #11 due
Problem Set #12 distributed

**Readings**
Reading Packet: Blalock (105-112)
Reading Packet: Cohen “The Earth is Round (p<.05)”
Reading Packet: Hagen “In praise of the NHST”
Reading Packet: Weinbach “When is statistical significance meaningful?”
Reading Packet: Kromrey “Ethics and Data Analysis”
Reading Packet: Wright “Making friends with your data”

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<tr>
<th>Session #15</th>
<th>Analysis of Variance (ANOVA) I</th>
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<tr>
<td>Tuesday</td>
<td>Comparing multiple means</td>
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<tr>
<td>February 26</td>
<td>Between groups variance</td>
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<td>Within groups variance</td>
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<td>F-distribution</td>
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**Readings**
Agresti & Finlay: 438-449
Kachigan: 194-203

**Assignments**
Problem Set #12 due
Problem Set #13 distributed

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<td>Agresti &amp; Finlay: 438-449</td>
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<td>Kachigan: 194-215</td>
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<td>Norusis: Chapter 14</td>
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<td></td>
<td>Reading packet: Wonnacott &amp; Wonnacott: 324-346</td>
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<td>Reading packet: Blalock: 336-348</td>
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**Assignments**
Problem Set #13 due
Problem Set #14 distributed

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<th>Session #17</th>
<th>Chi-Square Tests I</th>
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<td>Expected and observed values</td>
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<tr>
<td>March 4</td>
<td>Tests of independence</td>
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<td>Chi-Square distribution</td>
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**Readings**
Agresti & Finlay: Sections (8.1—8.4)
Reading Packet: Blalock (279-292)
### Assignments
- Problem Set #14 due
- Problem Set #15 distributed

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<th>Session #18</th>
<th>Chi-Square Tests II</th>
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<td>Monday</td>
<td>Applications of chi-square</td>
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<tr>
<td>March 10</td>
<td>Controlling for other variables</td>
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<td></td>
<td>Fisher’s exact test</td>
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**Readings**
- Agresti & Finlay: Sections (8.5—8.8)
- Norusis: Chapter 16
- Reading Packet: Blalock (292-303, 315-328)

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<th>Conclusion</th>
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<tr>
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<td>Summarizing/Review</td>
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<td>Looking ahead</td>
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<th>Assignments</th>
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<tbody>
<tr>
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<table>
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<tr>
<th>Tuesday</th>
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<td>March 18</td>
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**Final Exam distributed**
Introduction to Qualitative Research Methods in Social Work

Course Description

This course is the first part of a required two-term sequence that introduces students to the theoretical foundations and methods for qualitative research in social work. The class is designed to support learners with techniques and tools to approach the inquiry process from a critical constructivist perspective. Consequently, students will be encouraged to consider issues of power, privilege, and oppression as they inform both their own positionalities and the lived experiences of study participants. This portion of the sequence will cover the assumptions underlying qualitative methods and specific qualitative traditions. The process of developing and implementing a qualitative research study will be explored. Qualitative methods for understanding cultural issues and giving voice to marginalized populations will be emphasized. Class sessions will cover research design, ethical issues in qualitative research, participant recruitment, data collection and preliminary analysis, and strategies to increase trustworthiness and authenticity. Students will gain experience in applying qualitative methods in social work by developing a proposal for a qualitative research project. Prerequisite: SW 630.

Learning Objectives:

At the completion of the term, students will be able to:

- Compare and contrast the principles of the constructivist paradigm for qualitative research with positivist and post-positivist principles underlying quantitative research in social work.
- Consider the kinds of social work research questions appropriately answered by qualitative research methods.
- Analyze the key purposes and methods of different traditions in qualitative research.
- Understand the uses of qualitative research to gain understanding of the experiences of diverse populations and give voice to oppressed and marginalized groups.
- Consider relevant ethical issues in the design and implementation of qualitative research.
- Prepare a qualitative research design and outline methods for a qualitative study to examine a question of interest.
- Apply methods of qualitative data collection and preliminary analysis.
- Have basic knowledge of software developed to assist in the analysis of qualitative data.
- Implement strategies to enhance trustworthiness and authenticity.

**Students with Disabilities**

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

**Populations at Risk**

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

Ted Donlan
Office hours: Tuesday, 2pm - 4pm and by appointment.
Office: UCB 401H
Instructional Methods

Course activities will include lectures, class discussion, and student presentations. Due to the amount of course content and application of learning, regular attendance and participation are crucial to your learning and the learning of others. You will be expected to have read assigned readings before coming to class each week.

Assignments and Evaluation

There will be four graded assignments in this course:

First assignment:  
Each student will write a researcher identity memo (2 to 4 pages in length, double spaced with one inch margins all around) to help examine your goals, experiences, assumptions, feelings, and values as they relate to your research, and to discover what resources and potential concerns your identity and experience may create. See Maxwell (2005, p. 27-28). (10% of grade). Due: January 22.

Second assignment:  
Each student will prepare a chart following Morse’s (1994) “Table 3.2” example in which you identify appropriate research questions/foci for five types of qualitative research studies related to your area of interest. In the chart, you will also indicate potential study participants, sample size, data collection methods, and the expected type of results. Add a column in which you note any potential challenges to using each approach to study in your specific area of interest. You should include the types of studies discussed in the Denzin & Lincoln text (ethnography, grounded theory, narrative study, oral history, case study research, action research) and/or other approaches that you are familiar with. Bring copies of the chart for all class members to class and be prepared to identify the approach most suited to answering a question of interest to you. (10% of grade). Due: January 29.

Third assignment
A short report on data collection and analysis of findings from one or more data collection activity[ies] that may include (interview[s] and/or observation[s]) carried out by the student to answer a research question of interest. This might be considered a pilot study for a planned study. Include a statement of the goal(s) of the pilot study, research question(s), and a rationale for the selected methods for data collection and analysis. Each student will provide a copy of the “raw” (transcribed) data, a description of the process of analysis, and steps taken to assure trustworthiness and/or authenticity. Include a description of interim findings in the form of major themes, grounded theory, an ethnographic description, a narrative, or oral history, etc. illustrated by examples of direct quotes or observations. Each student will also make a short presentation (not more than 10 minutes) to the class on the challenges they faced in data collection and analysis and the strategies they used to address these challenges. (40% of grade). Due: March 4.

Fourth assignment
A final paper which presents a reasonable, feasible proposal for conducting a qualitative research study focused on the student’s area of research interest. Provide sufficient background (literature review) to make a case for what this study would add to the knowledge base. Describe the paradigm for your study, selected approach and rationale, research question(s), methods, data collection and analysis, ethical issues, reporting style, and techniques to increase trustworthiness or authenticity, citing relevant qualitative research literature. Integrate findings of your pilot study to inform the proposal. Students will share the main points of their paper at the last class session. As an alternative to this final paper, students may propose an equivalent assignment to the instructor which incorporates relevant course readings and qualitative research activities. (40% of grade). **Due: March 18.**

**Evaluation**
Final grades will be assessed according to Portland State University’s +/- system
100 – 93 = A Excellent: outstanding, exemplary
92 – 91 = A- Excellent
90 – 88 = B+ Very Good
87 – 83 = B Good: satisfactory graduate level work
82 – 81 = B- Fair: marginal graduate level work
80 – 71 = C Inadequate: below graduate standards; a required course must be repeated.

**Required Texts and Readings**

Additional readings provided by instructor in class.

**Topics and Assigned Readings**

1/8 Week 1
Introduction to course
Foundations of qualitative research in social work

1/15 Week 2
Critical and constructivist paradigms in qualitative research
Epistemological assumptions underlying qualitative research methods
Qualitative research methods for social work


1/22 Week 3
Models of qualitative research design
Qualitative research design in furtherance of social justice
Incorporating community and cultural contexts in qualitative research
Research regulations for the protection of human subjects in qualitative research
Researcher identity memo due.


1/29 Week 4
Qualitative research proposal design
Using literature in qualitative research
Framing study boundaries and developing research questions
Qualitative methods in NIH and NSF funded research
Chart comparing qualitative approaches due


2/5 Week 5
Qualitative research design implications for data collection
Sampling strategies in qualitative research
Gaining & maintaining access to research participants


2/12 Week 6
Qualitative case studies
Case study research in furtherance of social justice
Ethnography
Observation in qualitative research
Implications for a social justice agenda


2/19 Week 7
Qualitative interviewing methods
In-depth interviewing
Focus group interviewing
Implications for a social justice agenda

2/26 Week 8
Integrating qualitative research strategies within a critical theory perspective
Grounded theory methodology
Grounded theory: Applications for advancing social justice


3/4 Week 9
Narrative inquiry: Strategies and methodologies
Narrative inquiry: Disrupting oppressive social practices and encouraging social justice
Student data presentations
Data analysis assignment due


3/11 Week 10
Validity, credibility, and trustworthiness in qualitative research


3/18 Week 11
Course wrap-up; unfinished business.
Final
Course Description

This course provides an introduction to the theory and procedures of analysis of data in social work research. Using existing databases, the course provides laboratory experience in analysis and interpretation of data. There is an emphasis on a range of analysis strategies – including multivariate and nonparametric techniques – with comparison of findings obtained by alternative statistical procedures. An additional emphasis is the interpretation and presentation of analyses to highlight practice and policy implications. Prerequisite: SW 632.

Learning Objectives:

At the completion of the term, students will be able to:

- Demonstrate knowledge of multivariate and nonparametric techniques in order to identify the appropriate class of techniques for a given research problem.
- Discuss the types of data necessary for multivariate and nonparametric analyses and identify other assumptions of particular analysis strategies.
- Use SPSS for Windows system sufficiently well to set up and execute multivariate and nonparametric statistical analyses.
- Critically examine the use of multivariate and nonparametric analyses in the research literature, with an emphasis on assessing adequacy and interpretation.
- Examine issues of research design and analysis of data in studies of vulnerable populations.

Students with Disabilities

PSU and the School of Social Work are committed to providing accommodations for students who have disabilities in order to equalize their ability to achieve success in academic classes and to ensure physical access to student activities or university-sponsored events. The Disability Resource Center (DRC) provides academic accommodation for students in both classroom and testing situations and coordinates registration for students with disabilities. The DRC is located in Room 435 Smith Memorial Center and can be reached at 725-4150 and through TTY at 725-6504. Students with disabilities should contact the DRC by the third week of class. A staff member from Disability Resource Center will specify in a letter the accommodations that will be required for this class. The Writing Center in Cramer Hall can provide assistance with writing skills (Room 188F, 503.725.3570, writingcenter@pdx.edu; www.writingcenter.pdx.edu).

Populations at Risk

Readings, lectures, class discussions and assignments include content on populations at risk, including racial, ethnic, and sexual minorities, and individuals with disabilities. Populations at
risk are those who are intentionally or unintentionally discriminated against because of one or more attributes or status that are not valued by dominant society. Vulnerable persons are at increased risk of social isolation and economic disadvantage and its consequences because of the pervasive effects of structural inequality and lack of access to power. Diverse populations, including persons of color and ethnic diversity, and populations that are vulnerable due to poverty, age, gender, ability and sexual orientation will be represented in class readings and discussions.

**Academic Honesty and Integrity**

All work submitted in this course must be your own, and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor.) All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. Violations of academic honesty will be taken seriously. Consequences may include failure in the course and suspension from your academic program. It is your responsibility to familiarize yourself with the academic honesty and integrity guidelines found in the current student handbook and online.

**Access to Instructor**

Daniel Coleman  
dcoleman@pdx.edu  
www.web.pdx.edu/~dcoleman  
503-725-8013  
Office: UCB 465K.  
Monday, 11:30-12:30 or appointment or drop-in

**Assignments**

1. **Homework assignments.** Most weeks there will be a homework assignment that involves conducting and interpreting statistical analyses. Principally you will use SPSS to analyze sample data but homework may also include hand computation problems.

2. **Lab.** Lab work is designed to increase understanding of statistical concepts, provide hands-on experience using SPSS to analyze data, and help students prepare to complete homework assignments. As indicated, homework assignments may include problems from lab.

3. **Reading and class participation.** Students are expected to read all assigned materials and to contribute to the discussion of readings.

4. **Data Analysis Project.** Each student will conduct a secondary data analysis using one of several datasets that will be made available. See detailed description of this assignment in section IX below.

5. **Test.** At class 9, an open-book take-home test will be passed out. The test will include interpretation of SPSS output, assessing if data meets the appropriate assumptions for the tests we will learn. You may use all texts, class notes, and handouts when completing the test. All work must be done independently.
### Evaluation

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<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Homework</td>
<td>25%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Data Project</td>
<td>35%</td>
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<tr>
<td>Test</td>
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### Required Texts and Readings

The following are required text materials for this course.


Additionally, articles and chapters will be assigned, as indicated in the class schedule.

### Topics and Assigned Readings

**WEEK 1. INTRODUCTION, EFFECT SIZE, CORRELATION AND REGRESSION I**

**WEEK 2. CORRELATION AND REGRESSION II**

Reading:
- Agresti & Finlay Chapter 9, sections 9.1, 9.2, 9.4
- Pallant, 113-135.


Recommended/ Optional: A good web-site on effect-sizes: [http://web.uccs.edu/lbecker/psy590/es.htm](http://web.uccs.edu/lbecker/psy590/es.htm)

Topics:
• Correlation coefficient
• Partial correlation
• Simple linear regression; Assumptions; Inferences about the slope
LAB: Simple and multiple regression procedures and output

WEEK 3. CORRELATION AND REGRESSION III
Reading:
Agresti & Finlay Chapters 10 and 11, sections 10.1, 10.2, 10.4, and 11.1-11.3, 11.7,11.8
Pallant, 136-145.
Tabachnick, Chapter 4 (4.1.5-4.1.8)


Topics:
• Model building
• Inferences about regression models and about slope parameters
• Using dummy variables in regression
LAB: Model building; Interpreting output

WEEK 4. APPLYING CORRELATIONAL ANALYSIS: RELIABILITY AND VALIDITY OF MEASURES

Heppner handout (Access to be arranged).
Pallant, 90-93.


Optional/Recommended: Review DeVellis from first methods course.

Topics:
• Introduction to data reduction
• Reliability and validity
• Calculating coefficient alpha
• Constructing scales and indexes
LAB: Assessing Scale Reliability with Coefficient Alpha, building scales.

WEEK 5. CORRELATION AND REGRESSION IV
**One page data analysis proposal due**

Reading:
- Agresti & Finlay Chapters 14, sections 14.1 – 14.4;
- Tabachnick, Chapter 5, sections 5.3.2, 5.5, 5.6.6
- Pallant, 155-157.


Topics:
- Review Williams et al. (1999)
- Assessing collinearity and multicollinearity
- Interaction terms
- Hierarchical regression
LAB: Obtaining and interpreting diagnostic statistics and output

WEEK 6. A GLIMPSE OF ADVANCED LINEAR METHODS: FACTOR ANALYSIS

Reading
- Agresti & Finlay, Chapter 16, section 16.3 pp. 630-634
- Tabachnick, Chapter 13, sections 13.1-13.4
- Pallant, Chapter 15

Topics:
- Factor Analysis
- Path analysis and Structural Equation Modeling
LAB: Factor Analysis, Scale Construction and Regression

WEEK 7. CATEGORICAL DATA ANALYSIS

Reading:
- Agresti & Finlay, Chapter 8 (review); Chapter 15 (sections 15.1 and 15.2)
- Pallant, Chapter 14


Topics:
- Review contingency tables and $\chi^2$ analysis
• Multivariate analysis
• Odds ratio and relative risk

LAB: Contingency table analysis; Obtaining ORs and other summary statistics

WEEK 8. LOGISTIC REGRESSION I
**Data Analysis Project Due**
Reading
Agresti & Finlay, Chapter 15, sections 15.1 – 15.2
Tabachnick, Chapter 10, sections 10.1-10.3


Topics:
• The logistic model
• Logistic regression

LAB: Fitting logistic models

WEEK 9. LOGISTIC REGRESSION II AND NONPARAMETRIC TESTS
**Take home test distributed**

Reading
Norusis Chapter 18
Pallant, Chapter 22


• Continue logistic regression
• Adjusted ORs and predicted probabilities
• Non-parametric analysis of association
• Non-parametric tests of significance

LAB: Fitting and assessing logistic models

WEEK 10. CONCLUDE LOGISTIC AND NON-PARAMETRIC, WRAP-UP & EVALUATION.

IX. Data Analysis Project
For this project you will choose one of three datasets that will be made available to you on the web-ct site. For each dataset there will be three files: the data file itself, a codebook and a file with the description of the methods of that study. Each of these datasets are listed below and will be described further in class.

**You may also use another dataset- talk to me about it.**

**Datasets for Data Analysis Project**
For each dataset there is the data file (.sav), the codebook, and a description of the methods. All files are on web-ct

“Therapy Study”
Files: therapy.sav, thrpycdbk.doc, thrpymeth.doc
This is data from a clinical trial comparing cognitive-behavioral therapy and interpersonal therapy in the treatment of depression. Variables include level of depression before and after treatment, and therapy process variables (therapist is sensitive to feelings, therapist is teacher-like, etc)

“Time-one Clinic Study”
Files: t1data.sav (t1data37v.sav for SPSS student version), t1cdbk.doc, t1method.doc
This is data from a naturalistic study (not a clinical trial) of outpatient therapy in a community mental health center. Variables include client ethnicity, socioeconomic status as a child, insurance status, mental health symptoms, and wellbeing.

“Juvenile delinquents study”
Files: juvenile.sav, juvecdbk.doc, juvemethod.doc
This is data from a cross-sectional survey of adolescents incarcerated in Oregon. Variables include sexual abuse, trauma exposure, sadness, grief, antisocial attitudes, externalizing and internalizing behavior problems.

**Do not attempt any analyses with the datasets until you have proceeded through the following steps**

One page paper due Class 5
For the one-page description of your research question and hypotheses, due in Class 5: look at the codebook for the dataset you have selected. Choose some sets of variables for which you can theoretically formulate a series of research questions and some hypotheses.

In your one page paper:

1. Identify the dataset you are using from among the three on the web-ct site.
2. State your research questions.
3. State your hypotheses, first in general terms, then stating which variables measure the concepts included in your hypotheses.
4. State which statistical tests you will perform, specifying the variables you will use to test your hypotheses. Note: everyone should use at least one each of chi-square, t-test, and a correlation and multiple regression process. Consider ANOVA as well.

This draft process will give me a chance to give you feedback on the soundness of your research plan. Once you have received my feedback, you can proceed with analysis.

Final Project due Class 8
For the final form of the project, due in Class 8, follow this format, using the headings indicated by underlining:

Introduction: (approx 1 page). Briefly explain your rationale for your hypotheses and the potential importance of the findings. (You may find and cite some literature, but it is not required). State your research questions and/or hypotheses. State the hypotheses in a narrative format, not listing of null and alternative hypotheses.

Methods: For design, sampling, etc, for each dataset there is a brief summary of the methods of the study that is on the web-ct site. Cut and Paste in this text here. If you use another dataset, write a brief methods section stating the design of the study, sampling approach and description of the sample, procedures of the study (if relevant). All papers should have a one or two paragraph section under the heading Analysis that describes your process of analyzing the data. This should be a brief description of the final steps that are reported in the paper, not of all the missteps along the way. This is analogous to #4 in the 1 page draft, except it reports what statistical tests you actually used. (Do not report results here). Explain any recoding. Briefly state your assessment of how the data conforms to the assumptions required for each test you used, note any transformations you attempted.

Results: Insert here your SPSS output, edited to remove unnecessary output. (You can print it out two pages on a sheet to save paper). First display descriptive statistics for the variables you used: mean and standard deviation for continuous variables, and frequencies for categorical variables. Next, display the results of the statistical tests you performed. Circle the important points in the output, briefly noting what this result indicates (see my example output for each computer lab).

In addition to the SPSS output, under Results write one or two paragraphs summarizing the results, noting important p-values, etc. Briefly interpret the descriptives for your variables of interest. Report effect-sizes you hand calculated (not on SPSS output). For every test, report statistical significance and if relevant interpret the effect-size. For every test you conducted, have a sentence that states in plain words what you found.

Discussion: (2-3 pages)
First, state the results of your hypothesis testing. Discuss in plain language the meaning of your results. State research implications- what are the next research steps needed? Discuss clinical or policy implications- what does this mean to practitioners, policy-makers, community organizers, administrators, if anything? If no practice or policy relevance, discuss closely related research.
that could yield useful information for practice or policy. State the limitations of this study and this analysis. Include a concluding paragraph that summarizes the analysis and emphasizes the important points made in your paper.