



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/>).

SOWK 660 – Gerontology in Rural Practice:

CRN: 20508 Section: 3AS

Spring 2019

Professor: R. Shawn Allen, MSW, LGSW

Credit Hours: 3

Office Location: A107B, Marsh Hall

Prerequisites: N/A

Office Hours:

M/W/R: 10:00AM-11:30AM, T 1:30PM – 3:00PM

Course Time (if applicable): N/A

Email: rallen@concord.edu

Building and Room Number (if applicable): N/A

Phone: 304-384-5299

Office Fax: 304-384-6091

Concord.edu/sws

Course Description/Rationale: This is an elective course designed to introduce students to working in Gerontology in rural areas. This course is available to all students in the Foundation and Advanced curriculum. The course will focus on areas such as needs of rural adults, services to rural adults, competent practice in rural areas, & other issues related to older adults in rural areas. Students with both novice and intermediate knowledge bases in the area of Gerontology in rural areas will find the class beneficial through developing new skills, or enhancing existing skills, in working with this population. The course will utilize online instruction, the course text, and online resources.

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

Hardware/Software Needed (include privacy policies, if applicable): (include privacy policies, if applicable): Please see the following link for computer and software requirements:

http://hub.concord.edu/social-work/sites/hub.concord.edu/social-work/file/files/Social_Work_Computer_Requirements.pdf

Text requirements:

Hash, K.M., Jurkowski, E.T., & Krout, J.A. (2014). Aging in Rural Places: Policies, Programs, and Professional Practice. New York: Springer Publishing Company.

Steele, D.F. (2016) He Can't Help It. It's Alzheimer's: A Husband and Wife's Battle with Dementia of the Alzheimer's Type. Middletown, DE: CreateSpace Independent Publishing Platform

Concord University Educational Goal(s)

Attitudes: Tendencies conducive to self-knowledge, personal growth and development, and responsible citizenship as demonstrated by the following:

1. Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes.
2. Exercise of responsible leadership--including leadership by example--and of responsible followership.
3. Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution.
4. Cultivation of and support for attitudes and practices that foster physical, mental, emotional, and social well-being.
5. Appreciation for the creative process and for the rich diversity of artistic achievement.
6. Commitment to social responsibility, including community service and civic engagement.
7. Motivation to pursue lifelong learning and ongoing intellectual growth.

National Standards (if applicable) For example, NCTM, IRA, CAEP, etc.

Core Competency	Generalist Behaviors	Advanced Behaviors	Correlating Assignments
<u>Competency 1:</u> <u>Demonstrate Ethical and Professional Behavior</u>	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	Demonstrate and preserve professional roles and boundaries in rural settings. Understand the perspectives and values of social work in relation to working effectively with other disciplines in rural practice.	Discussion Posts/Responses/Quizzes/projects

	<p>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</p>	<p>Apply ethical decision making skills in rural settings with special focus on dual relationships and access to services.</p> <p>Apply ethical decision making skills to address the use of technology in rural settings.</p>	
	<p>Use technology ethically and appropriately to facilitate practice outcomes</p>		
	<p>Use supervision and consultation to guide professional judgment and behavior</p>		
	<p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p>		
<p><u>Competency 2:</u> Engage Diversity and Difference in Practice</p>	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p> <p>Present themselves as learners and engage clients and constituencies as experts or their own experiences.</p> <p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working</p>	<p>Recognize and understand the experience of isolation of minority groups in rural settings.</p> <p>Engage in self-reflection about and address personal biases and values as they related to rural populations and settings.</p>	<p>Discussion Posts/Responses/Quizzes/Project</p>

	with diverse clients and constituencies		
<u>Competency 3:</u> Advance Human Rights and Social, Economic, and Environmental Justice Practice Behaviors	<p>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p> <p>Engage in practices that advance social, economic, and environmental justice.</p>	<p>Understand, analyze, and implement strategies to address forms of rural oppression.</p> <p>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).</p>	Discussion Posts/Responses/Quizzes/Project
<u>Competency 4:</u> Engage in Practice-informed Research and Research-informed practice	<p>Use Practice experience and theory to inform scientific inquiry and research</p> <p>Apply critical thinking to engage in analysis of quantitative and qualitative research findings.</p> <p>Use and translate research evidence to inform and improve practice, policy, and service delivery</p>	<p>Identify, evaluate, and select rural practice strategies.</p> <p>Promote and participate in the use of research to improve the effectiveness of rural practice.</p>	Discussion Posts/Responses/Quizzes/Project
<u>Competency 5:</u> Engage in Policy Practice	<p>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p> <p>Assess how social welfare and economic policies impact the delivery and access to social services.</p>	<p>Analyze, formulate, and advocate for policies that enhance social well-being, service delivery, and access in rural settings.</p> <p>Communicate and collaborate with stakeholders and professionals the implications of policy and policy</p>	Discussion Posts/Responses/Quizzes/Project

	Apply critical thinking to analyze, formulate, and advocate for policies that advanced human rights and social, economic, and environmental justice.	changes in rural practice. Apply knowledge of strengths and issues of rural settings and populations to social work policy practice.	
<u>Competency 6:</u> Engage with Individuals, Families, Groups, Organizations, and Communities	Apply knowledge of human behavior and social environment, person-in-environments, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Apply theories of human behavior and the social environment to rural practice. Explain the stigma, risk, and benefits to clients of seeking or not seeking services in a rural setting. Establish a culturally responsive therapeutic relationship that addresses unique issues associated with rural practice. Coordinate formal and informal networks to promote sustained client well-being in rural communities. Apply knowledge of practice within the rural context for the development of service systems.	Discussion Posts/Responses/Quizzes/Projects
<u>Competency 7:</u> Assess Individuals, Families, Groups, Organizations, and Communities	Collect and organize data, and apply critical thinking to interpret information from	Use multidimensional, bio-psychosocial, spiritual, and community assessment tools in a	Discussion Posts/Responses/Quizzes/Project

	<p>clients and constituencies.</p> <p>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.</p> <p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p> <p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	<p>rural practice environment.</p> <p>Use empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment.</p>	
<p><u>Competency 8:</u> Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p> <p>Apply knowledge of human behavior and the social environment, person-in-</p>	<p>Analyze, formulate, and advocate for policies that enhance social well-being in rural settings.</p> <p>Communicate and collaborate with stakeholders the implications of policy and policy</p>	<p>Discussion Posts/Responses/Quizzes/Project</p>

	<p>environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</p> <p>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p> <p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p>changes in rural practice.</p> <p>Develop and implement collaborative multidisciplinary strategies for rural practice.</p>	
<p><u>Competency 9:</u> Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Select and use appropriate methods for evaluation of outcomes.</p> <p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p> <p>Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</p>	<p>Evaluate the process and outcomes of rural practice to contribute to the developments of best practice interventions for rural practice.</p> <p>Contribute to the knowledge base of the social work profession through rural practice based research.</p>	<p>Discussion Posts/Responses/Quizzes/Project</p>

	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.		
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Specific Learning Outcomes:

Upon completion of the course students will have a broader knowledge of working with rural older adults. This knowledge will include issues such as who are rural older adults, service delivery, the impacts of being frail versus well, how rural older adults are portrayed in the media, and how dementia and Alzheimer’s impacts rural older adults.

Course Requirements:

1. Module Discussion Board: Every module the professor will post a discussion question relevant to the learning module. Each student must post an original comment and respond to at least two other student’s posts **successfully integrating** information covered in class.

2. Rural aging services Project: Each student will visit one agency in their local community that provide services to older adults in their area. In this visit, the student will interview someone in the agency (Director, Social Workers, Social Services Coordinator etc…) to obtain information concerning the agency including what service they provide to older adults, the history of the agency, what barriers must the agency overcome to provide services to older adults, are there special barriers due to being in a rural area, etc… The student may supplement the interview with any hardcopy information or online resources that may be obtained concerning the agency, or area in which it delivers services. The project/paper must be written using the format of the Publication Manual of the American Psychological Association for in-text citations, and reference lists. No credit will be given for papers that are not in APA format and fully documented.

3. Quizzes: Modules 1-4 contain a quiz that relates back to the assigned reading for the module. Each student is to attempt and submit each of the quizzes.

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

COURSE EVALUATIONS:

Activity:	Grade Point:
Module Discussion Boards (5 x 20pts)	100pts
Aging in Media Discussion Board (1 x 50pts)	50pts
Book Reaction Discussion Board (1 x 50pts)	50pts
Quizzes (4 x 20pts)	80pts
Rural Aging Services Project (1 x 150pts)	150pts

Total: 430pts

The final course grade will be based upon the total number of points accumulated on the above activities:

- A 387-430 points
- B 344 - 386points
- C 301- 343 points
- F 300 points & below

LATE ASSIGNMENTS:

Dependent on the assignment, the instructor may allow late submissions. Understand however, that students must email the instructor (rallen@concord.edu) a statement requesting the late submission option. If the student elects to take this option, the highest score possible is and 89%. Remember to have late submissions submitted by the date given by the instructor. The instructor has sole discretion for approval of late submissions.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

Date	Readings Due	Assignments Due
Module 1: 1/14-1/27	Chapter 1: What is Rural? Introduction to Aging in Rural Places Chapter 2: Who Are Rural Adults?	Quiz Discussion
Module 2: 1/28-2/10	Chapter 3: Health and Wellness Among Rural Older Adults Chapter 4: Housing, Poverty, and Transportation in Rural Places Chapter 5: Work, Retirement, and Leisure in Rural Places	Quiz Discussion
Module 3: 2/11-2/24	Chapter 6: Providing Services to Rural Older Adults Chapter 7: Providing Services to Well Older Adults in Rural Areas Chapter 8: Providing Services to Frail Older Adults in Rural Areas	Quiz Discussion
Module 4: 2/25-3/10	Chapter 9: Interdisciplinary Teams Caring for Rural Older Adults Chapter 10: Role of the Health Care Professional Chapter 11: Role of the Human Service Professional	Quiz Discussion
Module 5: 3/18-3/31	<i>Chapter 4: Theories in Social Gerontology from Aging, the Individual, and Society by Susan M.</i>	Aging in Media Discussion Post

	<i>Hillier (link provided in Module)</i>	
Module 6: 4/1-4/21	<i>"He Can't Help It. It's Alzheimer's" – Dorothy F. Steele</i>	Book Reaction Discussion Post
Module 7: 4/22-5/3	Chapter 12: Impacting Rural Aging Chapter 13: Conclusions and Future Directions	Discussion Rural Aging Services Project

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.

COURSE RESPONSE:

The instructor will make every effort to respond to inquiries and/or concerns within 48 hours (excluding weekends). Please utilize Concord University Email not the Blackboard Email function. For inquiries that would benefit other students, please use the Discussion Board “Open Forum” to post your inquiry.

REQUIRED SKILLS:

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 would be comfortable with the 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 learning platform with support provided in the course

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>

ACADEMIC RESOURCES:

Drop-In Tutoring—Free tutoring available in the Library, Student Center Study Lounge (2nd floor), and Rahall atrium. For specific information, contact the Academic Success Center (asc@concord.edu; 304-384-6074). The schedule will be posted online: <http://cs/concord.edu/tutoring>.

SMARTTHINKING—*Free online tutoring* in most subjects, available 24/7; Sign up through MyCU Student Tab.

Syllabus Disclaimer

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