



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Course Prefix, Number and Title: SOWK 613 Advanced HBSE in Rural Settings

Course CRN # and Section: CRN 20475, 1AS

Semester Taught (including year): Spring 2019

Professor: Nola Gum, MSW, LICSW

Credit Hours: 3

Office Location: N/A

Prerequisites: Generalist Program or acceptance into Advanced Generalist Program.

Office Hours: By Appointment Only

Course Time (if applicable): Online

Email: ngum@concord.edu

Building and Room Number (if applicable): Online

Phone: 304-952-8256

Office Fax: 304-384-6091

College/Department Website

www.concord.edu/sws

Course Description/Rationale:

This course is an advanced Human Behavior and the Social Environment (HBSE). The course provides an advanced rural focus on human behavior in the social environment with specific focus on the issues that occur in rural settings and the human context. The course examines (but is not limited to) issues of social justice/injustice such as poverty, human rights, gender, sexual orientation, race, social class, environmental injustice and ageism. These issues are addressed across all levels of practice through the lens of the strengths perspective and systems approach while examining personal and professional values. Students will develop critical thinking, knowledge and skills for competent rural social work practice.

Course Management System: Blackboard

Hardware/Software Needed:

To be an effective participant in Concord's University's online courses in Blackboard (Bb), your computer needs to be up-to-date with the appropriate hardware and software, as follows:

| Minimum | Recommended |
|---------|-------------|
|---------|-------------|

| | | |
|---------------------|--|--|
| Operating System | Windows 7 or higher Mac OS X 10.8 or higher | Windows 10 Mac OS X 10.10 |
| Internet Browser | Internet Explorer 11 Firefox 31 or higher Safari 6 or higher | Firefox 47.0 Safari 9.1 |
| Processor | Windows: 2 GHz Mac: 1.1 GHz | Windows: 3 Ghz Mac: 1.3 GHz Intel Core m7 |
| Memory | Windows: 2 GB RAM Mac: 512 MB RAM | Windows: 8 GB RAM Mac: 4 GB RAM |
| Internet Connection | Cable Broadband (high-speed) 5 Mbps or higher | Cable Broadband (high-speed) 15 Mbps or higher |
| Java | JRE Version 7 or higher | JRE Version 8 Update 101 |

For more information or technical assistance on using the Learning Management System, please contact the Concord University Helpdesk: <http://hub.concord.edu/technology/node/12>.

Text requirements:

Alexander, Rudolph (2010). Human Behavior in the Social Environment: A Macro, National and International Perspective. Sage Publications ISBN: 9781412950800

American Psychological Association (2009). Publication Manual of the American Psychological Association (6th Ed.). Washington: American Psychological Association.

- (All work for this course is to be completed using the APA writing style, unless otherwise specified. Use the full APA manual. It is the only reliable source for how to proceed. Websites and pamphlets do not provide the whole picture. If you have not read the APA manual, I highly recommend doing so, understanding why the processes are in place is very helpful. Taking the time now to read it will most likely save you hours and hours of time for the remainder of the program and lower your stress level significantly, which I am sure you will appreciate.

Galvan, Jose L, Writing Literature Reviews: A guide for students of the Social and Behavioral Sciences Fifth Edition (2013), Pyczak Publishing: California, ISBN 978-1-936523-03-0

Concord University Educational Goal(s):

Knowledge: Familiarity with principles underlying academic discourse in various fields, as demonstrated by the following capabilities:

1. An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices.
2. An awareness of the fundamental characteristics and properties of the physical universe.
3. An ability to interpret events and trends within historical contexts.
4. Acquaintance with principles underlying languages for example, linguistic, mathematical, and computer-language systems.
5. A recognition of the complex interactions between organisms, including human beings, and their environments.
6. An awareness of the aesthetic principles, methods, materials, and media employed in artistic performance and the creation of works of art and literature.

7. Self-knowledge, including awareness of one's own competencies, deficiencies, and optimal individual learning-style(s).

National Standards:

NASW Code of Ethics: Students are expected to adhere to the NASW Code of Ethics.

2015 Educational Policy and Accreditation Process (EPAS)

Overall Core Competencies for Social Work Education Including Concord University Specific Generalist and Specialization Advanced Behaviors for All Competencies

Competency 1: Demonstrate Ethical and Professional Behavior

Generalist Behaviors

Behavior 1: Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

Behavior 2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Behavior 3: Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

Behavior 4: Use technology ethically and appropriately to facilitate practice outcomes.

Behavior 5: Use supervision and consultation to guide professional judgment and behavior.

Advanced Behaviors

Advanced Behavior 1: Demonstrate and preserve professional roles and boundaries in rural settings.

Advanced Behavior 2: Understand the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice.

Advanced Behavior 3: Apply ethical decision-making skills in rural settings with special focus on dual relationships and access to services.

Advanced Behavior 4: Apply ethical decision-making skills to address the use of technology in rural settings.

Competency 2: Engage Diversity and Difference in Practice

Generalist Behaviors

Behavior 6: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

Behavior 7: Present themselves as learners and engage clients and constituencies as experts of their own experiences.

Behavior 8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Advanced Behaviors

Advanced Behavior 5: Recognize and understand the experience of isolation of minority groups in rural settings.

Advanced Behavior 6: Engage in self-reflection about and address personal biases and values as they relate to rural populations and settings.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Generalist Behaviors

Behavior 9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Behavior 10: Engage in practices that advance social, economic, and environmental justice.

Advanced Behaviors

Advanced Behavior 7: Understand, analyze, and implement strategies to address forms of rural oppression.

Advanced Behavior 8: Advocate for human rights, and social, environmental and economic justice in rural settings (such as poverty, health care, education, and the rights of local populations including minorities).

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Generalist Behaviors

Behavior 11: Use practice experience and theory to inform scientific inquiry and research.

Behavior 12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Behavior 13: Use and translate research evidence to inform and improve practice, policy, and service delivery.

Advanced Behaviors

Advanced Behavior 9: Identify, evaluate, and select rural practice strategies.

Advanced Behavior 10: Promote and participate in the use of research to improve the effectiveness of rural practice.

Competency 5: Engage in Policy Practice

Generalist Behaviors

Behavior 14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

Behavior 15: Assess how social welfare and economic policies impact the delivery and access to social services

Behavior 16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Advanced Behaviors

Advanced Behavior 11: Analyze, formulate, and advocate for policies that enhance social well-being, service delivery, and access in rural settings.

Advanced Behavior 12: Communicate and collaborate with stakeholders and professionals the implications of policy and policy changes in rural practice.

Advanced Behavior 13: Apply knowledge of strengths and issues of rural settings and populations to social work policy practice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Generalist Behaviors

Behavior 17: Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

Behavior 18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Advanced Behaviors

Advanced Behavior 14: Apply theories of human behavior and the social environment to rural practice.

Advanced Behavior 15: Explain the stigma, risk, and benefits to clients of seeking or not seeking services in a rural setting.

Advanced Behavior 16: Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice.

Advanced Behavior 17: Coordinate formal and informal networks to promote sustained client well-being in rural communities.

Advanced Behavior 18: Apply knowledge of practice within the rural context for the development of service systems.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities **Generalist Behaviors**

Behavior 19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

Behavior 20: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

Behavior 21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

Behavior 22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Advanced Behaviors

Advanced Behavior 19: Use multidimensional, bio-psychosocial, spiritual, and community assessment tools in a rural practice environment.

Advanced Behavior 20: Use empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities **Generalist Behaviors**

Behavior 23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Behavior 24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Behavior 25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

Behavior 26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

Behavior 27: Facilitate effective transitions and endings that advance mutually agreed-on goals.

Advanced Behaviors

Advanced Behavior 21: Understand and utilize the uniqueness of rural environments and its resultant effect of rural behavior.

Advanced Behavior 22: Critically evaluate, select, and apply best practices and evidence based interventions in rural settings.

Advanced Behavior 23: Develop and implement collaborative multidisciplinary strategies for rural practice

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities **Generalist Behaviors**

Generalist Behaviors

Behavior 28: Select and use appropriate methods for evaluation of outcomes.

Behavior 29: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Behavior 30: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Behavior 31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Advanced Behaviors

Advanced Behavior 24: Evaluate the process and outcomes of rural practice to contribute to the development of best practice interventions for rural practice.

Advanced Behavior 25: Contribute to the knowledge base of the social work profession through rural practice based research

Specific Learning Outcomes

Course Specific Competencies/Advanced Behaviors/Dimensions & Relevant Assignments By the end of the semester, students should be able to demonstrate the following competencies and practice behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced Behaviors

Advanced Behavior 1: Demonstrate and preserve professional roles and boundaries in rural settings. (*Assignment: Rural Project (knowledge, values, skills, cognitive/affective processes), Dialogues (knowledge, values, skills, cognitive/affective processes), Presentation (knowledge, skills), Self-Evaluation/Self Awareness (values, skills, cognitive/affective processes)*)

Advanced Behavior 2: Understand the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice. (*Assignments: Rural Project (Knowledge, Values, cognitive/affective processes), Dialogues (knowledge, values, cognitive/affective processes), Presentation (knowledge, skills), Self-Evaluation/Self Awareness (values, cognitive/affective processes)*)

Advanced Behavior 3: Apply ethical decision-making skills to address the use of technology in rural settings. (*Assignments: Rural Project (knowledge, values, skills), Dialogues (knowledge, values, cognitive/affective processes), Presentation (knowledge, skills), Self-Evaluation/Self Awareness (values, cognitive/affective processes)*)

Competency 2: Engage Diversity and Difference in Practice

Advanced Behaviors

Advanced Behavior 5: Recognize and understand the experience of isolation of minority groups in rural settings. (*Assignments: Rural Project (knowledge, skills, values, cognitive/affective processes), Dialogues (knowledge, values, cognitive/affective processes), Presentation (knowledge, skills)*)

Advanced Behavior 6: Engage in self-reflection about and address personal biases and values as they relate to rural populations and settings. (*Assignments: Rural Project (knowledge, skills, values, cognitive/affective processes), Dialogues (values, cognitive/affective processes), Self-Evaluation/Self Awareness (values, cognitive/affective processes)*)

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced Behaviors

Advanced Behavior 7: Understand, analyze, and implement strategies to address forms of rural oppression. (*Assignment: Rural Project (knowledge, skills, values, cognitive/affective processes), Dialogues (values, cognitive/affective processes), Presentation (knowledge, skills)*)

Advanced Behavior 8: Advocate for human rights, and social, environmental and economic justice in rural settings (such as poverty, health care, education, and the rights of local populations including minorities). (*Assignments: Rural Project (knowledge, values, skills, cognitive/affective processes), Dialogues (values, cognitive/affective processes), Presentation (knowledge, skills)*)

**Competency 4: Engage in Practice-informed Research and Research-informed Practice
Advanced Behaviors**

Advanced Behavior 9: Identify, evaluate, and select rural practice strategies. (*Assignment: Rural Project (knowledge, value, skill, cognitive/affective processes), Dialogues (knowledge, values, cognitive/affective processes), Presentation (knowledge, skills)*)

Advanced Behavior 10: Promote and participate in the use of research to improve the effectiveness of rural practice. (*Assignments: Rural Project (knowledge, skills, cognitive/affective processes), Dialogues, Presentation (knowledge, skills)*)

**Competency 5: Engage in Policy Practice
Advanced Behaviors**

Advanced Behavior 11: Analyze, formulate, and advocate for policies that enhance social well-being, service delivery, and access in rural settings. (*Assignments: Rural Project (knowledge, skills, cognitive/affective processes), Dialogues (knowledge, values, cognitive/affective processes), Presentation (knowledge, skills)*)

Advanced Behavior 12: Communicate and collaborate with stakeholders and professionals the implications of policy and policy changes in rural practice. (*Assignments: Dialogues (knowledge, values, skill, cognitive/affective processes), Presentation (knowledge, skills)*)

Advanced Behavior 13: Apply knowledge of strengths and issues of rural settings and populations to social work policy practice. (*Assignments: Rural Project (knowledge, skill, values, cognitive/affective processes), Presentation (Knowledge, skills)*)

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Advanced Behaviors**

Advanced Behavior 21: Understand and utilize the uniqueness of rural environments and its resultant effect of rural behavior. (*Assignments: Rural Project (knowledge, values, skills, cognitive/affective processes), Dialogues (knowledge, values, cognitive/affective processes), Presentation – (knowledge, skills)*)

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Advanced Behaviors**

Advanced Behavior 24: Evaluate the process and outcomes of rural practice to contribute to the development of best practice interventions for rural practice. (*Assignments: Rural Project (knowledge, values, skills, cognitive/affective processes), Dialogues (knowledge, values, cognitive/affective processes), Presentation (knowledge, skills)*)

Advanced Behavior 25: Contribute to the knowledge base of the social work profession through rural practice based research (*Assignments: Rural Project (knowledge, skills, values, cognitive/affective*

processes), Dialogues (knowledge, values, cognitive/affective processes), Presentation (knowledge, skills))

Graded Assignments/Course Requirements:

The expectation is that students read assignments prior to all discussions, assignments, and synchronized activities. Remember, your professor knows not only what you post but also when you logged in, the amount of time spent on a post or project, and the number of views you have had of other students' posts. It is also *mandatory* to participate actively in all course discussions (as assigned in each module in Bb) and synchronized sessions, as well as read all of the assigned readings and post throughout each module not just once or twice a module or at the end. Thus, consistent dialog and discussion postings are required. The following questions will help students to work through the voluminous assigned readings and organize their thoughts:

1. What are the major organizing ideas or points in the reading? What are the subordinate ideas or points?
2. What significant questions do the reading raise for students? Are there arguments contained in the reading that challenge students' current knowledge-based and understanding about social work practice with individuals, groups, and families in rural communities?
3. In what ways does the reading reinforce, extend, challenge, or contradict students' own views about social work practice, particularly in rural communities?
4. How does the main points of the reading relate to students' field practicum and/or social work experience?
5. How does the reading(s) inform students' understanding about the use of self, solution-oriented social work practice, and group work, particularly in rural communities?

- **Dialogs/Discussions (75 points):**

The intent of Blackboard (Bb) dialog and discussions is to complement the readings. Therefore, these take time to read, think, reflect, and respond to others. Give yourself enough time to do these thoroughly, thoughtfully, and respectfully. Students in the past have stated that the discussions are a great part of the course, while at the same time, advising current students to make sure they give themselves enough time and to not get behind.

Students must post for each discussion question/topic. In other words, the discussions are not optional; they are required. Make unique contributions clearly connected to the content covered in course materials, which you have read. Do not simply compliment (e.g. "interesting point") or support/disagree (e.g. "I agree with you" or "I do not agree") another student's work; no credit will be given for these types of comments. Postings should also be an on-going dialog of the course material rather than completing all at once, and you must respond to at least three of your peers on each discussion.

- **Social Justice Personal Reflection Paper (30 points):**

You are to complete a thorough self-evaluation and narration of your current level of competency in social work *as it relates to social justice*. What does social justice mean to you? Do you carry any real

or perceived social privilege? How has your social experience been similar to or different from your peers? How does this affect your social work practice?

Self-evaluation is a critical skill for all social workers and you need to be able to be honest with yourself and others.

- The self-evaluation/self-awareness is a critical piece of what will be included in your class participation grade.
- Be thorough, clear, honest and aware of your own *strengths* and *challenges* as they apply to social work practice and social justice.
- Remember that the focus and purpose of this assignment is to examine and self-evaluate your skills, values, and abilities overall.
- Make sure to include what you have learned about yourself including but not limited to values, biases, strengths, knowledge, skills, etc. and what helped you discover these things about yourself.

One of our goals as social workers is to complete thorough and accurate assessments of others, but to do this, we must first assess ourselves. This assignment is required as part of your overall participation grade. As a self-evaluation, no references page is necessary unless you use material from other sources. Please use APA formatting. No page requirement, but be certain to cover the information listed above.

- **Final Project Approval Form (20 points):**

The approval form includes the identification of the social justice issue you would like to further research and your prior knowledge regarding this topic. You must also identify any personal values on this topic, and what you hope to learn. Students working in pairs and groups may submit one approval form. Please see the approval form template in the Blackboard assignment tab.

- **Final Project ROUGH DRAFT (25 points):**

This is an early submission of your Final Project ROUGH DRAFT which provides the student with an opportunity to submit your final project to me for review and feedback prior to final submission and grading. Many students struggle with the concept of a professional literature review, so if you are not comfortable with this style of writing, this will enable you to improve upon your work before final grading. At this point, your paper may not be complete, submit what you have for feedback and review.

- **Final Project: Social Justice Issue Paper (100 points):**

Each student (or small group of up to 3 people) will choose (in collaboration with the professor and with approval) a social justice/injustice issue of your choice that is relevant to a rural area in West Virginia and conduct a literature review from micro through macro levels. (A literature review does not include your perspectives or opinions, only information that is written in the current literature regarding that topic.)

The term paper should cover your approved social justice topic, and must include the following sections:

1. Signed Approval Form
2. Title Page
3. Introduction to the Social Justice Issue
4. Literature Review regarding the Social Justice Issue, Problems, Critiques, etc.
5. Conclusion and Potential Solutions

All major sections of the project upon submission should be identified with major Headings. Use additional subheadings as appropriate in all sections of the project to delineate different topical areas. If you are unsure about how to use headings and subheadings, please refer to the APA manual. As with all APA style papers, the inclusion of an abstract page and references is necessary.

- **Final Project: Social Justice Issue Presentation (50 points):**

Each student (or small group of up to 3 people) will complete a video or PowerPoint presentation covering their social justice issue topic. Presentations are expected to be within 10-20 minutes in length and must include relevant information as it relates to your Social Justice Issue and any potential conclusions and potential solutions. Students who work in pairs or in groups should select one student to post the presentation, and clearly delineate roles on the project. (i.e. - Partners should provide a posted narrative of their contribution to the project presentation.) Students may record a PowerPoint with voiceover or you may also choose to upload a media file that we can view. Presentations will be uploaded in the Module 5 Discussion Forum so that all students can benefit from the research of our peers.

Please be mindful of deadlines and possible technical difficulties. Contact the Concord University HelpDesk with any IT issues regarding this project at (304) 384-5291.

*** Further instructions/guidelines for graded assignments, as appropriate, are found in the course in Blackboard. Utilize both the syllabus and the Assignments tabs/folders in BB to help you with the assignments.*

Grading Policy and Scale, Make-up Policy, Late Work:

The final course grade will be based on a percentage scale.

| | |
|---|------------|
| A | 90-100 % |
| B | 80-89 % |
| C | 70-79 % |
| F | Below 70 % |

** Assignments for this course should be submitted using the appropriate assignment tab. (If the assignment tab is not working then use the process described in the syllabus for assignment technology problems/issues)*

**Due dates can be found by clicking on the individual assignment tab and/or the BB calendar (except for when an assignment is designed to be submitted using "Turn It In" assignments which do not appear in the same manner, you have to go into the "Turn it In" Assignment to see the due date).*

Academic Policies:

Please see the Concord University Social Work Program Student Handbook for additional policies regarding expectations and rights afforded to graduate students

<https://www.concord.edu/sws/sites/www.concord.edu.sws/files/files/MSW%20Student%20Handbook%2011-14-18.pdf>.

Policies:**Late Policy:**

All work is to be turned in on time.

The professor may grant exceptions in extenuating circumstances. If a student, due to extenuating circumstances, is unable to meet a due date the following procedure needs to be utilized for late work to be considered

- An email needs to be sent to the professor prior to the missed deadline or as soon as possible afterwards which includes the reason for the inability to meet the due date. The professor may request additional information. The message should have in the subject line Late Assignment Request
- If the professor approves for the student to submit a late assignment the grading will start at 89%.

Attendance:

Online synchronous class sessions as determined by the professor are a required element of this course.

Because online courses are different in nature than in-seat courses and flexibility with regard to accessing the course materials and completing assignments there is a requirement that students access the course consistently throughout the semester, work with the material in course consistently, engage in all elements of the course, meet deadlines and respond to the professor and other students, as appropriate, in a timely manner, usually within 2-3 days.

Course Timeline (Schedule of Assignments/Assessments/Presentations):

| | |
|---|--|
| Dialogs/Discussions (75 points) | Discussion postings are ongoing and each of the five modules for this course has at least one open discussion. |
| Social Justice Personal Reflection Paper (30 points) | Due February 3, 2019 |
| Final Project Approval Form (20 points) | Due February 24, 2019 |
| Final Project ROUGH DRAFT (25 points) | Due March 24, 2019 |
| Final Project: Social Justice Issue Paper (100 points) | Due April 21, 2019 |
| Final Project: Social Justice Issue Presentation (50 points) | Due May 3, 2019 |

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus

Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty:

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code:

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy:

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System:

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information:

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy:

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct:

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault:

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services:

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

Miscellaneous (for example):

Proper Netiquette:

The Cybersmile Foundation provides basic netiquette, which should be utilized in discussion posts and in other communication in this course. <https://www.cybersmile.org/advice-help/category/examples-of-good-netiquette>.

Professional Organizations:

National Association of Social Workers (NASW) <https://www.socialworkers.org/>

Rural Social Work Caucus <https://ruralsocialwork.org/>

Council on Social Work Education (CSWE) <https://www.cswe.org/>

Course Response:

The instructor will make every effort to respond to inquiries and/or concerns within 48 hours between Monday – Friday.

Changes:

Any changes made to the course will be communicated through an announcement in Blackboard to ensure that you are alerted to any changes appropriately. You are expected to check the announcements for the course on a regular/daily basis. Using the Blackboard app on a smartphone may make this more manageable.

Required Skills:

- A disciplined Self Starter
- A Keen Problem Solver
- Engages in Critical Thinking
- Willing to learn new skills
- Willing to be “comfortable with being uncomfortable” in the pursuit of gaining knowledge & skills
- Proactive
- Willing to Reach out and to ask questions
- Well Organized
- Self Awareness
- Comfortable with engaging in written and oral communication
- Comfortable communicating and using online technologies for the course
- Utilize the technology provided by Concord University and the World Wide Web and the internet
- Use Microsoft Office (or similar) to complete assignments
- Engage in multimodal learning through communicating using discussion boards
- Accessing and uploading files related to the course
- Access and utilize the Learning Management system for the course and the online face to face technology such as Zoom (must have a video camera on your computer or phone)