



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, 2AS**

**Semester Taught (including year): Spring 2019**

**Professor: Dr. Ellen Darden**

**Credit Hours: 3**

**Office Location: JDS House**

**Prerequisites:** Generalist Program or acceptance into Advanced Generalist Program.

**Office Hours: Online**

**Tuesdays 2:30 – 6:30**

**Wednesdays 11 - 12**

**Course Time (if applicable): Online**

**Email: [dardene@concord.edu](mailto:dardene@concord.edu)**

**Building and Room Number (if applicable): Online**

**Phone: 304-449-4673**

**Office Fax: 304-384-6091**

**College/Department Website  
[www.concord.edu/sws](http://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), Pycszak 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**

**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)*)

### **Course Requirements:**

#### **Required Readings:**

- Reading ahead in this course works well
  - Which is why the first thing you are required to do is to read the books as a whole and then we reread them section-by-section throughout the semester.
- Readings for each module are to be completed by the start of the first day of each module.
  - It is imperative for this course as we will work and apply the material during the module, so all content must be read prior to working with it.
  - Students will go beyond assigned readings to expand knowledge, answer their own questions, seek definitions and seek further input on topics of importance to the field of social work and their own professional interests as related to the material in this course and bring it into the course through dialogues, class sessions etc.

#### **Graded Assignments/Activates for the Course:**

1. Exams – possible (see below)
2. Rural Project – 3 Phases
  - A. Collegial Participation & Collaboration Timeline & Plane
  - B. Initial Turn in of Partial Annotated Bibliography for feedback by the professor
  - C. Full Project – Annotated Bibliography
3. Presentation/Learning Unit of Rural Project for Sharing
4. Dialogue Forums
5. Self Evaluation/Awareness of your work & processes in the course

#### **1. Exam(s) (possible)**

The decision for traditional types of exams will be based on how well the class as a whole is completing and applying the work of the course. It is my strong preference to not give traditional types of exams but for you to learn the material through applied projects and dialogues and for me to assess through those. However, if I perceive that students are not reading and working with the material in a timely manner, then I reserve the right to add traditional exams to the course to ensure that each student is mastering the knowledge level of the course material at a minimal level.

#### **2. Project Rural Social Justice Topic Annotated Bibliography (All work should utilize APA writing style for this course). This assignment will be turned in in 3 stages/phases:**

- 1) Collegial Participation & Review of Annotated Bibliography of group member participation
- 2) Initial Partial Turn in of Annotated Bibliography
- 3) Final Project – Full Annotated Bibliography

#### **A. Phase 1 Collegial Participation & Review of Annotated Bibliography of group member participation**

The project/annotated bibliography is not a "divide and each person do different sections or elements". The project is a replication of the professional collaborative process. For this assignment this means that

you pull together everything each other has found and then work on it as a whole. Every member of the group should be able to answer all questions about any articles in the annotated bibliography.

- The reason for colleague groups is to create a professional level synergistic process in which one participates fully, shares, listens to others, and provides critiques/feedback of what is done well and what needs improvement with each other.
- So, for example you may choose to divide up the searching for sources.
- Then everyone reads all of the articles fully.
- Then you divide up who writes the annotations (perhaps write up annotations on sources that other group members have found).
- Then everyone reads everyone's annotations and provides collegial feedback to each other that has substance to it.
- Then you all write the annotated bibliography together in such a way that it is written with “one voice”, which means the reader cannot tell any difference in writing styles.
- Everyone is to participate somehow in the writing and review of the project, however you all are in charge of designing your own process.
- If someone is not participating equitably contact me via BB message so we can determine the best path forward for everyone.

For this assignment turn in the following for 6 already found sources

1. Develop a timeline for the project.
  - I find it helps to start by setting the date I want what is to be the final version and work backwards from that.
2. Develop and fill in a matrix and/or rubric that
  - tracks and demonstrates when and who has found articles,
  - who and when each person has read each article
3. Develop and fill in a matrix that
  - demonstrates when and who has written each annotation,
  - when each person has reviewed each annotation
  - when each person has provided written feedback to the author of each author and
  - when revisions have been made by the author.

Learning to develop these types of tools and using them is often the difference between successful projects and successful teamwork.

The 3 elements should all be turned in in one Word document that is very easy for the reader to follow.

**B.** Phase 2 Initial Partial Annotated Bibliography Turn In

**C.** Phase 3 Full Annotated Bibliography Turn In

Small groups, of students, will collaboratively research a social justice topic that is relevant to a rural area in West Virginia (or rural area you may live in if it is not WV and again with approval by the professor) and develop an annotated bibliography that covers from micro through macro levels.

Students will create an original and professionally written annotated bibliography. (Annotated Bibliographies are a very useful tool for clinicians, researchers, policy makers, and basically all social workers working at all levels)

### **Instructions for Annotations:**

- You will be assigned a topic and group for this project.
- Develop an annotated bibliography using professional refereed and other professional sources examining a social justice issue in the professional literature from a rural perspective at the local, state, national and (international levels as appropriate). This will include the use of a minimum of 20 and maximum of 30 professional level sources beyond your books for this course. These need to be comprised of the following combination of sources:
  - A minimum of 15 or more professional refereed articles.
  - Additionally 5 or more professional/official articles and/or reports/documents from the national, state, regional and/or local levels related/relevant to your issue.
  - Explore/include in the annotated bibliography the social justice issue, the problem, the critiques, the solutions being used currently (and some solutions from the past as appropriate/relevant to current work with the issue).
- Make sure to participate in the Dialogue Forum created for how to do an annotated bibliography.

### **Additional Comments from the professor about the project**

- Built into the assignment are due dates for the project which includes a review & feedback process. You are expected to utilize the feedback process, as it is part of professional practice to plan for and allow time for feedback from peers, supervisors etc. If you miss deadlines for the process you will miss out on valuable feedback prior to the actual due date for the turn in of your annotated bibliography and you will not be demonstrating professional practice behaviors.
- It is expected that all group members will read all 20 articles/sources for the annotated bibliography to such a level that each student can discuss each article.
- All group members will participate in the writing and providing of feedback to other group members.
- **Outline for Annotated Bibliography Project as a whole** (details on how to write the actual annotation will be provided in the Blackboard assignment)

### **Use the following outline when writing up your annotated bibliography for this course.**

1. Title page etc. (always include a title page for every single assignment unless otherwise specified)
2. Short Introduction letting the reader know what your topic is and how it is relevant to social work.
3. Annotated Bibliography (make sure to include all elements in APA)
4. Short Conclusion section giving an overview of the major findings from the reading for the annotated bibliography.
5. Sources Used/Reference Page

### **3. Presentation/Learning Unit of your findings from your project/annotated bibliography (as a group).**

- Prepare a presentation/learning unit that is delivered online (your target audience is other professionals, those in this class. Also think about what you would like to see as a professional. Hopefully these will be so well done that you will use them in your workplace as appropriate).
- Make sure it is meaningful to those viewing/hearing it
- Include multiple methods of delivery such as visual, audio etc.
- There are many methods of delivering online “trainings”

- Make some elements interactive so the participant engages in some way with the material experientially. (this is not difficult and there are many ways to do this).
- It should take the person accessing your learning unit no less than 12 minutes and no more than 20 minutes to get through the material.
- I recommend always starting a presentation with “What do I want the participants to leave with?”
- Think of this as an online workshop/training module to be delivered online for your colleagues to learn about your family therapy model.
- You can use power point, vimeo or another electronic method of your choosing and include videos, voice overs, demonstrations, etc.
- It should take the viewer no longer than 20 minutes and no less than 12 to go through it.
- Keep in mind as you create it to include elements that will help people learn your model of family therapy and retain it in such a way as to be helpful in their work.

#### **4. Dialogue Forums (points within each forum and may vary)**

- Make sure to read the Dialogue Forums Procedures in detail found in Blackboard.
- Participation in all dialogues is required (unless otherwise noted in a forum) as they provide the mechanism for professional level dialogue with others in the course. Dialogue forums are designed to help advance your knowledge and skills and to contribute to the completion and mastery of the elements in the course and thus the competencies of the MSW level of the profession.
- Professional level dialogue is a critical skill for all social workers as it is an important means by which we broaden our scope of understanding and perspectives.

#### **5. Self-Evaluation & Self-Awareness of your work throughout the Course**

- This is a self-evaluation and self-awareness exercise of your work in the course as a whole at the end of the semester; it is to be completed only after all other work is completed for the course at the end of the semester.

*\*\* 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

- A Blackboard message 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)**

### **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](mailto: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](mailto: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)