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 (https://www.concord.edu/About/History-Future.aspx).

SOWK 660 – LGBTQ Rural Practice:

CRN: 10089 Section: 1AS

Fall 2019
Credit Hours: 3
Prerequisites: N/A
Course Time (if applicable): N/A
Building and Room Number (if applicable): N/A

Professor: Dr Joan Pendergast, LGSW
Office Location: A105B, Marsh Hall
Office Hours: By Appointment
Email:jpendergast@concord.edu
Phone: 304-384-5289
Office Fax: 304-384-6091
Concord.edu/sws

Course Description/Rationale: This is an elective course designed to introduce students to working in the LGBTQ Population 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 population, services to rural population, competent practice in rural areas, & other issues related to the LGBTQ community in rural areas. Students with both novice and intermediate knowledge bases in the area of sexual orientation and/or gender identity 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

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:

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<thead>
<tr>
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<th>Minimum</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating System</td>
<td>Windows 7 or higher Mac OS X 10.8 or higher</td>
<td>Windows 10 Mac OS X 10.10</td>
</tr>
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</table>
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 online 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: [https://www.concord.edu/About/Important-Offices-Centers/Technology-Services.aspx](https://www.concord.edu/About/Important-Offices-Centers/Technology-Services.aspx).

**Text requirements:**


**Concord University Educational Goal(s)** Your course should address at least one of the four (4) new University Goals and Learning Outcomes. Similar courses with different sections should have the same goal(s) and outcome(s).

*Civic, Cultural, and Global Competence*

Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.
## National Standards

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Generalist Behaviors</th>
<th>Advanced Behaviors</th>
<th>Correlating Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1:</strong> Demonstrate Ethical and Professional Behavior</td>
<td>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</td>
<td>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. Apply ethical decision making skills in rural settings with special focus on dual relationships and access to services. Apply ethical decision making skills to address the use of technology in rural settings.</td>
<td>Discussion Posts/Responses/Quizzes/projects</td>
</tr>
<tr>
<td></td>
<td>Demonstratel professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
<td>Use technology ethically and appropriately to facilitate practice outcomes. Use supervision and consultation to guide professional judgment and behavior. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
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<tr>
<td><strong>Competency 2:</strong> Engage Diversity and Difference in Practice</td>
<td>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in</td>
<td>Recognize and understand the experience of isolation of minority groups in rural settings. Engage in self-</td>
<td>Discussion Posts/Responses/Quizzes/Project</td>
</tr>
<tr>
<td>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Practice Behaviors</td>
<td>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
<td>Understand, analyze, and implement strategies to address forms of rural oppression.</td>
<td>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).</td>
</tr>
<tr>
<td>Competency 4: Engage in Practice-informed Research and Research-informed practice</td>
<td>Use Practice experience and theory to inform scientific inquiry and research.</td>
<td>Identify, evaluate, and select rural practice strategies.</td>
<td>Promote and participate in the use of research to improve the effectiveness of rural practice.</td>
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<tr>
<td>Competency 5: Engage in Policy Practice</td>
<td>Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. Assess how social welfare and economic policies impact the delivery and access to social services. Apply critical thinking to analyze, formulate, and advocate for policies that advanced human rights and social, economic, and environmental justice.</td>
<td>Analyze, formulate, and advocate for policies that enhance social well-being, service delivery, and access in rural settings. Communicate and collaborate with stakeholders and professionals the implications of policy and policy changes in rural practice. Apply knowledge of strengths and issues of rural settings and populations to social work policy practice.</td>
<td>Discussion Posts/Responses/Quizzes/Projects</td>
</tr>
<tr>
<td>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td>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.</td>
<td>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.</td>
<td>Discussion Posts/Responses/Quizzes/Projects</td>
</tr>
<tr>
<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. 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. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. Select appropriate intervention strategies based on the assessment, research knowledge, and clinical wisdom.</td>
<td>Use multidimensional, bio-psychosocial, spiritual, and community assessment tools in a rural practice environment. Use empathy, cultural responsiveness, geographical awareness and other interpersonal skills to complete assessment.</td>
<td>Discussion Posts/Responses/Quizzes/Project</td>
</tr>
<tr>
<td>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
<td>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
<td>Analyze, formulate, and advocate for policies that enhance social well-being in rural settings. Communicate and collaborate with stakeholders the implications of policy and policy changes in rural practice. Develop and implement collaborative multidisciplinary strategies for rural practice.</td>
<td>Discussion Posts/Responses/Quizzes/Project</td>
</tr>
<tr>
<td>Competency 9:Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td>Select and use appropriate methods for evaluation of outcomes. Apply knowledge of human behavior and the social</td>
<td>Evaluate the process and outcomes of rural practice to contribute to the developments of best practice interventions for rural practice.</td>
<td>Discussion Posts/Responses/Quizzes/Project</td>
</tr>
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environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

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

Contribute to the knowledge base of the social work profession through rural practice based research.

Specific Learning Outcomes

Upon completion of the course students will have a broader knowledge of working with the rural LGBTQ population. This knowledge will include issues such as description of LGBTQ who live in rural areas, cultural competency, service delivery, policies and laws that impact this population, treatment modalities, issues facing this population, and health issues.

1. **Reflection:** For the reflection assignment the student will read sections from the book “*Stuck in the Middle with You: A Memoir of Parenting in Three Genders*”. There will be assignment embedded in the modules that will explain this assignment in detail;

2. **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.

3. **Literature Review:** Each student will conduct a literature review on a topic of your choosing related to an LGBTQ issue. These issues include but are not limited to; substance abuse, youth, adults, elderly, policy, laws, military, parenting, adoption, etc… This review should include 15-20 peer reviewed resources and 20 – 25 pgs. 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.

4. **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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Grade Point</th>
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<tbody>
<tr>
<td>Reflection (5 x 20pts)</td>
<td>100pts</td>
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<tr>
<td>Module Discussion Boards (5 x 20pts)</td>
<td>100pts</td>
</tr>
<tr>
<td>Quizzes (4 x 20pts)</td>
<td>80pts</td>
</tr>
<tr>
<td>Literature Review</td>
<td>100pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>380pts</strong></td>
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</tbody>
</table>

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

- **A** 342 – 380 points
- **B** 304 – 341 points
- **C** 266 – 303 points
- **F** 266 and below 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. Please be advised that late submissions of discussion posts will NOT be approved.

Course Timeline

<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>MODULE 1</strong></td>
<td><strong>Context for Social Work Practice</strong></td>
</tr>
<tr>
<td>Week 1 Aug 19 – 23</td>
<td>Ch 1</td>
</tr>
<tr>
<td>Week 2 Aug 22 – 30</td>
<td>Ch 2</td>
</tr>
<tr>
<td>Week 3 Sept 2 – 6</td>
<td>Ch 3</td>
</tr>
<tr>
<td><strong>MODULE 2</strong></td>
<td><strong>Identity Development and Coming Out</strong></td>
</tr>
<tr>
<td>Week 4 Sept 9 – 13</td>
<td>Ch 4</td>
</tr>
<tr>
<td>Week 5 Sept 16 – 20</td>
<td>Ch 5</td>
</tr>
<tr>
<td>Week 6 Sept 23 – 27</td>
<td>Ch 6</td>
</tr>
<tr>
<td><strong>MODULE 3</strong></td>
<td><strong>Relationship and Families</strong></td>
</tr>
<tr>
<td>Week 7 Sept 30 – Oct 4</td>
<td>Ch 9 &amp; 10</td>
</tr>
<tr>
<td>Week 8 Oct 7 – 11</td>
<td>Ch 10 &amp; 11</td>
</tr>
<tr>
<td>Week 9 Oct 14 – 18</td>
<td>Ch 11 &amp; 12</td>
</tr>
<tr>
<td>Week 10 Oct 21 – 25</td>
<td>Ch 8 &amp; 13</td>
</tr>
</tbody>
</table>
MODULE 4  
Week 11  Oct 28 – 31  Ch 14 - 15
Week 12  Nov 4 – 8  Ch 15 - 16
Week 13  Nov 11 – 15  Ch 16 - 17
Week 14  Nov 18 – 22  Ch 18 – 19
    Nov 25 – 29  THANKSGIVING WEEK
Week 15  Dec 2 – 6  Ch 20
FINALS  Dec 9 – 13

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 at http://catalog.concord.edu/content.php?catoid=10&navoid=582#Academic_Dishonesty.)

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 at http://catalog.concord.edu/content.php?catoid=10&navoid=582#Class_Attendance.)
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 go to https://concord.omnilert.net/subscriber.php to sign up for the Emergency Alert System or 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 https://www.concord.edu/Student-Life/Office-of-Public-Safety/Alert-Systems.aspx.

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 https://www.concord.edu/Student-Life/Office-of-Public-Safety/Inclement-Weather-Schedule.aspx 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.

Mental Health Resources

Concord University recognizes that being a student can be stressful at times for a number of reasons some of which may be related to the challenge of balancing your role as a student with other facets in your life. There are a number of resources to help you cope if you find that you are overwhelmed. The first is the CU Counseling Center which is located on the third floor of the Jerry and Jean Beasley Student Center on the Athens Campus. The center is staffed by a licensed mental health professional, graduate students, and student employees. Appointments are available Mon-Fri from 9:00 AM – 4:00 PM. Appointments at the Erma Byrd Higher Education Center in Beckley may be made by arrangement. Students may call the
counseling center at 304-384-5290 or make their own appointment through the electronic scheduling system which may be found on Counseling Center section of the Student Services tab on CU’s main page. Counseling services are free of charge. Other resources available are Student Support Services and the Academic Success Center on the Athens campus.

**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 https://www.concord.edu/Student-Life/Title-IX.aspx. 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 can find additional information at https://www.concord.edu/About/Important-Offices-Centers/Technology-Services/Help-Desk-Support.aspx.

**Syllabus Disclaimer**

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

**Miscellaneous (for example):**

- Sources of Help
- Glossary of Terms
- Related Research/Professional Organizations