



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 634 Advanced Rural Practice with Communities and Organizations

Course CRN # and Section: CRN 20491, 1AS

Semester Taught (including year): Spring 2019

**Professor: Terri Philpott PhD
Candidate, MSW, ACSW, LCSW**

Credit Hours: 3

**Office Location: Beasley Student
Center, Suite 202**

Prerequisites: Generalist Program or acceptance into Advanced Generalist Program.

Office Hours:

**Monday through Friday, 7:30 am to
3:30 pm**

Course Time (if applicable): Online

Email: tphilpott@concord.edu

Building and Room Number (if applicable): Online

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**College/Department Website
www.concord.edu/sws**

Course Description/Rationale:

This advanced practice course prepares master level social work students for advanced practice in rural settings with communities and organizations. This course includes practice with a wide variety of populations. 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 working with communities and organizations using best practices and intervention methods appropriate to changing contexts and populations.

Course Format:

This course is delivered in an online seminar style utilizing both synchronous and asynchronous methods. The synchronous class meetings will be held online.

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:

Scales, T. Laine, Streeter, Calvin L., Cooper, H. Stephen (2014) Rural Social Work: Building and Sustaining Community Capacity 2nd Edition Wiley Press: New Jersey. ISBN 978-1-118-44516-

Ohmer, Mary L., DeMasi Karen (2009) Consensus Organizing: A Community Development Workbook: A Comprehensive Guide to Designing, Implementing, and Evaluating Community Change Initiatives. Sage Publications ISBN 9781412939836

Text Recommendations: (highly recommended):

American Psychological Association (2009). Publication Manual of the American Psychological Association (6th Ed.). Washington: American Psychological Association. (This is an absolutely necessary book for your work, it is only recommended because many of you already have it. If you do not have it then consider it a required book.)

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

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. An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills in problem solving.

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/Advance Behaviors/Dimensions & Relevant Assignments

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced Behaviors

Advanced Behavior 1: Demonstrate and preserve professional roles and boundaries in rural settings. (*Assignments: Exams (Knowledge), CO Project (Cognitive/Affective Reactions, Knowledge, Skills), Dialogue Forums (Cognitive/Affective Reactions; Knowledge, 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: Exams (Knowledge), CO Project (Cognitive/Affective Reactions; Knowledge, Skills), Self Evaluation/Awareness (Cognitive/Affective Reactions, Knowledge, Skills), Dialogue Forums (Cognitive/Affective Reactions, Knowledge, Skills)*)

Advanced Behavior 3: Apply ethical decision-making skills in rural settings with special focus on dual relationships and access to services. (*Assignments: CO Project (Cognitive/Affective Reactions, Knowledge, Skills)*)

Advanced Behavior 4: Apply ethical decision-making skills to address the use of technology in rural settings. (*Assignments: CO Project (Cognitive/Affective Reactions, Knowledge, Skills)*)

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: Exams (Knowledge), CO Project (Cognitive/Affective Reactions, 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: CO Project (Cognitive/Affective Reactions; Knowledge, Skills; Self Evaluation/Awareness), Dialogue Forums (Cognitive/Affective Reactions, Knowledge, Skills)*)

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. (*Assignments: CO Project (Cognitive/Affective Reactions, 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: CO Project (Cognitive/Affective Reactions, 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. (*Assignments: Exams (Knowledge), CO Project (Cognitive/Affective Reactions, Knowledge, Skills)*)

Advanced Behavior 10: Promote and participate in the use of research to improve the effectiveness of rural practice. (*Assignments: Exams/Homework (Knowledge), CO Project (Cognitive/Affective Reactions, 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: CO Project (Cognitive/Affective Reactions, Knowledge, Skills), Dialogue Forums (Cognitive/Affective Reactions, Knowledge, Skills)*)

Advanced Behavior 12: Communicate and collaborate with stakeholders and professionals the implications of policy and policy changes in rural practice. (*Assignments: CO Project (Cognitive/Affective Reactions, Knowledge, Skills)*)

Advanced Behavior 13: Apply knowledge of strengths and issues of rural settings and populations to social work policy practice. (*Assignments: CO Project (Cognitive/Affective Reactions, Knowledge, Skills)*)

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

Advanced Behavior 14: Apply theories of human behavior and the social environment to rural practice. (*Assignments: CO Project (Cognitive/Affective Reactions, Knowledge, Skills)*)

Advanced Behavior 15: Explain the stigma, risk, and benefits to clients of seeking or not seeking services in a rural setting. (*Assignments: CO Project (Cognitive/Affective Reactions, Knowledge, Skills)*)

Advanced Behavior 16: Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice. (*Assignments: CO Project (Cognitive/Affective Reactions, Knowledge, Skills)*)

Advanced Behavior 17: Coordinate formal and informal networks to promote sustained client well-being in rural communities. (*Assignments: CO Project (Cognitive/Affective Reactions, Knowledge, Skills)*)

Advanced Behavior 18: Apply knowledge of practice within the rural context for the development of service systems. (*Assignments: CO Project (Cognitive/Affective Reactions, Knowledge, Skills)*)

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

Advanced Behavior 19: Use multidimensional, bio-psychosocial, spiritual, and community assessment tools in a rural practice environment. (*Assignments: CO Project (Cognitive/Affective Reactions, Knowledge, Skills)*)

Advanced Behavior 20: Use empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment. (*Assignments: CO Project (Cognitive/Affective Reactions, 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: Exams (Knowledge), CO Project (Cognitive/Affective Reactions, Knowledge, Skills), Dialogues (Cognitive/Affective Reactions, Knowledge)*)

Advanced Behavior 22: Critically evaluate, select, and apply best practices and evidence based interventions in rural settings. (*Assignments: CO Project (Cognitive/Affective Reactions, Knowledge, Skills)*)

Advanced Behavior 23: Develop and implement collaborative multidisciplinary strategies for rural practice (*Assignments: CO Project (Cognitive/Affective Reactions, 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: CO Project (Cognitive/Affective Reactions, Knowledge, Skills), Self-Evaluation/Awareness (Cognitive/Affective Reactions, Knowledge, Skills)*)

Advanced Behavior 25: Contribute to the knowledge base of the social work profession through rural practice based research (*Assignments: Exams (Knowledge), CO Project (Cognitive/Affective Reactions, Knowledge, Skills), Participation*)

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/Activities for the Course:

There are 3 major graded areas

1. Exam(s) & homework assignments
2. Community Organizing (CO) Project (2 options A or B)
3. Dialogue Forums
4. Self-Evaluation/Self Awareness

*(** A failure or below a C average in any of these areas will result in a failure for the course.)*

- 1) Exam(s) & homework assignments: as appropriate and deemed necessary by the professor and/or students. I hope to not have to include exams but if I determine that students are not reading the material I reserve the right to include a more traditional exam to ensure mastery of the knowledge.
- 2) Project: You will choose only one of the following two options for this project.
 - A. Community Organizing “Volunteer/Learn from the Experts” Experience
 - B. Community Organizing Project in the Community

All students will use the Consensus Organizing Workbook as your primary source for your design, implementation and evaluation of your project with special note/focus on the Field Exercises material from Chapter 6-12 as appropriate for your specific project (and often in consultation with the professor).

Everyone will use the material from the Field Experiences and chapters on evaluation - chapters 13 & 14).

The material from your Rural Book will serve to guide you to the unique aspects of working in your area, as appropriate.

Students will utilize the NASW Code of Ethics to inform the process and will also be expected to examine their own values and perspectives.

- A. Option A - Community Organizing “Volunteer/Learn from the Experts”: You may choose an existing community organizing organization (approved by the professor) and join them and work to complete some aspect of the work the organization is doing, would like to do etc. The organization must be working on a social or economic justice issue that is relevant to this course and meets a certain number of hours as determined/approved with and approved by the professor, this will most likely vary from situation to situation.

In this option you are choosing to learn by working alongside of and from folks/experts who are already doing community organizing.

You may work in small groups if appropriate and approved by the professor for this option.

In the event that more than one of you wants to work with an organization (as an individual and not as a group) you may do so only with the approval of the professor.

For the Community Organizing Volunteer/Learn from the Experts Option:

- a. Proposal/Approval
- Submit a proposal and through a collaborative process obtain approval from the professor.
 - Do not begin any work on your project until approval is given.
 - Choose an organization that is working on a rural WV social, economic, environmental social justice issue.
 - Submit the proposal/approval form which needs to include a brief statement of your role in the organization, a detailed outline/plan of what you will be doing, who you will be working with and how many hours you will be committing to the community-organizing project. Provide the name, title, degree(s), address, phone number and e-mail for the main person you will be working with. This all must be on the proposal/approval form you submit.
- b. Process & Elements
- Identify an issue and a community organizing organization
 - Conduct a thorough literature review of the issue (knowledge) critically examining the issue using a minimum of 20 professional sources. This can include professional articles, reports, and other documents/data bases that apply to your project. If in doubt, send your sources to me for review and we can discuss this also.
 - Engage the community (as appropriate and in an approved manner with the organization and approval from you professor)
 - Conduct an assessment (as appropriate and again as deemed appropriate with the organization as they may have ongoing assessments or have already completed this process).
 - Create a collaborative intervention using the strengths perspective (as appropriate and again work with the organization, this may or may not have already been decided)
 - Implement the intervention (as appropriate and again with the organization)

- c. Evaluation of your own work on the Project and of the actual project for this you will utilize the material and skills from previous courses such as research and others along with the materials for this course.
- Evaluate the project and your work using the techniques from your Consensus book. Use the Field Exercises from Chapters 13 & 14 for this.
 - Make recommendations for policy and/or other appropriate changes
 - Students will present their findings/experience to the class/organization and/or community using multi-media in an online manner. You will sign up for a presentation date later in the semester. We will aim to complete these during our class times.
 - Students will review their own community project and create their own rubrics and then evaluate their own process in rubric and narrative form as they apply to the competencies and practice behaviors.
 - Students will include an examination of and self-reflection and also include an assessment/reflection of their own values and ethics that came up during this project and as they compare to the NASW code of ethics).

B. Option B Community Organizing Project in the Community:

Students will identify a rural social, economic or environmental social justice issue. This will be completed in collaboration with the professor (and field supervisor if it is related to your work within your field placement) within the community and/or organization that the student is working and/or living and work at the community level. Students will utilize the NASW Code of Ethics to inform the process and will also be expected to examine their own values and perspectives.

You may work in teams/groups for this option (ideally no more than 5 people but I am open for discussion of this depending on what the intervention will be; as usual this must have the professor's approval).

Students will include the following elements:

1. Proposal/Approval
 - Choose the focus of your project, which must be an aspect of community organizing.
 - Submit a proposal through a collaborative process with your professor and obtain approval from the professor.
 - Do not begin any work on your project until approval is given.
2. Process/Elements
 - Identify a rural social, economic or environmental social justice issue
 - Conduct a thorough literature review of the social or economic justice issue (knowledge) critically examining the issue (a minimum of 20 professional sources are required, this is to include professional articles, reports, and other documents/data bases that apply to your project)
 - Engage the community (as appropriate for your project)
 - Conduct an assessment (as appropriate for your project)
 - Create a collaborative intervention using the strengths perspective
 - Implement the intervention (as appropriate for your project)

3. Evaluation of your own work on the Project and the project. For this you will utilize the material and skills from previous courses such as research and others along with the materials for this course.
 - Evaluate the project and your work using the techniques from your Consensus book. Use the Field Exercises from Chapters 13 & 14 for this.
 - Make recommendations for policy and/or other appropriate changes
 - Students will present their findings/experience to the class/organization and/or community using multi-media (you will sign up for a presentation date at the end of the semester and during one of the face-to-face class meetings).
 - Students will review their own community project and create their own rubrics and then evaluate their own process in rubric and narrative form as they apply to the competencies and practice behaviors.
 - Students will include an examination of and self-reflection and also include an assessment/reflection of their own values and ethics that came up during this project and as they compare to the NASW code of ethics).

3) Dialogue Forums Criteria & Procedures are found in Blackboard

This is an opportunity for you to engage in professional level dialogue and learning with your colleagues regarding the material and skills for this course.

Forums will be graded as they occur throughout the course

4) Self-Evaluation/Self-Awareness/Class Participation of all of your work and experiences across the whole course (to be completed only after all other work is completed for the course at the end of the semester). Further details in Blackboard

A. Self-Evaluation across the whole semester.

The student will design and conduct a thorough self-evaluation of her/his work and experience across the course as a whole including all elements of the course and addressing the CSWE competencies and practice behaviors for this course. Students may pull from material learned in other courses such as research and practice courses but do not need to be limited to these. Students can utilize other materials to assist in the completion of this course.

- Professional social workers as part of the profession evaluate clients on a routine basis; it is critical that students are also able to evaluate themselves and their work on a level that demonstrates depth and breadth.
- The self-evaluation section needs to include both narrative & rubrics.

B. Self-Awareness across the whole semester.

The student will engage in self-awareness and discuss professional and self-growth to include but not be limited to such areas as angst, value conflicts, areas of comfort and discomfort etc.

The student will reflect and design and conduct a thorough self-awareness of her/his work and experience across the course as a whole including all elements of the course and addressing the CSWE competencies and practice behaviors for this course and the NASW Code of Ethics. Students may pull from material learned in other courses such as research and practice courses but do not need to be limited to these. Students can utilize other materials to assist in the completion of this element.

- Professional social workers as part of the profession engage in self-awareness and on a routine basis, it is critical that students are also able to do this as it is a critical skill for all levels of practice. It needs to occur on a level that demonstrates self-awareness on multiple levels, self-honesty, depth and breadth.
- The self-awareness section needs to include both narrative and schematics of some sort that is helpful in the area of self-awareness.
- The student will engage in self-awareness and discuss professional and self-growth to include but not be limited to such areas as angst, value conflicts, areas of comfort and discomfort etc.

The professor will review the assignment and review the student's participation in all elements of the course across the semester and incorporate this into the final grade for the self-evaluation.

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 %

** A performance below 70% in any of the 4 major assignment/component areas of this course will result in a failure in the course.*

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):

See Appropriate tab in the Blackboard Classroom.

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): N/A

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)