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## **Course Prefix, Number and Title: SOWK 633 Advanced Rural Practice with Individuals, Families, and Groups**

**Course CRN # and Section: CRN 20485 (1AS)**

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

**Professor: Dr. Joan Pendergast**

**Credit Hours: 3**

**Office Location: Marsh Hall, A211**

**Prerequisites:** Admission to the Advanced Standing MSW program, or completion of generalist level MSW courses. SOWK 613 is a pre-requisite for SOWK 633.

**Office Hours:**

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

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

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

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[www.concord.edu/sws](http://www.concord.edu/sws)**

### **Course Description/Rationale:**

This course is designed to prepare social work students for advanced practice with individuals, families, and groups in rural settings. The rural social worker often does not have the luxury of being able to refer clients and must be able to intervene across multiple populations utilizing various intervention modalities. This course focuses on best practices and intervention methods appropriate to the unique strengths and limitations within rural settings and with rural populations.

**Course Management System (Blackboard/Moodle or other systems): Blackboard**

One of the benefits of utilizing Blackboard (Bb) is taking into consideration the health and preservation of our environment. Hence, students are encouraged to reduce the amount of printing and are required to submit their written assignment via Blackboard.

Students will also be able to track points earned for assignments. The Professor will post announcements and email related to this course exclusively on Blackboard (Bb). Therefore, students are encouraged to Log into Bb daily and consistently throughout the semester.

Students who experience difficulties with Bb should contact the Help Desk

([cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu) or ext. 5291 on campus phone, or 304-716-0054 from off campus or cell phone). Students are also encouraged to review the “On Demand Help Video for Students” that is available on Blackboard.

In addition, email the professor through the Bb course messages immediately to explain the situation. If Bb is inaccessible due to the campus server being down), email your professor immediately to explain the situation. This procedure provides documentation of the date and time of the email and the situation. Attach the assignment to the email, if applicable.

### **Zoom Video Communication Platform:**

Zoom video communication replaces the adobe connect platform for on-line sessions. It’s a user-friendly system that will be used for synchronous sessions. Students may also be able to utilize Zoom for meetings with fellow students for group assignments and/or to meet and support each other throughout the semester. Each professor will have their own login information their course. For more information about Zoom, students can log on to Zoom.us. For 24/7 technical support, go to support.zoom.us.

### **Hardware/Software Needed** (include privacy policies, if applicable):

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

Online students experience a different classroom environment as opposed to a traditional student. The following is a list of expectations and requirements of students as they are expected to actively engage in this course: Students in this on-line course should be comfortable with and possess the following skill set:

1. A disciplined self-starter
2. Keen problem-solving skills

3. Engages in critical thinking
4. Comfortable with engaging in written communication as it is the most prominent form.
5. Communicate via email including using attachments
6. Utilize the technology provided by Concord University and the World Wide Web
7. Use Microsoft Office (or similar) to complete assignments
8. Engage in multimodal learning through communicating using discussion boards
9. Accessing and uploading files related to the course
10. Access to the Internet
11. Navigate the Blackboard (Bb) learning platform with support provided in the course.
12. Access to a microphone and audio to participate in the Synchronized Sessions (Ss) through Zoom.

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:**

**Required Texts:**

Greene, G. J. & Lee, M.Y. (2011). *Solution-oriented social work practice: An integrative approach to working with client strengths*. New York, NY: Oxford University Press. ISBN: 9780195162622

Baldwin, M. (2013). *The use of self in therapy* (3<sup>rd</sup> ed). New York, NY: Routledge: ISBN: 9780415896030

McKenzie, F. (2011). *Understanding and managing the therapeutic relationship*. Chicago, IL: Lyceum Books. Inc.

Articles and other readings, as assigned throughout the semester.

**Highly Recommended Text:**

American Psychological Association (2010). *Publication manual of the American psychological association* (6th ed.). Washington: American Psychological Association.

Galvan, J. L., & Galvan, M. C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences* (7th ed.). New York, NY: Routledge.

**Concord University Educational Goal(s):**

Skills: Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

1. Effective inter-communication skills and literacy adapted as needed for the demands of various kinds of discourse:
  - listening and speaking
  - reading and writing
  - non-verbal communication
  - media and technological literacy
2. An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills in problem solving.

3. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.
4. An ability to analyze, synthesize, and integrate elements, information and ideas.
5. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.
6. An ability to apply and to transfer academic and experiential learning appropriately from one context to another.
7. An ability to learn and work effectively both independently and collaboratively.

### **National Standards:**

Students are expected to adhere to the NASW Code of Ethics and the Council on Social Work Education (CSWE) core competencies and the generalist and advanced generalist behaviors.

### **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:**

By the end of the semester, students should be able to demonstrate the following competencies and generalist and advanced generalist behaviors.

#### **Competency 1: Students will demonstrate ethical and professional behavior.**

##### **Advanced Behaviors**

**Advanced Behavior 1:** Demonstrate and preserve professional roles and boundaries in rural settings. (*Assignments: intervention project (Cognitive/affective reactions, knowledge, and skills)*)

**Advanced Behavior 2:** Understand the perspectives and values of social work in relation to working effectively with the other disciplines in rural practice. (*Assignments: Discussions (Cognitive/affective reactions and values)*)

**Advanced Behavior 3:** Apply ethical decision-making skills in rural settings with special focus on dual relationships and access to services. (*Assignment: intervention project (Cognitive/affective reactions, knowledge and skills)*)

**Advanced Behavior 4:** Apply ethical decision-making skills to address the use of technology in rural settings. (*Assignment: Discussions (Cognitive/affective reactions and values)*)

#### **Competency 2: Students will engage diversity and differences in practice.**

##### **Advanced Behaviors**

**Advanced Behavior 5:** Recognize and understand the experience of isolation of minority groups in rural settings. (*Assignment: Discussions (Cognitive/affective reactions and values)*)

**Advanced Behavior 6:** Engage in self-reflection about and address personal biases and values as they related to rural populations and settings. (*Assignment: Self-Reflection paper (Cognitive/affective reactions and values), Discussions (Cognitive/affective reactions and values)*)

#### **Competency 3: Students will advance human rights and social, economic and environmental justice.**

##### **Advanced Behaviors**

**Advanced Behavior 7:** Understand, analyze, and implements strategies to address forms of rural oppression. (*Assignment: Intervention Project (Cognitive/affective reactions, knowledge, and skills), Discussions (Cognitive/affective reactions, and values)*)

**Advanced Behavior 8:** Advocate for human rights and social and economic justice in rural settings (such as poverty, health care, education, and the rights of local populations including minorities). (*Assignment: Intervention Project (Cognitive/affective reactions, knowledge and skills) Discussions (Cognitive/affective reactions and values)*)

#### **Competency 4: Students will engage in research-informed practice and practice-informed research.**

##### **Advanced Behaviors**

**Advanced Behavior 9:** Identify, evaluate, and select rural practice strategies. (*Assignment: intervention project (Cognitive/affective reactions, knowledge and skills)*)

**Advanced Behavior 10:** Promote and participate in the use of research to improve the effectiveness of rural practice. (*Assignment: Intervention Project (Cognitive/affective reactions, knowledge and skills)*)

**Competency 5: Students will 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. (*Assignment: intervention project (Cognitive/affective reactions, knowledge and skill), discussions (Cognitive/affective reactions, and values)*)

**Advanced Behavior 12:** Communicate and collaborate with stakeholders and professionals the implications of policy and policy changes in rural practice. (*Assignment: Discussions (Cognitive/affective reactions and values)*)

**Advanced Behavior 13:** Apply knowledge of strengths and issues of rural settings and populations to social work policy practice. (*Assignment: intervention project (Cognitive/affective reactions, knowledge and skills), discussions (Cognitive/affective reactions and values)*)

**Competency 6: Students will engage in Individual, family, group, organizations, and communities**

**Advanced Behaviors**

**Advanced Behavior 14:** Apply theories of human behavior and the social environment to rural practice. (*Assignment: Discussions (Cognitive/affective reactions and values)*)

**Advanced Behavior 15:** Explain the stigma, risk, and benefits to clients of seeking or not seeking services. (*Assignment: Intervention project (Cognitive/affective reactions, knowledge and skills), Presentation (Knowledge and skills)*)

**Advanced Behavior 16:** Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice. (*Assignment: Intervention project (Cognitive/affective reactions, knowledge and skills), Presentation (Knowledge and skills)*)

**Advanced Behavior 17:** Coordinate formal and informal networks to promote sustained client well-being. (*Assignment: Discussions (Cognitive/affective reaction and values)*)

**Advanced Behavior 18:** Apply knowledge of practice within the rural context for the development of service systems and treatment strategies. (*Assignments: Intervention Project (Cognitive/affective reactions, knowledge, and skills), Discussions (Cognitive/affective reactions and values)*)

**Competency 7: Students will assess individuals, families, groups, organizations, and communities.**

**Advanced Behaviors**

**Advanced Behavior 19:** Use multidimensional, bio-psychosocial, spiritual assessment tools. (*Assignment: Intervention Project (Cognitive/affective reactions, knowledge, and skills)*)

**Advanced Behavior 20:** Use empathy, cultural responsiveness, and others interpersonal skills to complete an assessment. (*Assignment: Intervention Project (Cognitive/affective reactions, knowledge and skills)*)

**Competency 8: Students will 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: Intervention Project (Cognitive/affective reactions, knowledge and skills), Discussions (Cognitive/affective reactions and values)*)



**Advanced Behavior 22:** Critically evaluate, select, and apply best practices and evidence-based interventions in rural settings. (**Assignment:** Intervention Project (Cognitive/affective reactions, knowledge and skills))

**Advanced Behavior 23:** Develop and implement collaborative multidisciplinary strategies for rural practice. (**Assignment:** Intervention Project (Cognitive/affective reactions, knowledge and skills))

**Competency 9: Students will 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. (**Assignment:** Intervention Project (Cognitive/affective reactions, knowledge and skills))

**Advanced Behavior 25:** Contribute to the knowledge base of the social work profession through practice-based research. (**Assignment:** Intervention Project (Cognitive/affective reactions, knowledge and skills))

**Course Requirements:**

**Reading Assignments:**

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 session, 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:**

The intent of Blackboard (Bb) dialog and discussions is to compliment the scheduled synchronous sessions. 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.

There are four dialog discussions during the semester; three of which is worth up to 10 points. The final discussion is related to the project presentation, which is worth up to 20 points and the feedback/evaluations of the presentations, which is worth up to 15 points. 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, as well as the articles that are posted by students rather than completing all at once. For further guidelines, please review “How to Post Discussions on Blackboard” in the Course Information folder for SOWK 633.

- “Open posts” are very important in this course, which include sharing additional articles you are finding. For example, sharing articles that would benefit students’ intervention project would be most advantageous.
- When communicating online, it can be easy to overlook the fact that you are communicating in writing and in a public discussion. Though I expect lively and thoughtful discussions, which reflect a multiverse of perspectives in this course that demonstrate critical thinking, personal attacks on another student of any kind are not acceptable. Hence, exercise cyberspace courtesy (netiquette) to ensure that all students have the opportunity to learn without distractions.
  - Students who engage in personal attacks will be subject to a letter grade of “F” for the course and/or dismissal from the course.
  - If you have an issue with a classmate, please contact the instructor immediately via Blackboard course messages. Do not confront the other student directly.

### **Advanced SOWK Practice Paper**

A narrative discussion about student’s current level of competency working with: (a) individuals, (b) families, and (c) groups. In addition, describe what worries or concerns you have about working with individuals, families, and group. Finally, describe: (a) what excites and intrigues you about taking SOWK 633; and, (b) the resources, and strengths you bring to this course. (Worth up to 30 points)

### **Intervention Project**

Students will work with the professor to create a project, which helps them gain competency in working with individuals, groups and families using the methodologies/material from this course. Each student will utilize the NASW Code of Ethics, the practice competencies for this program and best practices to inform the intervention process and will also be expected to examine his/her own values and perspectives. The Intervention Project will also include a literature review, self-evaluation, and a presentation that demonstrates students’ level of competence. The details of the project are posted in Bb. Students have the option of working individually, self-selected pairs, or in a group of up to three students. (Worth up to 250 points)

There are mini-assignments associated with completing the Intervention Project. Students will complete some of these mini-assignments individuals, and others with their partners. Below is the list of mini-assignments:

- **Approval Form:** The approval form includes the identification of the target population and the intervention, and the reasons for wanted to develop therapeutic skills associated with the intervention. Students working in pairs and groups may submit one approval form. (Worth up to 10 points)

- **Literature Review:** This assignment is a draft of the literature review section of the Intervention Project term paper. After reviewing the literature (peer-reviewed journal articles), synthesize your analytical understanding (knowledge) about the intervention you selected, and its application to the specific target population. Take into consideration populations living in rural areas as it relates to the strengths and limitations of the intervention. Note: Students who are also enrolled in SOWK 642 cannot select the same intervention for SOWK 633. (Worth up to 15 points)
- **Application of the Intervention (including Strategies/Techniques):** This assignment is a draft of the application of strategies and techniques section of the Intervention Project term paper. This section should cover strategies/techniques used to engage, assess (including assessment tools), plan, implement, and evaluate the specific intervention with the selected target population. (Worth up to 15 points)
- **Final Intervention Project Paper:** The term paper should include the following sections: (a) an introduction of the target population; (b) the literature review of the intervention; (c) the strategies/techniques used for working with individuals, families, and with groups; and (d) discussion/recommendations. As with all APA style papers, the inclusion of an abstract page, a conclusion section, and references. Refer to the rubric for this assignment. (Worth up to 100 points)
- **Presentation:** Video recorded presentation should provide a summary of the intervention and a demonstration of the skills, strategies, and techniques used for working with individuals, families, or groups. This presentation should be recorded on Zoom, and posted to share with the entire class in Discussion #4. (Worth up to 20 points)
- **Feedback/Evaluation of Project Presentations:** After posting their project presentation, students will then review and evaluation each individual, pair, and group project presentation. The feedback/evaluations of the project presentations should be posted as part of Discussion #4. (Worth up to 15 points)

### **Practice Skills Exercises:**

Students will work in groups of three members to complete three practice interviewing skills exercises. These exercises must be completed via Zoom Video Communication. Each student will rotate to play the roles of client, worker, and peer supervisor for each practice exercise. After each student has had the opportunity to practice their skills, members of each group will then provide feedback, which should also be recorded for review. Students will be scored, based on the written assignments associated with the practice exercises. The written assignment for each practice skills exercise is two-fold: (1) a summary that evaluates each of group member's practice skills and recommendations for improvement, as discussed in their group session; and, (2) a self-evaluation of their practice skills and areas of practice skills they need to improve upon, based on their own assessment and the feedback they received from the other group members. The written assignment (documentation) each practice skill exercise is worth up to 15 points.

**Final Demonstrating Practice Skills:** Each student is required to demonstrate skill development in working with individuals, families and groups with three other students. This assignment will be recorded on Zoom. Students must submit their recording along with their self-evaluation. The details for the assignment are posted in Bb. (Worth up to 50 points)

**Synchronous Session:** There are seven synchronized sessions scheduled for the semester. These sessions will be conducted on the Zoom Video Communication platform to provide opportunity for students to practice solution-oriented practice skills in preparation for the Demonstration Practice Skills assignment. It is also an opportunity to review reading assignments. Participation is worth up to 10 points per session.

**Assignments for Extra Credit Points:**

APA Template: Students may earn five (5) extra-credit points by submitted a copy of their APA formatted template. The template, once approved by the professor, will be used for all written assignments associated with the Intervention project, with the exception of the Intervention Project Approval Form. Refer to the 6th edition of the APA Manual (2010) and the APA Resource Folder in Blackboard. This assignment is due by August 20th, 2017. Request for extending the deadline will not be granted with the exception of an official ADA letter of accommodations from Concord University's Disability Services Office.

**Peer-Review of the Final Intervention Project Paper:** Share a draft of your Intervention Project term paper with a classmate that is not your partner or a member of your project group by November 9, 2018. Feedback must be given by to each student by November 16th. This extra-credit assignment is granted to students who have completed all written assignments by their due dates and time up to this point. This assignment is worth up to 10 extra-credit points.

**Grading Policy and Scale, Make-up Policy, Late Work:****Course Grade:**

The final course grade is on a percentage scale, based on a total of 400 possible points:

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

[Note: Do not equate a letter grade to the number of points earned per assignment.]

**Late Assignments:**

Complete all related assignments (due dates and times will be listed in the Course Assignment folder within Bb). With the exception of the discussions postings, deadlines for all assignments are always 11:59 pm Eastern Standard Time (EST), as determined by the clock within Blackboard, not the clock on your computer. It is also important that you submit the correct and final draft of your written assignments because submission of the wrong or incomplete assignment will not buy you more time past the due date and time. Assignments will be graded within a two-week period from submission.

Late submissions of assignments will not be accepted without prior approval from the professor.

Understand, however, that students must submit a compelling statement requesting the late submission option to the instructor via Blackboard messages for this course at least one week prior to the due date and time of the assignment. Please note that students cannot request for an extension for any of the extra-credit assignments or for the dialog discussion assignments.

Request for extending an assignment deadline must accompany a compelling reason, such as medical or family emergency, and/or ADA Accommodations, with official documentation. Employment related reasons would not be accepted.

The highest possible score that may be earn is up to 89% for students that are granted an extension of a due date for any given assignment. The instructor has sole discretion for approval of such request. Request for late submission will not be granted for discussion questions. Therefore, please avoid procrastination by planning on completing each assignment at least one day before the due date and time.

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

See above

**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):****Professionalism:**

Students are expected to conduct themselves as professionals at all times: attending all prearranged sessions, arriving on time, interacting with respect for the perspective of others, communicating in an open and reflective manner, and collaborating responsibly. Everyone is responsible for learning and for building a safe and nurturing community of learners. Hence, be role models to cultivate appropriate attitudes and behaviors.

Furthermore, students shall be concerned with the professional impression of what they turn in. Students shall reflect this professionalism in their work for this class. For example, students must submit scholarly writing. Therefore, students shall rewrite and proofread their work. Submit all written assignments in APA style (6th ed.). Seeking additional assistance from the Academic Success Center and/or Smarthink.com is required.

**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>)

**Examples of Good Netiquette:**

- Include context. When commenting on a message thread it is good netiquette to include a relevant quote from the original message to give context to your comment.
- Check, then click. Before you post a comment, double check that you are saying exactly what you want to say. One small error can completely change the meaning of your message, so read and read again before sending. We are only human. Remember that an actual person with real feelings, beliefs, imperfections and emotions is behind every message, email or comment. It's sometimes easy to get carried away and write something that you would not dream of saying to someone's face.
- Do you get it? Jokes, dark humor and sarcasm are often difficult to convey over the internet. So to avoid potential misunderstandings always indicate the humorous nature of your comment. You could do this by using emoticons, putting "lol" (laugh out loud) at the end of the message or by starting with a phrase like, "On a lighter note..."
- Newbies. We were all once new to emails, messaging and forum posts so always try and help someone new who is making mistakes.
- Don't spam! It is normal to want to be noticed in the crowd of people on social media – but spamming (another word for sending the same or similar messages lots of times) can be annoying and may have the opposite effect!
- Express yourself. Don't be afraid to express yourself openly and honestly. Netiquette is not about restricting expression but about making it easier for people to understand. Allow others to express themselves too. Remember that everybody has an opinion, so allow them to express it. You may have to agree to disagree on many issues, but just make your point and move on. Don't let a simple difference of opinion escalate into an argument.
- Don't SHOUT. Avoid writing whole words or sentences in capital letters. This is the equivalent of someone SCREAMING IN YOUR EAR!

- Respect people's privacy. Don't pass on another person's private information or photos unless you have their permission. Not only is this bad netiquette but you may also be accused of cyberbullying or online harassment.
- Avoid conflict. Trading insults and abuse – also known as 'flaming' – is not good netiquette. It is pointless and negative and could get you banned from the site. Avoid being drawn into fights and never post abuse on someone's message board.