

MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL
WORK MSW PROGRAM
SW620 Rural Social Work

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Academic Term and Year:	2012/2013
Course Prefix and Number	SW 620
Course Title	Rural Social Work
Credit Hours	3
Days, Time and Location of class:	Wednesday, 6:00-8:40 PM William Sutton Administration Building
Professor:	David Stoesz, Ph.D.
Office Location:	Room 206 Sutton Administration Building
Office Hours:	Tuesday: 1-3 pm; 4-6 pm Wednesday: 1-3 pm; 4-6 pm Thursday: 1-3 pm; 4-6 pm
Office Phone Number:	(703)309-4098
Email Address:	David.Stoesz@mvsu.edu
Prerequisite:	SW 581 Field Internship I. (3)

CATALOG COURSE DESCRIPTION:

SW 620 Rural Social Work. Advanced practice skills in rural social work at micro, mezzo and macro levels of practice (3).

COURSE DESCRIPTION

The purpose of this course is to examine the distinctive nature of rural generalist social work practice, where practitioners are often faced with multiple and changing roles and responsibilities that suburban counterparts do not encounter in their jobs. Since there are roughly 80 million Americans living in rural areas, it is crucial that practitioners understand the salient issues and differences between work with rural, urban and suburban populations.

This class will broaden the student's knowledge base by examining relevant history, technical expertise, useful personal traits, and current trends and issues facing rural people and rural service providers within the national, regional and local contexts. Within an ecological systems framework, the student will develop an awareness of issues of ethnicity, culture, gender, class, age, sexual orientation, social and economic justice in the practice of social work in rural areas.

DEPARTMENT OF SOCIAL WORK/MSW PROGRAM MISSION

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations-at-risk in rural areas. The Master of Social Work (MSW) Program prepares students for professional social work practice at the micro, mezzo, and macro levels. Through the curriculum, the program instills in students advanced social work knowledge, values and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta which the University is located and committed to serve, as well as rural areas globally. Within the framework of rural social work, the area of concentration is Child and Family Welfare.

PROGRAM GOALS

The goals of the Master of Social Work Program are:

1. Educate students for social work positions for advanced levels of practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity and the values and ethics of the profession.

COMPETENCIES

1. **EPAS Competency: 2.1.1** Identify as a professional social worker and conduct oneself accordingly.
2. **EPAS Competency: 2.1.2** Apply social work ethical principles to guide professional practice.
3. **EPAS Competency: 2.1.3** Apply critical thinking to inform and communicate professional judgments.
4. **EPAS Competency: 2.1.4** Engage diversity and difference in practice.
5. **EPAS Competency: 2.1.5** Advance human rights and social and economic justice.
6. **EPAS Competency: 2.1.6** Engage in research-informed practice and practice-informed research.
7. **EPAS Competency: 2.1.7** Apply knowledge of human behavior and the social environment.
8. **EPAS Competency: 2.1.8** Engage in policy practice to advance social and economic well-being and to deliver effective social work practice

9. **EPAS Competency: 2.1.9** Respond to contexts that shape practice
10. **EPAS Competency: 2.1.10(a)–(d)** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
11. **Rural Competency: 2.1.11** Demonstrate knowledge and skills to apply a bio-psycho-social-cultural-spiritual perspective in advanced social work practice with children and their families.
12. **Rural Competency: 2.1.12** Integrate knowledge of rural values and customs into autonomous social work practice with children and families.

EXPECTED PRACTICE BEHAVIORS

Course Competencies	Course Practice Behaviors	Assessment of Practice Behaviors
2.1.2. Apply social work ethical principles to guide professional practice.	a. integrate the use of complex social work practice knowledge and skills in the application of social work values and ethics with children and families;	Class discussions PowerPoint section summaries
2.1.3. Apply critical thinking to inform and communicate professional judgments.	a. evaluate, integrate, synthesize, and apply theories, incorporating strengths-based approaches to practice with children and families; and b. critically evaluate, select, and implement evidence-informed assessment, intervention, and evaluation tools and techniques with rural children and families.	Class discussions Micro case study
2.1.4. Engage diversity and difference in practice.	a. develop and expand programs in rural areas and small communities where resources meet the needs of clients; and b. accurately identify and assess issues among diverse client populations in a rural environment.	Class discussions Community analysis paper
2.1.5. Advance human rights and social and economic justice.	a. understand the forms and mechanisms of oppression and discrimination; and c. advocate for social and economic justice on behalf of at-risk families, adults, and children in rural environments.	Class discussion PowerPoint section summaries

<p>2.1.6.Engage in research-informed practice and practice-informed research.</p>	<p>a. critically apply research findings to practice, evaluate practice, programs, and policies, conduct basic and applied research, and utilize relevant quantitative and qualitative designs and data analysis; and</p> <p>b. generate and apply research knowledge to critical discussions on best practices for children and families.</p>	<p>Class discussion Community analysis paper</p>
<p>2.1.7. Apply knowledge of human behavior and the social environment.</p>	<p>a. integrate knowledge of rural values and customs into autonomous social work practice with children and families; and</p> <p>b. apply appropriate theories, models, and research to diverse client systems and circumstances.</p>	<p>Class discussion Oral presentation</p>
<p>2.1.8.Engage in policy practice to advance social and economic well-being and to deliver effective social work practice.</p>	<p>a. demonstrate the ability to effectively develop a budget, manage administrative processes, and engage in program planning and development (including grant and proposal writing) in child and family welfare organizations; and</p> <p>b. analyze the impact of social policies on children and families, workers and agencies and demonstrate leadership skills for influencing policy formulation and change.</p>	<p>Class discussions Micro case study</p>
<p>2.1.9.Respond to contexts that shape practice.</p>	<p>a. effectively assess, advocate and intervene in legislative, judicial, and administrative policy processes to improve services for children and families.</p>	<p>Class discussion PowerPoint section summaries</p>
<p>2.1.10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</p>	<p>a. conduct multidimensional assessments on complex issues that include client system and environmental strengths and stressors such as cultural, economic and social/relationship factors;</p> <p>b. apply bio-psycho-social-cultural-spiritual perspective in advanced social work practice with children and their families;</p>	<p>Class discussion Micro case study</p>
<p>2.1.11.Demonstrate knowledge and skills</p>	<p>a.utilize advanced social work knowledge, values and skills in order to appropriately assess and intervene in</p>	<p>Class discussion Oral presentation</p>

to apply a bio-psycho-social-cultural-spiritual perspective in advanced social work practice with children and their families.	the lives of children and families in a rural setting.	
2.1.12. Integrate knowledge of rural values and customs into autonomous social work practice with children and families.	a. demonstrate knowledge of local resources in rural settings in order to effectively empower children and families to enhance their capacities.	Class discussion Community analysis paper

COURSE REQUIREMENTS

Required Textbooks:

Scales, T.L., & Streeter, C.L (2004) Rural social work: Building and sustaining community assets. Belmont, CA: Thompson Learning.

Supplemental Texts:

Carlton-LaNey, I., Edwards, R., & Reid, P. (Eds.). (1999). Preserving and strengthening small towns and rural communities. Washington, DC: NASW Press.

Martinez-Brawley, E. (2000). Close to home: Human services and the small community. Washington, DC: NASW Press

Lohman, N. & Lohman, R.A. (2005). Rural social work practice. New York: Columbia University Press

Class Attendance Policy:

Students are expected to attend all class sessions. If a class is missed, the student is still responsible for any announcements, handouts, or material presented in class.

Policy and Procedure on Cheating and Plagiarism

Philosophy

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

Responsibility

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

Definitions

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

Academic Sanctions for Cheating or Plagiarism

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of "0" or "F" for the work submitted, assigning an "F" for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair. (See page 33 for examples).

Make-up Examination Policy:

It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

Teaching/Learning Strategies:

The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: class discussion, online activities, assigned readings, and individual projects. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students, read the assigned material, timely submit assignments and be prepared to discuss what they have read. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

Required Tasks/Activities:

A. *Community Analysis Paper* (100 points, due October 15th @ noon, week 9)

This will be a group project. Each group will select a community of fewer than 2,500 to analyze. This community cannot be a community in which a group member has lived or in which one currently lives. The analysis should include the general characteristics of the community, some history, demographics, the social institutions and particularly the social welfare system. Identify any particular problems that the community is facing and how they are or have dealt with problems in the past. Other issues your group may want to address might include how the community deals with health care issues (physical and psychological), poverty, housing issues, employment education and special populations. The paper should be approximately 12-15 pages in length, typed and double spaced and is worth 100 points. Students will lose a letter grade for each day the paper is submitted late.

This paper will possibly require several personal visits to the selected community since not all that is in this paper will be able to be found in a census book. Data collection will require the ability to gather information from people you do not know. Useful information may be information gathered from the local newspaper, and radio station covering that area; visiting local ball games, or spending time in the local hangout to get a good feel for the town and its people.

The paper also needs to include how this relates to what you have learned about rural social work, and dealing with people, and the social work skills that were required during your visits. This will be a group project.

B. *Micro Case Study* (100 Points, due 12:01 am Monday 10/22)

This will be a group project. The purpose of the micro case study is to enable students to integrate the stages and principles of a professional social work intervention with a senior or LGBT individual who reside(s) in a rural community. A letter grade will be deducted for each day the assignment is turned in late. Students will select a case study which will address the following in developing a planned change effort for their selected client system:

1. Provide a detailed description of the client system (age, sex, sexual orientation, race, mother, father, etc.)
2. Identify the presenting problem(s)
3. Include a detailed description of the target problem(s)
4. Identify multi-level assessment tools you will use
5. Discuss possible interventions
6. Explain how you will evaluate case progress and make necessary changes in interventions based upon evaluations.
7. Identify appropriate theories of human behavior in the social environment and social work practice.
8. Cite appropriate research
9. Provide a detailed and in-depth discussion of how rural environment influences this case, both positively and negatively.
10. Discuss relevant policies and point out strengths and weaknesses of these policies in helping the worker to address the problem(s).

C. *Oral Presentation* (100 Points, to begin week 11)

Groups will present orally on their case study, providing an in-depth analysis of how the rural environment influences the causation of the problem(s) and identify the strengths contained in the rural environment that may be marshaled for problem solving interventions. Part of the oral presentation can include a video of an interview with the individual or family. Groups may bring their client systems to class for a personal interview. If you are going to use real human subjects be sure to clear your project with the universities Human Subjects review committee.

D. *PowerPoint Section Summaries*: (20 points, due Monday following each section)

This is a group project. Each chapter indicated in the assignments should be submitted as a PowerPoint Presentation. Since the book is divided into 3 sections each group will be required to submit 2 power point assignments for the semester. Each power point will count for 20 points. The presentation should include no less than 15 slides. This is a group project. A letter grade will be deducted for each day the assignment is submitted late.

E. *Annotated Bibliographies*: (10 points each)

Each student will be required to do 18 annotated bibliographies of articles read to augment information presented in the text. Submit each annotated bibliography on a separate page, saving your assignment as a .doc document. Be sure to include your name, assignment number, topic area and date on each page. Annotated bibliographies should be submitted electronically by 11:59 pm the day before class. 3 points will be

deducted for each day the assignment is submitted late.

Evaluation Procedures:

Positive Group Participation			10
Attendance			100
Community Analysis Paper	1 @ 100 points.	=	100
Micro Case Study	1 @ 100 points.	=	100
Oral Presentation of Case Study	1 @ 100 points	=	100
PowerPoint Presentations	2 @ 20 points	=	40
Annotated Bibliographies	18 @ 10 points ea		180
Total		=	630

Performance Standards:

A	567-630
B	504-566
C	441-503
D	378-440
F	377 & Below

AMERICANS WITH DISABILITIES ACT (Special Needs Policy)

Students who believe that they may need accommodations in this class are encouraged to contact the Americans with Disabilities (ADA) Coordinator at 662-254-3446.

It is the policy of the Department of Social Work to accommodate students with disabilities pursuant to federal and state law. Students, however, must self-identify with the ADA Coordinator at MVSU. Any student registered at the University with a disability and who needs special accommodations should inform the instructor at the beginning of the course.

COURSE SCHEDULE/ASSIGNMENTS

Week 3 Assign# 1	Course Overview --Community Analysis Paper (due Week 9, Noon, October 22 nd)
Week 4 Assign# 2	Part I - Introduction to Rural Social Work -Annotated Bibliographies <i>Definitions of Rural Social Work</i> <i>Population Density</i>
Week 5 Assign# 3	-Annotated Bibliographies <i>Social Exchange theory</i> <i>System Theory</i>
Week 6 Assign# 4	-Annotated Bibliographies <i>Lifestyle or Culture for senior members of the LGBT community</i> <i>Generalist Practice</i>
Week 7 Assign# 5	-PowerPoint Summary Group Presentations of Textbook Chapters <i>Part I - Introduction to Rural Social Work</i> <i>To be submitted by e-mail by 12:01am 2/21/11 & presented in class</i>
Week 8 Assign# 6	Part II - Human Behavior and Rural Environments -Annotated Bibliographies <i>Strengths Perspective</i> <i>The Nature of Rural Social Work</i>
Week 9 Assign# 7 & 1	-Annotated Bibliographies <i>Characteristics of Human Behavior in Rural Communities</i> <i>Theoretical Underpinnings or Rural Behavior</i> <i>Community Analysis paper due October 22nd by noon!</i>
Week 11 Assign# 8	-Annotated Bibliographies <i>Research on Rural Social Work</i> <i>The Need for Rural Services</i>
Week 12 Assign# 9	- -Annotated Bibliographies <i>Are Rural Services Effective?</i> <i>Metropolitan vs. Non-Metropolitan</i> -Micro Case study group project due 12:01 am, Monday 10/29
Week 13 Assign# 10	- Group PowerPoint Summary Due 12:01 am Monday <i>Part II – Human Behavior and Rural Environments</i>
Week 14 Assign# 11	-- Part III - Practice Issues in Rural Context -Annotated Bibliographies <i>The Rural Context of Practice</i> <i>Social Work Values and Ethics in a Rural Context</i>
Week 15	Thanksgiving Holiday
Week 16 Assign #12	- Annotated Bibliographies <i>Why Focus on a Rural Context</i> <i>Rural Social Work and Generalist Practice</i>

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Power Point Section Summaries

Name:

County:

REQUIREMENTS	POINTS AVAILABLE	POINTS AWARDED
Introduction and Statement of Proposed Outcomes for Power Point Presentation	20	
Presentation addresses outcomes	20	
Clarity of argument	15	
Reasoned conclusions are presented	20	
Relevance of presentation and conclusions to rural social work practice	25	

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Community Analysis

Name:

County:

REQUIREMENTS	POINTS AVAILABLE	POINTS AWARDED
Identifies Agencies/Organizations that serve clients in the community	20	
Identifies services available and qualifications for services	20	
Assessment of Networking and Referral activities among agencies/organizations	15	
Assesses client access to services related to locations and distances (e.g. Distance of services from clients in remote areas of county)	15	
Student is able to access quality of existing services and identify gaps in services needed by clients	30	

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Micro Case Study

Name:

County:

REQUIREMENTS	POINTS AVAILABLE	POINTS AWARDED
Introduction and Statement of Proposed Outcomes for Case Study	20	
Case Study follows logically from proposed outcomes	20	
Clarity of argument	15	
Reasoned conclusions are presented	20	
Relevance of presentation and conclusions to rural social work practice	25	

BIBLIOGRAPHY

- Chambers, C. (1980). Myths of rural America. In H. Wayne Johnson (Ed.), Rural human services: A book of readings (pp. 172-3). Itasca, IL: F. E. Peacock Publishers.
- Cordova, W. (2004). Life in a colonia: Identifying community assets. In Scales, T.L. and Streeter, C.L. (Eds.). Rural Social Work - Building and Sustaining Community Assets, Belmont, CA: Brooks/Cole.
- Daley, M. & Avant, F. (2004). Rural Social Work: Reconceptualizing the Framework for Practice. In Scales, T.L. and Streeter, C.L. (Eds.), Rural Social Work – Building and Sustaining Community Assets, Belmont, CA: Brooks/Cole.
- Dicks, B & Venturini, V.J. (2004) “Rural social work practice with mentally retarded elderly.”
- From Holosko, M. and Feit, M. *Social work practice with the elderly*. (3rd edition). Canadians Scholars Press.
- Galambos, C. Watt, J.W., Anderson, K. and Danis, F. (2006) “Rural social work practice: Maintaining confidentiality in the face of dual relationships.” From *The Journal of Social Work Values and Ethics*. <http://www.socialwork.com/jswve/content/view/23///>
- Hannah, G. (2006). Maintaining Product-Process Balance in Community Antipoverty Initiatives.
- From *Social Work 51 (1)*.
- Hickman, S. (2004) Rural is Real: Unique Aspects of Rural Social Work. Scales, T.L. and Streeter, C.L. (Eds.). Rural Social Work - Building and Sustaining Community Assets, Belmont, CA: Brooks/Cole.

Homan, M.S. (2008) Promoting Community Change. (4th edition). Belmont, CA: Thompson, Brooks-Cole.

National Association of Social Workers. (2004). Rural social work. In Social work speaks: NASWpolicy statements (6th ed, pp. 298-303). Washington, DC: NASW Press.

Pruitt, L.R. (2007). "Missing the Mark: Welfare reform and rural poverty." From *The Journal of Gender, Race and Justice*. 10 (3). 439-479.

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Stuart, P. (2004). Social Welfare and Rural People: from the Colonial era to the present.

In Scales, T.L. and Streeter, C.L. (Eds.). Rural Social Work - Building and Sustaining Community Assets, Belmont, CA: Brooks/Cole.

HOW TO PREPARE AN ANNOTATED BIBLIOGRAPHY

WHAT IS AN ANNOTATED BIBLIOGRAPHY?

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

THE PROCESS

Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research.

First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works that provide a variety of perspectives on your topic.

Cite the book, article, or document using the appropriate style.

Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.

SAMPLE ANNOTATED BIBLIOGRAPHY (ENTRY FOR A JOURNAL ARTICLE)

The following example uses the APA format for the journal citation:

Goldschneider, F. K., Waite, L. J., & Witsberger, C. (1986). Non-family living and the erosion of traditional family orientations among young adults. *American Sociological Review*, 51, 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that non-family living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marriage increases individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of living.

This is an organized list of sources (references cited), such as books, journals, newspapers,

magazines, Web Pages, etc., each of which is followed by an annotation or description of each item.

Annotations may consist of all or part of the following items, depending on the assignment:

- describe the content (focus) of the item
- describe the usefulness of the item
- discuss any limitations that the item may have, e.g. grade level, timeliness etc.
- describe what audience the item is intended for
- evaluate the methods (research) used in the item
- evaluate reliability of the item
- discuss the author's background
- discuss any conclusions the author(s) may have made
- describe your reaction to the item

What is the purpose of an annotated bibliography?

Depending on the assignment the annotated bibliography may serve a number of purposes. Including but not limited to:

- a review of the literature on a particular subject illustrate
- the quality of research that you have done provide
- examples of the types of sources available
- describe other items on a topic that may be of interest to the reader
- explore the subject for further research