### MISSISSIPPI VALLEY STATE UNIVERSITY DEPARTMENT OF SOCIAL WORK SW 615 ADVANCED SOCIAL WORK PRACTICE WITH CHILDREN AND FAMILIES: INDIRECT PRACTICE

This document does not constitute a contract with the University. It contains guidelines only.

Academic Term and Year:	Fall 2018			
Course Prefix and Number:	SW 615-01	SW 615-01		
Course Title:		Advanced Social Work Practice with Children and Families: Indirect Practice		
Days, Time and Location of class	• /	Thursday, 6:00-8:40 p.m. Sutton Administration Building Room 232		
Professor:	Dr. Moses N	ewsome		
Office Location:	Social Work	Suite, Room 207		
Office Hours:	Monday Tuesday Wednesday	10:00 - 11:00 a.m. 10:00 - 11:00 a.m. & 4:00 – 6:00 pm 10:00 – 11:00 a.m. & 3:00 - 6:00 p.m.		
	Thursday	4:00 - 6:00 pm		
	Other times	by appointment only		
Office Phone Number:	(662) 254-33	40		
Main Phone Number:	(662) 254-33	(662) 254-3365		
Email Address:	moses.newso	moses.newsome@mvsu.edu		
Prerequisite:	All Foundation Courses, SW 600, and SW 610			

**Required Technology Skills:** Student in this class are expected to be efficient in the use of computers, the internet and PowerPoint.

#### CATALOG COURSE DESCRIPTION

Focuses on the development of advance practice skills in social work supervision, administration, and program development for children and families in rural areas.

**Revised Fall 2018** 

## **EXPANDED COURSE DESCRIPTION**

This is the second of two courses that prepares MSW students for advanced practice with children and families. The course is on indirect practice processes, particularly management and administration in child welfare agencies/organizations. Using the ecosystems perspective this course is designed to provide students with the knowledge and skills related to the management, improvement and development of child welfare programs, particularly within a rural context.

### DEPARTMENT OF SOCIAL WORK/MSW PROGRAM MISSION STATEMENT

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 advance 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 in 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 advance level 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**

**Competency 1: Demonstrate Ethical and Professional Behavior** 

**Competency 2: Engage Diversity and Difference in Practice** 

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice** 

**Competency 4: Engage In Practice-informed Research and Research-informed Practice** 

**Competency 5: Engage in Policy Practice** 

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

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities** 

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities** 

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and

Communities

Foundation Rural Competency 10: Utilize appropriate practice intervention within a rural setting.

MSW Rural Competency 11: Demonstrate knowledge and skills to apply a bio-psychosocial-cultural-spiritual perspective in advanced social work practice with children and families. (SW 600 level courses only)

MSW Rural Competency 12: Integrate knowledge of rural values and custom into autonomous social work practice with children and families. (SW 600 level courses only)

Course Competencies	Practice Behaviors	Assessment of Course Objectives		
1. Demonstrate ethical and professional behavior.	a. 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; b. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; c. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; d. use technology ethically and appropriately to facilitate practice outcomes; and e. use supervision and consultation to guide professional judgment and behavior.	<ol> <li>Assessment of the Delivery of Child &amp; Family Welfare Services</li> <li>Grant Proposal</li> <li>Child Welfare Administrator Interview</li> </ol>		
2. Engage diversity and difference in practice.	<ul> <li>a. apply and</li> <li>communicate understanding</li> <li>of the importance of</li> <li>diversity and difference in</li> <li>shaping life experiences in</li> <li>practice at the micro,</li> <li>mezzo, and macro levels;</li> <li>b. present themselves</li> <li>as learners and engage</li> <li>clients and constituencies as</li> <li>experts of their own</li> <li>experiences; and</li> <li>c. apply self-awareness</li> </ul>	<ol> <li>Assessment of the Delivery of Child &amp; Family Welfare Services</li> <li>Grant Proposal</li> <li>Child Welfare Administrator Interview</li> </ol>		

# **EXPECTED CORE COMPETENCIES & PRACTICE BEHAVIORS**

3. Advance human rights	<ul> <li>and self-regulation to</li> <li>manage the influence of</li> <li>personal biases and values</li> <li>in working with diverse</li> <li>clients and constituencies.</li> </ul> a. apply their	1. Class Discussion
and social, economic, and environmental justice.	understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and b. engage in practices that advance social, economic, and environmental justice.	<ol> <li>Assessment of the Delivery of Child &amp; Family Welfare Services</li> <li>Role Plays</li> </ol>
4. Engage in practice- informed research and research informed practice.	<ul> <li>a. use practice</li> <li>experience and theory to</li> <li>inform scientific inquiry</li> <li>and research;</li> <li>b. apply critical</li> <li>thinking to engage in</li> <li>analysis of quantitative and</li> <li>qualitative research</li> <li>methods and research</li> <li>findings; and</li> <li>c. use and translate</li> <li>research evidence to inform</li> <li>and improve practice,</li> <li>policy, and service delivery.</li> </ul>	<ul> <li>4. Assessment of the Delivery of Child &amp; Family Welfare Services</li> <li>5. Grant Proposal</li> </ul>
9. Evaluate practice with individuals, families, groups, organizations, and communities.	a. select and use appropriate methods for evaluation of outcomes; b. apply knowledge of human behavior and the social environment, person- in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; c. critically analyze, monitor, and evaluate intervention and program processes and outcomes;	<ol> <li>Assessment of the Delivery of Child &amp; Family Welfare Services</li> <li>Child Welfare Administrator Interview</li> </ol>

	and d apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	
10. Utilize appropriate practice intervention within a rural setting,	a. assess the impact of the rural environment on service delivery in rural communities.	<ol> <li>Assessment of the Delivery of Child &amp; Family Welfare Services for a Rural Community</li> </ol>
11. Demonstrate knowledge and skills to apply a bio-psychosocial-cultural- spiritual perspective in advanced social work practice with children and families.	a. utilize a bio-psychosocial-cultural- spiritual perspective in the application of advanced social work practice with children and families.	<ol> <li>Assessment of the Delivery of Child &amp; Family Welfare Services for a Rural Community</li> </ol>
12. Integrate knowledge of rural values and customs into autonomous social work practice with children and families.	a. synthesize knowledge of rural values and customs and apply to autonomous social work practice with children, and families.	<ol> <li>Assessment of the Delivery of Child &amp; Family Welfare Services for a Rural Community</li> </ol>

#### **COURSE REQUIREMENTS**

#### **Required Textbook**

Potter, C.C. & Brittain, C.R. (2009). *Child welfare supervision: A Practical guide for supervisors, managers, and administrators.* New York: Oxford University Press

#### Supplemental Textbook

Smith, N.B. & Works, E. G. (2012). *The complete book of grant writing*. Naperville, Illinois: Sourcebooks.

#### **Class attendance policy:**

Students are expected to attend all class sessions.

More than three absences (whether excused or unexcused) may result in the loss of a letter grade. Excessive tardiness may also result in a reduction in the final grade.

#### **Cheating and Plagiarism Policy:**

When a faculty member responsible for a course has reason to believe that an action of a student involves cheating or plagiarism, the faculty member will initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the charge, 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 event the student does not admit to the charge, or that no mutually agreeable settlement is reached between the faculty member and the student, the faculty member will refer the case to the department chair (MVSU Graduate Catalog, 2006-2008).

#### **Teaching/Learning Strategies:**

The teaching and learning strategies used in this course include lecture, discussion, and power point presentations, guest speakers, video presentations, role play and experiential exercises. Both the instructor and students will take the lead in employing these strategies.

#### **Required Tasks/Activities:**

- 1. Grant Proposal Follow the guidelines in Chapter 6 of Smith, B.S. & Works, G. (2012). *The Complete Book of Grant Writing*.
  - a. Problem Statement (10 Points) Due: Aug, 30
  - b. Letter of Inquiry (20 Points) Due: Sept. 20
  - c. Complete Grant Proposal: Identify a problem or an issue within a rural community and identify possible funding source (public or private) which matches your approach to address this issue. Write a grant proposal to request funding to either start up a program for children and families in a rural area or to expand an existing program or services for this population. The finished proposal should be of a quality considered for submission to the actual funding source. (150 points)
    Due: Oct. 25
- 2. Assessment of the Delivery of Child and Family Welfare Services for a Rural Community using an ecosystems perspective. Describe services that exist and propose ways to improve upon service delivery. Integrate a strengths perspective

into your assessment and show how the strengths of rural communities and families can be used to improve services. Pay attention to the specific needs of minorities, the poor and other populations at risk and discuss ways to empower these groups in your proposal. (100 points) **Due: Oct. 11** 

- 3. Written Summary of an Interview with a Child Welfare Administrator Who Serves Rural Populations. You should cover the following in your interview:
  - a. Scope of services
  - b. Specific difficulties in delivery of services in rural communities compared with non-rural populations
  - c. Perspectives on improvement of service delivery to rural families and children. (50 Points)
     Due: Nov. 8
- 4. Oral Presentation on interview. (50 points) **Due: Nov. 8**
- 5. Attendance and participation (20 Points) **Evaluation Procedures:**

Problem Statement	10 points
Letter of Inquiry	20 points
<b>Complete Grant Proposal</b>	150 points
Assessment of Rural	100 points
Services	
Written Summary of	50 points
Interview	
Oral Presentation	50 points
Attendance and	20 points
Participation	
TOTAL	400

#### **Performance Standards:**

360 - 400 points	=	Α
320 - 359 points	=	В
280 - 319 points	=	С
240 - 279 points	=	D
Less than 240 points	=	F

### AMERICANS WITH DISABILITIES ACT (Special Needs Policy)

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or <u>billy.benson@mvsu.edu</u>.

## COURSE SCHEDULE FALL 2018

Week One: August 23	Review of Course Syllabus and requirements Discussion of how class will be conducted and types of assignments to be given 1. Experiential Learning – Interviews and self- directed learning; 2. Child welfare as a learning laboratory Discussion of major points of "Child Welfare Supervision: An Overview" from Potter and Brittain (hereafter referred to as Potter Text	Opening discussion on the parameters of child welfare management and supervision	
Week Two:	Perspectives on child welfare	Assigned Readings:	
August 30	practice and administration	Potter Text, Chapters 1 and 2	
	Leadership approaches	Due: Problem Statement	
	Supervision models		
Week Three:	Supervisors as leaders	Assigned Readings:	
September 6	Management essentials	Potter Text, Chapters 3 & 4 Smith Text, Chapters 1 - 3	
	Writing a Grant Proposal		
Week Four: September 13	Child Welfare Practice in Rural Communities	Assigned Readings: Smith Text, Chapters 4 - 5	
Week Five:	Networking services for	Assigned Reading:	
September 20	families and children in rural areas	Smith Text, Chapter 6	
		Due: Letter of Inquiry	
Week Six: September 27	Child Welfare Unit and Middle Management	<b>Assigned Readings:</b> Potter Text, Chapters 5 and 6	

Week Seven: October 4	Dynamics styles of macro practice in child welfare Role Plays Interagency coordination	Assigned Reading: <u>GROUP 1</u> Potter Text, Chapters 6 and 7 <u>GROUP 2</u> Field Research
Week Eight: October 11	Dynamics styles of macro practice in child welfare Role Plays Interagency coordination	Assigned Reading: <u>GROUP 2</u> Potter Text, Chapters 6 and 7 <u>GROUP 1</u> Field Research Due: Assessment Paper
Week Nine October 18	Recruitment and Evaluation of Child Welfare Staff Resilience as a Strength	Assigned Reading: <u>GROUP 1</u> Wilson, G. (2010). Multifunctional 'quality' and rural community resilience. <i>Transactions</i> , 35, 364-381. Potter Text, Chapters 10 and 11 <u>GROUP 2</u> Field Research
Week Ten: October 25	Recruitment and Evaluation of Child Welfare Staff Resilience as a Strength <b>Due: Grant Proposal</b>	Assigned Reading: <u>GROUP 2</u> Wilson, G. (2010). Multifunctional 'quality' and rural community resilience. <i>Transactions</i> , 35, 364-381. Potter Text, Chapters 10 and 11 <u>GROUP 1</u> Field Research

Week Eleven November 1	Working in Changing Environments Personnel Considerations	Assigned Readings: GROUP 1 Potter Text, Chapter 8 GROUP 2 Field Research
Week Twelve: November 8	Working in Changing Environments Personnel Considerations	Assigned Reading:         GROUP 2         Potter Text, Chapter 8         Due: Paper - Interview of         Child Welfare         Administrator         Oral Presentations on         Interview of Child Welfare         Administrator
Week Thirteen: November 15	Review of Children's Services	GROUP 1: Field ResearchAssigned Readings: GROUP 1Denby, R.W. & Bowmer, A. (2013). Rural kinship caregivers' perceptions of child well- being: The use of attribution theory. Journal of Family Social Work, 16. 53-69.Edwards, M.E., Torgerson, M. & Sattem, J. (2009). Paradoxes of providing rural social services: The case of homeless youth. Rural Sociology, 74 (3) 330-355.Oral Presentations on Interview of Child Welfare Administrator

Week Fourteen:Fall Break/ThanksgivingNovember 22Holiday		
	NO CLASS	
Week Fifteen: November 29	Review of Children's Services	Assigned Readings: GROUP 2
		<ul> <li>Denby, R.W. &amp; Bowmer, A. (2013). Rural kinship caregivers' perceptions of child well- being: The use of attribution theory. <i>Journal of Family Social Work</i>, 16. 53-69.</li> <li>Edwards, M.E., Torgerson, M. &amp; Sattem, J. (2009). Paradoxes of providing rural social services: The case of homeless youth. <i>Rural Sociology</i>, 74 (3) 330-355.</li> </ul>
		GROUP 1 Field Research

### Department of Social Work Mississippi Valley State University

## SW 615 Advanced Social Work Practice with Children and Families: Indirect Practice

### **Grading Rubric: Service Delivery Assessment**

Name:

Agency: Location of Agency:

## **Total Points Scored/Grade:**

Maximum Points = 100

<b>Required Elements</b>				
1. Services Provided:	Unsatisfactory	Satisfactory	Proficient	Exceptional
a. Identified	Fails to	Fails to	Adequately	All of the
b. Described	adequately	adequately	addresses 2	components
c. Explained	address 2 of	address 1 of	of 3	of element
	the 3	the 3	components	addressed
	components	components		adequately
Maximum of 20	0 - 13 points	14 - 15	16 - 17	18 - 20
points		points	points	points
Points Scored				
2. Application of the	Unsatisfactory	Satisfactory	Proficient	Exceptional
ecosystem	Less than half	At least half	All but 2 of	All of the
perspective in	of the	of the	the	components
assessment	components of	components	components	of element
services using the	element	of element	of element	addressed
following concepts:	addressed	addressed	addressed	adequately
a. social environment	adequately	adequately	adequately	
b. person in				
environment fit				
c. energy				
d. adaptation				
e. stress				

f. habitat				
g. niche				
Maximum of 20	0 - 13 points	14 - 15	16 - 17	18 - 20
points	o ic points	points	points	points
Points Scored		points	points	points
3. Integration of	Unsatisfactory	Satisfactory	Proficient	Exceptional
strengths	Less than half	At least half	All but 2 of	All of the
perspective	of the	of the	the	components
as it pertains to	components of	components	components	of element
delivery of services	element	of element	of element	addressed
to rural	addressed	addressed	addressed	adequately
communities and	adequately	adequately	adequately	aucquatery
families by	uucquutery	uncquatery	adequatery	
identifying and				
describing how at				
least four (4)				
strengths are used				
or				
could be used to				
improve delivery				
of				
services.				
(Examples of				
community strengths				
are: community				
leaders, "religious,				
cultural, athletic and				
recreational				
organizations, service				
organizations,				
volunteer				
organizations private				
businesses, public				
institutions such as				
schools, libraries,				
parks, police and fire				
stations, hospitals,				
other social service				
agencies.)				
Maximum of 20	0 - 13 points	14 - 15	16 - 17	18 - 20
points		points	points	points
Points Scored				
4. Recommendations	Unsatisfactory	Satisfactory	Proficient	Exceptional
for improvement	Less than half	At least half	All but 2 of	All of the
of delivery of	of the	of the	the	components

servicescomponents of elementcomponents of element addressed adequatelyedement addressed addressed adequately0Inclusion of strategies to facilitate the empowerment of minorities and/or populations at risk e. resources needed: • Human • Physical • Fiscal • Equipment and supplies f. evaluation methods0 - 16 points17 - 19 points20 - 26 points27 - 30 pointsMaximum of 30 (Standard spelling spelling spelling and/or grammatical errors0 - 16 points17 - 19 points20 - 26 points27 - 30 pointsPoints Scored 6. Correct citation of references using APA format0 - 2 points5 points9 points9 points0 - 2 points using APA format0 - 2 points3 points4 points5	convious	a mananta of	aamaaanta	aammananta	of element
a. Rationale: need for improvement b. Goals and objectives c. Implementation planaddressed adequatelyaddressed adequatelyaddressed adequatelyaddressed adequatelyaddressed adequatelyadequatelyadequatelyd. Inclusion of strategies to facilitate the empowerment of minorities and/or populations at riskaddressed adequatelyaddressed adequatelyaddressed adequatelyaddressed adequatelyadequatelyadequatelye. Inclusion of strategies to facilitate the empowerment of minoritiesinclusion of strategies to facilitate the empowerment of meeded:inclusion of strategies to facilitate the empowerment of meeded:addressed adequatelyaddressed adequatelyinclusion adequatelye. Fesources needed:inclusioninclusioninclusioninclusioninclusionf. evaluation methods0 - 16 points17 - 19 points20 - 26 points27 - 30 pointsMaximum of 30 points0 - 16 points17 - 19 points20 - 26 points27 - 30 pointsMaximum of 30 spelling and/or grammatical errors0 - 16 pointsSatisfactory paper has 4 paper has 4 paper has 5 or spelling and/or grammatical errorsProficient paper has 2 paper has 2 paper has 3 pointsExceptional paper has 1 spelling and/or grammatical errorsf. Correct citation of references using APA format0 - 2 points3 points4 points5 points No errorsf. Correct citation of including<		-	-	-	
for improvement b. Goals and objectivesadequatelyadequatelyadequatelyadequatelyadequatelyadequatelyadequatelyadequatelyb. Goals and objectivesc. Implementation planadequatelyadequatelyadequatelyd. Inclusion of strategies to facilitate the empowerment of minoritiesadequatelyadequatelyadequatelyand/or populations at riske. resources needed:adequatelyadequatelyadequately• Human • Physical • Fiscale. resources pointsadequatelyadequatelyadequately• Equipment and supplies f. evaluation methods0 - 16 points17 - 19 points20 - 26 points27 - 30 pointsMaximum of 30 speling spelling and/or grammatical errors0 - 16 points17 - 19 points20 - 26 points27 - 30 pointsPoints Scored5 references5 more spelling and/or grammatical errorsSatisfactory grammatical errorsProficient Paper has 2 pointsPaper has 2 pointsPoints Scored5 references0 - 2 points3 points4 points5 pointsPoints Scored5 references5 failure to use3 or 4 errors1 or 2 errorsExceptional Resetional APA formatMaximum of 5 points0 - 2 points3 points4 points5 pointsNo errorsfailure to use failure to use5 pointsNo errorsareference page using APA format0 - 2 points3 poi	e				
b. Goals and objectivesImplementation planImplementation pland. Inclusion of strategies to facilitate the empowerment of minoritiesImplementation populations at riskImplementation empowerment of minoritiesand/or populations at riskImplementation populations at riskImplementation emplementation• Human • Physical • FiscalImplementation population • FiscalImplementation population• Equipment and supplies f. evaluation methods0 - 16 points17 - 19 points20 - 26 points27 - 30 pointsMaximum of 30 • Doints0 - 16 points17 - 19 points20 - 26 points27 - 30 pointsPoints ScoredImplementation paper has 5 or grammatical errorsSatisfactory grammatical errorsPaper has 4 paper has 4 pointsPaper has 5 pointsPoints ScoredImplementation pointsImplementation pointsImplementation pointsImplementation pointsStatisfactory grammatical errorsSatisfactory grammatical errorsPaper has 4 paper has 4 pointsPaper has 2 pointsImplementation pointsMaximum of 5 points0 - 2 points3 points4 points5 pointsOccreet citation of references failure to use using APA formatUnsatisfactory APA formatSatisfactory a reference page failure to useProficient a reference failure to useSatisfactory a pointsProficient formatMaximum of 5 points0 - 2 points3 points4					adequately
objectives c. Implementation pland. Inclusion of strategies to facilitate the empowerment of minoritiesandis is isis isis isis is is	-	adequately	adequately	adequately	
c. Implementation planc. Implementation plankey is a strategies to facilitate the empowerment of minorities and/or populations at riskkey is a strategies to facilitate the empowerment of minorities and/or populations at risk e. resources needed: • Human • Physical • Fiscal • Equipment and supplies f. evaluation methods17 - 19 points20 - 26 points27 - 30 pointsMaximum of 30 points0 - 16 points more spelling and/or grammatical errors17 - 19 points20 - 26 points27 - 30 pointsSoftramar (Standard grammatical errors0 - 16 points17 - 19 points20 - 26 points27 - 30 pointsPoints Scored f. Crammar (Standard grammatical errors0 - 16 points17 - 19 points20 - 26 points27 - 30 pointsPoints Scored f. Correct citation of references (Standard grammatical errors17 - 19 points20 - 26 points27 - 30 pointsPoints Scored f. Correct citation of references using APA format0 - 16 points17 - 19 points20 - 26 points27 - 30 pointsPoints Scored f. Correct citation of a references using APA format0 - 16 points17 - 19 points20 - 26 points27 - 30 pointsPoints Scored f. Correct citation of a reference page using APA format0 - 2 points3 points4 points5 pointsAPA formatAPA formatAPA formatAPA formatNo errorsNo errorsMaximum of 5 points0 - 2 points<					
plan d. Inclusion of strategies to facilitate the empowerment of minorities and/or populations at risk e. resources needed: • Human • Physical • Fiscal • Equipment and supplies f. evaluation methodsand supplies is f. evaluation more spelling and/or grammatical errors17 · 19 points20 · 26 points27 · 30 pointsMaximum of 30 spelling spelling0 · 16 points17 · 19 points20 · 26 points27 · 30 pointsS. Grammar (Standard spelling spellingUnsatisfactory and/or grammatical errorsSatisfactory paper has 4 spelling and/or grammatical errorsProficient paper has 2 or 3 spelling and/or grammatical errorsExceptional Paper has 4 spelling and/or grammatical errorsSatisfactory proficient proficient proficient paper has 4 spelling and/or grammatical errorsProficient pointsExceptional Paper has 4 spelling and/or grammatical errorsProficient pointsExceptional Paper has 4 spelling and/or grammatical errorsProficient pointsExceptional Paper has 1 spelling and/or grammatical errorsProficient pointsExceptional Paper has 1 spelling and/or grammatical errorsProficient pointsExceptional Paper has spelling and/or grammatical errorsProficient pointsExceptional No errorsMaximum of 5 points0 · 2 pointsSatisfactory 3 or 4 errorsProficient errorsExceptional No errorsMaximum of 5 points0 · 2 points3 points<	-				
d. Inclusion of strategies to facilitate the empowerment of minorities and/or populations at risk e. resources needed: • Human • Physical • Fiscal • Equipment and supplies f. evaluation methodsImage: Comparison of the second sec	_				
strategies to facilitate the empowerment of minorities and/or populations at risk e. resources needed: • Human • Physical • Fiscal • Equipment and supplies f. evaluation methodsand	-				
facilitate the empowerment of minorities and/or populations at riske. resources needed: • Human • Physical • Fiscal • Equipment and supplies f. evaluation methodsand or o o • 16 pointsand respension o o • 17 - 19 points20 - 26 points27 - 30 pointsMaximum of 30 points0 - 16 points17 - 19 points20 - 26 points27 - 30 pointsMaximum of 30 spelling0 - 16 points17 - 19 points20 - 26 points27 - 30 pointsPoints Scored S. Grammar (Standard spelling spellingUnsatisfactory grammatical errorsPrager has 5 or pager has 5 or grammatical errorsProficient pager has 2 or 3 spelling and/or grammatical errorsExceptional Pager has 2 or 3 spelling and/or grammatical errorsProficient pointsExceptional Pager has 2 or 3 spelling and/or grammatical errorsMaximum of 5 points0 - 2 points3 points4 points5 pointsO. Correct citation of references including a reference page using APA format0 - 2 points3 or 4 errors1 or 2 errorsMaximum of 5 points0 - 2 points3 or 4 errors1 or 2 errorsExceptional points					
empowerment of minorities and/or populations at risk e. resources needed: • Human • Physical • Fiscal • Equipment and supplies f. evaluation methodsandandand• Physical • Equipment and supplies f. evaluation methods0 - 16 points17 - 19 points20 - 26 points27 - 30 pointsMaximum of 30 points0 - 16 points17 - 19 points20 - 26 points27 - 30 pointsSorred	8				
minorities and/or populations at risk e. resources needed: • Human • Physical • Fiscal • Equipment and supplies f. evaluation methodsand supplies f. evaluation methodsand supplies f. evaluation methods20 - 26 points27 - 30 pointsMaximum of 30 points0 - 16 points17 - 19 points20 - 26 points27 - 30 pointsS. Grammar (Standard grammatical errorsUnsatisfactory grammatical errorsProficient grammatical errorsExceptional paper has 4 spelling and/or grammatical errorsProficient and/or grammatical errorsExceptional pointsMaximum of 5 points0 - 2 points3 points4 pointsSpelling and/or grammatical errorsFroficient errorsExceptional paper has 4 spelling and/or grammatical errorsProficient errorsExceptional paper has 7 spelling and/or grammatical errorsExceptional paper has 8 spelling and/or grammatical errorsProficient errorsExceptional spelling and/or grammatical errorsMaximum of 5 points0 - 2 points3 points4 points5 points No errorsAdvinum of 5 points0 - 2 points3 points4 pointsExceptional No errorsMaximum of 5 points0 - 2 points3 points4 points5 points					
and/or populations at riske. resources needed: • Human • Physical • Fiscal • Equipment and supplies f. evaluation methodse. resources · example is · example is <br< td=""><td>-</td><td></td><td></td><td></td><td></td></br<>	-				
populations at riskpopulations at riskpopulations at riskpopulations at riske. resources needed:Muman-Physical•Fiscal-•Fiscal-•Equipment and supplies-f. evaluation methods0 - 16 points17 - 19 points20 - 26 pointsMaximum of 30 points0 - 16 points17 - 19 points20 - 26 pointsSorred5. Grammar (Standard grammatical grammatical errorsSatisfactory paper has 4 spelling and/or grammatical errorsProficient paper has 2 or 3 spelling and/or grammatical errorsExceptional Paper has 2 or 3 spelling and/or grammatical errorsMaximum of 5 points0 - 2 points3 points4 points5 Correct citation of reference page using APA formatUnsatisfactory APA formatProficient a reference page failure to useExceptional paper has a sor 4 errorsMaximum of 5 points0 - 2 points3 or 4 errorsProficient errorsExceptional No errorsMaximum of 5 points0 - 2 points3 or 4 errorsNo errorsNo errors					
risk e. resources needed: • Human • Physical • Fiscal • Equipment and supplies f. evaluation methodsImage: second se					
e. resources needed: • Human • Physical • Fiscal • Equipment and supplies f. evaluation methodsand supplies • Pointsand supplies • Pointsand supplies • Pointsand supplies • Pointsand supplies • Pointsand supplies • Points20 - 26 • Points27 - 30 • PointsMaximum of 30 points0 - 16 points17 - 19 • points20 - 26 • Points27 - 30 • pointsMaximum of 30 points0 - 16 points17 - 19 • points20 - 26 • points27 - 30 • pointsS. Grammar (Standard spelling spellingUnsatisfactory • and/or grammatical errorsSatisfactory • Paper has 4 • pointsProficient • Paper has 2 • or 3 spelling • and/or grammatical errorsExceptional • Paper has 4 • pointsMaximum of 5 points0 - 2 points3 points4 points5 pointsPoints ScoredMaximum of 5 points0 - 2 points3 points4 points5 pointsPoints Scored6. Correct citation of references including a reference page using APA formatUnsatisfactory errors and/or errors and/or errorsProficient a reference page failure to use APA formatProficient a pointsExceptional No errorsMaximum of 5 points0 - 2 points3 points4 points5 points					
needed:HumanImage: second secon					
<ul> <li>Human</li> <li>Physical</li> <li>Fiscal</li> <li>Equipment and supplies</li> <li>f. evaluation methods</li> <li>Maximum of 30</li> <li>0 - 16 points</li> <li>17 - 19 points</li> <li>Maximum of 30</li> <li>0 - 16 points</li> <li>17 - 19 points</li> <li>Doints Scored</li> <li>Satisfactory</li> <li>Farglish) and spelling</li> <li>and/or grammatical errors</li> <li>Grorect citation of socred</li> <li>Maximum of 5 points</li> <li>0 - 2 points</li> <li>20 - 26 points</li> <li>Proficient</li> <li>Paper has 5 or more spelling and/or</li> <li>grammatical errors</li> <li>grammatical errors</li> <li>grammatical errors</li> <li>Satisfactory</li> <li>proficient</li> <li>paper has 1 spelling</li> <li>and/or</li> <li>grammatical errors</li> <li>Socred</li> <li>Correct citation of including</li> <li>errors and/or</li> <li>areferences</li> <li>more than 5 including</li> <li>errors and/or</li> <li>and/or</li> <li>speling</li> <li>and/or</li> <li>spoints</li> <li>proficient</li> <li>profic</li></ul>					
<ul> <li>Physical</li> <li>Fiscal</li> <li>Equipment and supplies f. evaluation methods</li> <li>Maximum of 30</li> <li>0 - 16 points</li> <li>17 - 19 points</li> <li>0 - 16 points</li> <li>17 - 19 points</li> <li>0 - 16 points</li> <li>17 - 19 points</li> <li>10 - 2 points</li> <li>10 - 2 points</li> <li>10 - 2 points&lt;</li></ul>					
<ul> <li>Fiscal</li> <li>Equipment and supplies f. evaluation methods</li> <li>0 - 16 points</li> <li>17 - 19 points</li> <li>10 - 2 points</li> <li>10 - 2 points</li> <li>10 - 2 points</li> <li>10 - 2 poin</li></ul>	Human				
<ul> <li>Equipment and supplies f. evaluation methods</li> <li>Maximum of 30</li> <li>0 - 16 points</li> <li>17 - 19 points</li> <li>0 - 16 points</li> <li>17 - 19 points</li> <li>0 - 16 points</li> <li>17 - 19 points</li> <li>17 - 19 points</li> <li>17 - 19 points</li> <li>20 - 26 points</li> <li>27 - 30 points</li> <li>points</li> <li>points</li> <li>points</li> <li>Paper has 5 or more spelling and/or grammatical errors</li> <li>Maximum of 5 points</li> <li>0 - 2 points</li> <li>3 points</li> <li>4 points</li> <li>errors</li> <li>errors</li> <li>errors</li> <li>errors</li> <li>errors</li> <li>proficient paper has 2 or 3 spelling and/or grammatical error</li> <li>errors</li> <li>points</li> <li>5 points</li> <li>6 Correct citation of references including a reference page using APA format</li> <li>Maximum of 5 points</li> <li>0 - 2 points</li> <li>a points</li> <l< td=""><td>Physical</td><td></td><td></td><td></td><td></td></l<></ul>	Physical				
and supplies f. evaluation methodsImage: constant of the second sec	• Fiscal				
f. evaluation methods0 - 16 points17 - 19 points20 - 26 points27 - 30 pointsMaximum of 30 points0 - 16 points17 - 19 points20 - 26 points27 - 30 pointsPoints Scored	Equipment				
methodsImage: constraint of 30 points0 - 16 points17 - 19 points20 - 26 points27 - 30 pointsPointsDointspointspointspointspointsPoints ScoredImage: constraint of the section of the sec	and supplies				
Maximum of 30 points0 - 16 points17 - 19 points20 - 26 points27 - 30 pointsPoints Scored </td <td>f. evaluation</td> <td></td> <td></td> <td></td> <td></td>	f. evaluation				
pointspointspointspointspointsPoints ScoredImage: spelling spelling spellingUnsatisfactorySatisfactoryProficientExceptional5. Grammar (Standard English) and spelling and/orPaper has 5 or more spelling and/orPaper has 4 spelling and/orPaper has 2 spelling and/orPaper has 2 spelling and/orPaper has 1 spelling and/orPaper has 1 spelling and/orPaper has 1 spelling and/orMaximum of 5 points0 - 2 points3 points4 points5 points6. Correct citation of references including a reference page using APA formatUnsatisfactory failure to use failure to useSatisfactory a referencesProficient failure to use failure to useProficient spelingExceptional more than 1 spelling areformatMaximum of 5 points0 - 2 points3 or 4 errors1 or 2 errorsNo errorsMaximum of 5 points0 - 2 points3 points4 pointsSpeling pointsMaximum of 5 points0 - 2 points3 points5 points	methods				
Points ScoredImage: Construct of the systemPoints ScoredImage: Construct of the system5. Grammar (Standard English) and spellingUnsatisfactory Paper has 5 or more spelling and/orSatisfactory Paper has 4 spelling and/orProficient Paper has 2 or 3 spelling and/or grammatical errorsPaper has 2 or 3 spelling and/orPaper has 2 or 3 spelling and/orPaper has 1 spelling and/orMaximum of 5 points0 - 2 points3 points4 points5 pointsPoints ScoredImage: construct of the systemUnsatisfactory a references failure to use using APA formatNo errorsMaximum of 5 points0 - 2 points3 points4 pointsExceptional more than 1 spelling and/orMaximum of 5 points0 - 2 points3 or 4 errors1 or 2 errorsNo errorsMaximum of 5 points0 - 2 points3 points4 points5 pointsMore than 5 a reference page using APA formatAPA format3 points4 points5 pointsMaximum of 5 points0 - 2 points3 points5 points5 points	Maximum of 30	0 - 16 points	17 - 19	20 - 26	27 - 30
5. Grammar (Standard English) and spellingUnsatisfactory Paper has 5 or more spelling and/or grammatical errorsSatisfactory Paper has 4 spelling and/or grammatical errorsProficient Paper has 2 or 3 spelling and/or grammatical errorsExceptional Paper has 2 or 3 spelling and/or grammatical errorsMaximum of 5 points0 - 2 points3 points4 points5 points6. Correct citation of references a reference page using APA formatUnsatisfactory failure to useSatisfactory a referencesProficient proficientExceptional paper has 0 or 3 spelling and/or grammatical errorsMaximum of 5 points0 - 2 points3 or 4 errors1 or 2 errorsNo errorsMaximum of 5 points0 - 2 points3 points4 pointsSo errors6. Correct citation of using APA formatUnsatisfactory failure to use failure to useSatisfactory errorsProficient errorsKereptional proficientMaximum of 5 points0 - 2 points3 points4 points5 points	points		points	points	points
(Standard English) and spellingPaper has 5 or more spelling and/or grammatical errorsPaper has 5 or spelling and/orPaper has 4 spelling and/or grammatical errorsPaper has 2 or 3 spelling and/or grammatical errorsPaper has 2 or 3 spelling and/or grammatical errorsPaper has 2 or 3 spelling and/or grammatical errorsPaper has 2 or 3 spelling and/orPaper has no more than 1 spelling and/orMaximum of 5 points0 - 2 points3 points4 points5 pointsO - 2 points3 or 4 errors1 or 2 errorsExceptional No errors6. Correct citation of references a reference page using APA formatUnsatisfactory APA formatSatisfactory errorsProficient errorsMaximum of 5 points0 - 2 points3 points4 points5 points	Points Scored				
English) and spellingmore spelling and/or grammatical errorsspelling and/or grammatical errorsor 3 spelling and/or grammatical errorsmore than 1 spelling and/or grammatical errorsMaximum of 5 points0 - 2 points3 points4 points5 pointsMaximum of 5 points0 - 2 points3 points4 points5 points6. Correct citation of references a reference page using APA formatUnsatisfactory failure to use APA formatSatisfactory errorsProficient errorsExceptional No errorsMaximum of 5 points0 - 2 points3 or 4 errors1 or 2 errorsNo errors6. Correct citation of using APA formatMore than 5 failure to use APA format3 points4 pointsMaximum of 5 points0 - 2 points3 points4 points5 points	5. Grammar	Unsatisfactory	Satisfactory	Proficient	Exceptional
spellingand/or grammatical errorsand/or grammatical errorsand/or grammatical errorsand/or grammatical errorsspelling and/or grammatical errorsMaximum of 5 points0 - 2 points3 points4 points5 pointsPoints Scored0 - 2 points3 points4 points5 points6. Correct citation of referencesUnsatisfactory More than 5Satisfactory errorsProficient errorsExceptional No errors6. Correct citation of including a reference page using APA formatMore than 5 APA format3 or 4 errors1 or 2 errorsNo errorsMaximum of 5 points0 - 2 points3 points4 points5 points	(Standard	-	Paper has 4	Paper has 2	Paper has no
grammatical errorsgrammatical errorsgrammatical errorsgrammatical errorsand/or grammatical errorMaximum of 5 points0 - 2 points3 points4 points5 pointsPoints Scored	English) and	-	spelling	-	more than 1
grammatical errorsgrammatical errorsgrammatical errorsgrammatical errorsand/or grammatical errorMaximum of 5 points0 - 2 points3 points4 points5 pointsPoints Scored	0	- 0	. 0	- 0	spelling
errorserrorserrorserrorsgrammatical errorMaximum of 5 points0 - 2 points3 points4 points5 pointsPoints Scored		grammatical	grammatical	grammatical	
Maximum of 5 points0 - 2 points3 points4 pointserrorMaximum of 5 points0 - 2 points3 points4 points5 pointsPoints Scored		-	e	0	grammatical
Maximum of 5 points0 - 2 points3 points4 points5 pointsPoints Scored </td <td></td> <td></td> <td></td> <td></td> <td>-</td>					-
Points ScoredImage: Constant of the state of	Maximum of 5 points	0 - 2 points	3 points	4 points	
referencesMore than 53 or 41 or 2No errorsincludingerrors and/orerrorserrorserrorsa reference pagefailure to useerrorserrorsusing APA formatAPA formatMaximum of 5 points0 - 2 points3 points4 points5 points0 - 2 points		•			
referencesMore than 53 or 41 or 2No errorsincludingerrors and/orerrorserrorserrorsa reference pagefailure to useerrorserrorsusing APA formatAPA formatMaximum of 5 points0 - 2 points3 points4 points5 points0 - 2 points	6. Correct citation of	Unsatisfactorv	Satisfactory	Proficient	Exceptional
including a reference page using APA formaterrors and/or failure to use APA formaterrors errorserrorsMaximum of 5 points0 - 2 points3 points4 points5 points	references	•	•	1 or 2	-
using APA formatAPA formatMaximum of 5 points0 - 2 points3 points4 points5 points5 points5 points	including	errors and/or	errors	errors	
using APA formatAPA formatMaximum of 5 points0 - 2 points3 points4 points5 points5 points5 points	a reference page	failure to use			
Maximum of 5 points0 - 2 points3 points4 points5 points		APA format			
		0 - 2 points	3 points	4 points	5 points

#### BIBLIOGRAPHY

- Brownlee, K. et al (2010). Have communication technologies influenced rural social work practice? *British Journal of Social Work*, 40, 622-637.
- Brownlee, K., Halverson, G. & Chassie, A. (2012). Multiple relationships: Maintaining professional identity in rural practice. *Journal of Comparative Social Work*, 1.
- Daley, M.R. (2010). A conceptual model for rural social work. *Contemporary Rural Social Work*, 2.
- Denby, R.W. & Bowmer, A. (2013). Rural kinship caregivers' perceptions of child wellbeing: The use of attribution theory. *Journal of Family Social Work*, 16. 53-69.
- Edwards, M.E., Torgerson, M. & Sattem, J. (2009). Paradoxes of providing rural social services: The case of homeless youth. *Rural Sociology*, 74 (3) 330-355.
- Haynes, K.S. & Mickelson, J.S. (2009). Affecting change: Social workers in the political arena (7<sup>th</sup> Ed.). Boston: Pearson, Allyn and Bacon.
- Jenson, J.M. & Fraser, M.W. (2016). *Social Policy for Children and Families: A Risk and Resilience Perspective*. Thousand Oaks: Sage Publications.
- Nasim, A. et al. (2009). Predictors of tobacco and alcohol refusal efficacy for urban and rural African-American adolescents. *Journal of child & Adolescent Substance Abuse*, 18, 221-242.
- Nybell, L.M & Gray, S.S. (2004). Race, place, space: Meanings of cultural competence in three child welfare agencies. *Social Work*. 49(1), 17 26.
- Rishel, C.W., Cottrell, L. & Kingery, T. (2012)\_Preventing adolescent risk behavior in the rural context: An integrative analysis of adolescent, parent, and provider perspectives. *Journal of Family Social Work*, 15, 401-416.
- Saleeby, D. (2013). *The Strengths Perspective in Social Work Practice* (6<sup>th</sup> ed.). Boston: Pearson, Allyn & Bacon.
- Scales, T.L., Streeter, C. L. & Cooper, S. (Eds.) (2014). Rural social work: Building and sustaining community assets. Hoboken, NJ: Wiley.
- Stauss, K., Boyas, J. & Murphy-Erby, Y. (2012). Implementing and evaluating a rural community-based sexual abstinence program: Challenges and solutions. Sex Education, 12 (1), 47-63.

- Tirupati, S., Conrad, A., Frost, B. & Johnston, S. (2010). Urban-rural differences in psychiatric rehabilitation outcomes. *Australian Journal of Rural Health*, 18, 66-71.
- Vimont, M.P. (2012) Developmental systems theory and youth assets: A primer for the social work researcher and practitioner. *Child Adolescent Social Work Journal*. 29, 499- 514.
- Wilson, G. (2010). Multifunctional 'quality' and rural community resilience. *Transactions*, 35, 364-381.
- Zellmer, D.D. & Anderson-Meger, J.I. (2011). Rural Midwestern religious beliefs and help seeking behavior: Implications for social work Practice. *Social Work and Christianity*, 38 (1), 29-50.