MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
MSW PROGRAM
SW 620 Rural Social Work

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 620-HE1

Course Title: Rural Social Work

Credit Hours: 3

Days, Time and Location of class: Tuesday, 6:00-8:40 PM
William Sutton Administration Building
Room TBA

Professor: Moses Newsome, Ph.D.

Office Location: Room 207
Sutton Administration Building

Office Hours:

Monday:	10:00 - 11:00 a.m.
Tuesday:	10:00 – 11:00 a.m. &
	4:00 – 6:00 p.m.
Wednesday:	10:00 – 11:00 a.m. &
	3:00 - 6:00 p.m.
Thursday:	4:00 - 6:00 p.m.

Other times by appointment only

Office Phone Number: (662) 254 -3340
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Email Address: moses.newsome@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).

Revised Fall 2018

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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

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)

EXPECTED PRACTICE BEHAVIORS

Course Competencies	Course Practice Behaviors	Assessment of Practice Behaviors
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.	Class discussions Journal article reviews
2. Engage diversity and difference in practice.	a. apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; b. present themselves as learners and engage clients and constituencies as experts of their own experiences; and c. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Class discussions Journal article reviews Community analysis paper and oral presentation
3. Advance human rights and social, economic, and environmental justice.	a. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	Class discussions
4. Engage in practice-informed research and research informed practice.	a. use practice experience and theory to inform scientific inquiry and research; b. apply critical thinking to engage in analysis of	Class discussion Journal article reviews

	quantitative and qualitative research methods and research findings; and c. use and translate research evidence to inform and improve practice, policy, and service delivery.	Community analysis paper and oral presentation
5. Engage in policy practice.	a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; b. assess how social welfare and economic policies impact the delivery of and access to social services; and c. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	Class discussion Simulation Exercises
6. Engage with individuals, families, groups, organizations, and communities.	a. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and b use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Community analysis paper and oral presentation
7. Assess individuals, families, groups, organizations, and communities.	a. collect and organize data, and apply critical thinking to interpret information from clients and constituencies; b. 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; c. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and d. select appropriate intervention strategies based on the assessment, research knowledge, and	Class discussions Journal article reviews Community analysis paper and oral presentation

	values and preferences of clients and constituencies.	
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; and d apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	Community analysis paper and oral presentation
10. Utilize appropriate practice intervention within a rural setting,	a. assess the impact of the rural environment on service delivery in rural communities.	Journal article reviews Community analysis paper and oral presentation
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.	Class discussions Community analysis paper and oral presentation
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.	Class discussions Community analysis paper and oral presentation

COURSE REQUIREMENTS

Required Textbook:
Scales, T.L., Streeter, C.L. & Cooper, H.S. (2014). Rural social work: Building and sustaining
      community assets. Hoboken, NJ: Wiley and Sons, Inc.

Additional Readings:
Assigned Readings Identified in Course Schedule/Assignments

Recommended Text:
Daley, M.R. (2015). Rural social work in the 21st century. Chicago: Lyceum.

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.

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Academic Sanctions for Cheating or Plagiarism

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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).

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.

Distance Education Policy:

In compliance with IHL policy an SACSCOC guidelines, MVSU Department of Social Work requires a minimum of 2250 minutes per three semester hour course, regardless of course delivery method, and may include final examination time. The number of weeks must meet federal financial aid requirements.
Syllabi for courses taught on-line or hybrid (partially on-line) must include outlines, calendars, and/or schedules of activities that demonstrate compliance with the 2250 minute requirement.

Department of Social Work Hour Conversion Standards:

Activity	Undergraduate	Graduate
Reading	15 pages per hour	20 pages per hour
Research paper writing	3 hours per page	3 hours per page
Essay writing	1.5 hours per page	1.5 hours per page
Quiz/exam	1 minute per multiple choice 2 minutes per short answer	1 minute per multiple choice 2 minutes per short answer
Exam study time	4 hours	4 hours
Threaded discussion	120 minutes per thread	120 minutes per thread
Group work	Number of minutes of interaction among group members	Number of minutes of interaction among group members

These conversion standards are adopted and set by the Department of Social Work and approved by the Chair. Use of any other standards must be presented to the department and approved by the Chair.

Online Communication/Observation of "Netiquette"

Students MUST use Blackboard mail for contact with the instructor and other members of the class. All online communications should be composed with fairness, honesty and tact. What students put into an online course reflects on their level of professionalism.

Hardware:

Operating System:	Windows 98, 2000, NT, XP or a Macintosh System 8.1 or higher
Processor:	200 MHz or higher
Memory:	32 MB of RAM
H Drive Space:	100 MB free disk space
Modem:	28.8 kbps or higher
Monitor:	800x600 resolution

Software:

Internet Access:	Any Internet Service Provider
Browser:	Internet Explorer, Netscape r 4.7 or higher*, AOL 5.0 or higher**
Application	Recommend Microsoft Word or application file name **.doc**
Audio & Video:	RealPlayer, Quick Time

Technical Problems:

If you experience technical/computer difficulties (need help downloading browsers or plug-in, logging into your course, using your course web site tools, or experience errors or problems while in your online course), contact **MR. MACK PENDLETON** at 662.254.3114 as well as your instructor.

Required Tasks/Activities (Assignments):

I. **In Class Assignment: What Is Rural Social Work? (10%)**

    Due: Aug. 21, 2018

    In class introductory assignment on "What is Rural Social Work?"

II. **Community Analysis Paper and Oral Presentation (paper = 25% and oral presentation = 15%)**

    Select a community of fewer than 2,500 to analyze. 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 you 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 10-12 pages in length, typed and double spaced and is worth 25% of your total grade. The oral presentation, based on your paper, will take place on the same day that the paper is due and is worth 15% if your total grade.

    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 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 the information that you have found relates to what you have learned about rural social work, dealing with people, and the social work skills that were required during your visits.

    Use the Rubric for Community Analysis to guide the development of your paper.

III. **Two (2) Written Reviews of Journal Articles (5% each = 10%)**

    Topics and Due Dates to Be Announced by Instructor

    Journal **articles should be no older than 10 years**.   Articles should be from peer reviewed journals. Review should be 1-2 pages and include the following:
    (Use the Rubric for Journal Article Reviews as a guide.)

    a. Summary of article in your own words
    b. Implications of article – Who could use this article? How would they be helped?
    c. Attention to use of standard English and spelling
    d. Full citation of article using the APA format.
    Example:
    Riebschleger. J. (2007). Social workers' suggestions for effective rural practice. *Families in Society,* 88 (2), 203-213.

IV. Oral Presentations on Journal Articles (5% each = 10%)

Oral presentations will be scheduled for the same day that the written review of article is due.

Students must provide the instructor with a hard copy of the article at the time of the presentation.

V.   Participation in Class and Blackboard Discussions (30%)

Evaluation Procedures:

Assignment: What is Rural SW?		10%
Community Analysis Paper		25%
Oral Presentation on Paper		15%
Written Article Reviews	2 @ 5% each	10%
Oral Presentations of Reviews	2 @ 5% each	10%
Participation in Class and Online	6 @ 5%	30%
Total		100

Performance Standards:

A = 90 - 100%

B = 80 - 89%

C = 70% - 79%

D = 60 -69%

F = below 60

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 billy.benson@mvsu.edu.

SW 620 RURAL SOCIAL WORK
COURSE SCHEDULE/ASSIGNMENTS
Fall 2018

Week 1 **Aug. 21** **Classroom** **6:00-8:40 PM** **Total 160 Minutes**	Review course syllabus: Overview of course expectations and activities Quiz: What is Rural Social Work? Lecture and discussion on The Definition of Rural Social Work in Contrast to Urban Social Work
Week 2 **Aug. 28** **Meet on Bb** **Total 230 Minutes**	Threaded discussion **(120 minutes)** Students and professor engage in discussion of assigned Readings on Effective Rural Social Work Practice **Assigned Readings:** Riebschleger, J. (2007). Social workers' suggestions for effective rural practice. *Families in Society,* 88 (2), 203-213. www.familiesinsociety.org. **(30 minutes)** Infante, A., Knudson, A., & Brown, A. (2011). Promising practices for rural community health worker programs. *Rural Evaluation Brief*, Y Series, (1)1-6. **(20 minutes)** 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. **(60 minutes)**
Week 3 **Sept. 4** **Classroom** **6:00-8:40 PM** **Total 160 Minutes**	Lecture and discussion on Conceptual and Historical Foundations of Rural Social Welfare **Assigned Readings:** Scales, Streeter & Cooper Text, Part I: Conceptual and Historical Foundations of Rural Social Welfare Chapters 1- Down-Home Social Work: A Strengths-Based Model for Rural Practice, Pages 1-17. Chapter 2 – Rural is Real: History of the National Rural Social Work Caucus and the NASW Professional Policy Statement on Rural Social Work, Pages 18-28. Chapter 3 – Social Welfare and Rural People: From the Colonial Era to the Present, Pages 29-44. Chapter 4 – Out of Sight, Out of Mind: Rural Social Work and African American Women at Efland Home for Girls, 1920-1930, Pages 45-56.

	Daley, M.R. (2015). Rural social work in the 21st century. Chicago: Lyceum. Chapter 6, History and development of rural social work, pages 160-190. Galen, V. & Alexander D. (2011). Rural social work at the forks of Troublesome Creek. In Ginsberg, L.H. (Ed.) *Social work in rural communities* (5th ed.). Alexandria, VA: Council on Social Work Education, Pages 5-20.
Week 4 **Sept 11** **Meet on Bb** **Total 300 Minutes**	Threaded discussion **(120 minutes)** Students and professor engage in discussion of reading assignments on Cultural Values and Beliefs in Rural Communities: Implications for Social Work Practice. **Assigned Readings:** Connally, D., Wedemeyer, R., & Smith, S.J. (2013). Cultural practice considerations: The coming out process for Mexican-Americans along the rural Mexico-US border. *Contemporary rural social work*, 5, 42-63. **(60 minutes)** Deggs, D.M., & Miller, M.T. (2011). Beliefs and values among rural citizens: Shared expectations for educational attainment? *Planning and Changing*, 42(3/4), 302-315. **(30 minutes)** Hartz, A.J., Daly, J.M., Kohatsu, N.D., & Kokoyi, O.A. (2007). Risk factors for insomnia in a rural population. *Annals of Epidemiology,* 17, 940-947. **(30 minutes)** Daley, M.R. (2015). Rural social work in the 21st century. Chicago: Lyceum. Chapter 2, Rural culture and behavior, Pages 27-61. **(60 minutes)**
Week 5 **Sept. 18** **Classroom** **6:00-8:40 PM** **Total 160 Minutes**	**Due: Journal Article Review # 1** <u>**Group 1 – Oral Presentations**</u> Characteristics, Cultural Values and/or beliefs of People in Rural Communities **Assigned Readings:** Bailey, J.M. (2009). The top 10 rural issues for health care reform. Lyons, NE: Center for Rural Affairs. Bradley, J.M., Werth, J.L., & Hastings, S.L. (2015). Social justice advocacy in rural communities: Practical

	issues and implications. *The Counseling Psychologist*, 40(3) 363-384. Coyne, C.A., Demian-Popescu, C. & Friend, D. (2006). Social and cultural factors influencing health in southern West Virginia: A qualitative Study. *Preventing Chronic Disease*, 3(4). Scales, Streeter & Cooper Text Chapter 5 – Accomplishing the four essential tasks for higher education access: The role of national helping network in rural Virginia.
Week 6 **Sept. 25** **Meet on Bb** **Total 360 Minutes**	Threaded discussion **(120 minutes)** Students and professor engage in discussion of assigned readings related to Social Work with Children in Rural Communities **Assigned Readings:** Scales, Streeter & Cooper Text Chapters 9 – Rural children and adolescents: Building capacities within public schools, Pages 113-128. **(45 minutes)** Scales, Streeter & Cooper Text Chapter 11 – Wraparound in rural child and youth mental health: Coalescing family-community capacities, Pages 145-161. **(45 minutes)** Stroul, B., Blau, G., & Friedman, R. (2010). Updating the system of care concept and philosophy. Washington, DC: Georgetown University Center for Child and Human Development, National Technical Assistance Center for Children's Mental Health. Pages 1-39 **(120 minutes)** Walter, U.M. & Petr. C.G. (2011). Best practices in wraparound: A multidimensional view of the evidence. *Social Work*. 56)1), 73-80. **(30 minutes)**

| Week 7
Oct. 2

Classroom
6:00-8:40 PM
Total 160 Minutes | **Due: Journal Article Review # 1**

Group 2 - Oral Presentations
Common Issues/Problems in Rural Communities

Assigned Readings:
Scales, Streeter & Cooper Text
Chapter 10 – Evidence-based practice in the rural context, pages 131-143.

Farmer, J., Munoz, S. & Threlkeld, G. (2012). Theory in rural health. *Australian Journal of Rural Health*, 20(2), 185-189.

Slovak, K., Sparks, A. & Hall, S. (2011). Attention to rural populations in social work's scholarly journals. *Journal of Social Service Research*, 37, 428-238.

Daley, M.R. (2015). Rural social work in the 21st century. Chicago: Lyceum. Chapter 8 – Ethical rural practice, pages 215-244.

Werth, J.L., Hastings, S.L. & Riding-Malon, R. (2010). Ethical challenges of practicing in rural communities. *Journal of Clinical Psychology: In Session*, 66(5), 537-548. |
| **Week 8**
Oct. 9

Meet on Bb
Total 225 Minutes | Threaded discussion **(120 minutes)**
Social Work with the Elderly in Rural Communities

Assigned Readings:
Scales, Streeter & Cooper Text
Chapter 12 – Help-seeking pathways to care: Culturally competent practice with rural Hispanics, pages 163-176. **(45 minutes)**

Scales, Streeter & Cooper Text
Chapter 13 – Social workers and rural congregations, pages 175-185. **(30 minutes)**

Scales, Streeter & Cooper Text
Chapter 17 – Living in Limbo: Homeless families in rural America, pages 237-249. **(30 minutes)**

Li, H. (2006). Rural older adults' access barriers to in-home and community-based services. *Social Work Research*, 30 (2), 109-118. **(30 minutes)** |

Week 9 **Oct. 16** **Classroom** **6:00-8:40 PM** **Total 160 Minutes**	**Due: Journal Article Review # 2** **Group 1 - Oral Presentations** **Applying Theory to Rural Social Work Practice.** **Assigned Reading:** Daley, M.R. (2015). Rural social work in the 21st century. Chicago: Lyceum. Chapters 4 & 5 – Rural social welfare policy, pages 101-160.
Week 10 **Oct. 23** **Meet on Bb** **Total 2020 Minutes**	Threaded discussion **(120 minutes)** Community Research and Minority Populations **Assigned Readings:** Scales, Streeter & Cooper Text Chapter 6 – African Americans living in rural communities, pages 75-85. **(30 minutes)** Chapter 7 – Latino populations in rural America, pages 87-98. **(30 minutes)** Chapter 8 – Building community among rural gay, lesbian, bisexual, transgendered persons, pages 99-112. **(40 minutes)** Assigned Research Paper – writing **(180 minutes per page x 10 pages = 1800 minutes)**
Week 11 **Oct. 30** **Classroom** **6:00-8:40 PM** **Total 160 Minutes**	**Group 1** **Due: Community Analysis Paper and Oral Presentation Due** **Assigned Reading:** Scales, Streeter & Cooper Text Chapters 15 – Building capacity to overcome challenges in the delivery of Hospice Care in rural communities, Pages 207-222. Chapter 19 – Using an assessment framework for research in a rural context, Pages 269-280.
Week 12 **Nov. 6** **Classroom** **6:00-8:40 PM** **Total 160 Minutes**	**Group 2** **Due: Community Analysis Paper and Oral Presentation Due** **Assigned Reading:** Scales, Streeter & Cooper Text Chapter 16 – Capacity for conservation: Rural communities address sustainability for global impact, Pages 227-236. Chapter 18 – Location matters: using GIS mapping in rural areas, Pages 251-266.

Week 13 **Nov. 13** **Meet on Bb** **Total 325 Minutes**	Threaded discussion **(120 minutes)** **Assigned Readings:** Mason, R. (2011). Confronting uncertainty: Lessons from rural social work. *Australian Social Work*, 64(3), 377-394. **(60 minutes)** Mathias, C. & Benton, A.D. (2011). Social justice through the education of a rural and tribal child welfare workforce. *Journal of Public child welfare,* 5, 282-296. **(40 minutes)** Moore, M.A. & Walton, B.A. (2013). Improving the mental health functioning of youth in rural communities. *Contemporary Rural Social Work*, 5, 85-103. **(60 minutes)** Scales, Streeter & Cooper Text Chapter 21 – Rural networks, Pages 303-318. **(45 minutes)**
Week 14 **Nov. 19 – 23**	**Fall Break and Thanksgiving Holiday**
Week 15 **Nov. 27** **Classroom** **6:00-8:40 PM** **Total 160 Minutes**	**Due: Journal Article Review # 2** <u>**Group 2**</u> **- Oral Presentations** **Best practices in Rural Social Work** **Assigned Readings:** Scales, Streeter & Cooper Text Chapter 20 – Using concept mapping for assessment in rural communities, Pages 281-301. Daley, M.R. (2015). Rural social work in the 21st century. Chicago: Lyceum. Chapter 7 – A model for rural social work, Pages 191-214. Chapter 9 – Rural social work practice, Pages 249-276. Chapter 10 – Challenges for the future, Pages 283-299.
Minimum Requirement per 3 hour course is 2,250 Minutes	**Grand Total Minutes** **4,771**

SW 620 Rural Social Work

GRADING RUBRIC FOR **COMMUNITY ANALYSIS PAPER**

Department of Social Work
Mississippi Valley State University

Name: Town/County:

Points Scored/Grade:

Maximum Points = 100

Required Elements and Factors*	Unsatisfactory Less than half of the factors of element addressed adequately **Grade: (69 & below)**	Satisfactory At least half of the factors of element addressed adequately **Grade: (70-79%)**	Proficient All but one (1) factor of element addressed adequately **Grade: (80-89%)**	Exceptional All factors of element addressed adequately **Grade: (90-100%)**
	1-2 Points	**3 Points**	**4 Points**	**5 Points**
1. Name of community: Location: including physical setting, boundaries, and relationships to other communities.				
2. Population characteristics: including size, age and gender distribution, nationality, ethnicity, religion.				
3. Income: by subgroups (women, minorities, etc.), poverty rate				
4. **Community attractiveness:** characteristics that attract and hold				

residents, such as climate, cost of living, amenities			
5. Housing: types, conditions (e.g., unoccupied homes could be a sign of poor housing or something as innocent as cottages used only part of the year)			
6. History: Why did people settle here? Where did early residents come from? What changes have occurred over time in population attitudes, beliefs, and values? Note important social, political, and economic events. What changes have occurred since the passage of the Civil Rights Act of 1964?			
7. Geography: What characteristics have helped or hurt the community (for example, location on a major river often means business develops in a strip along the river and cheap electricity; it may also mean periodic flooding and affect street patterns.			

Access to highways may affect businesses. Fertile land may lead to farming.)			
8. Education: **educational characteristics of population** by gender, school dropout rates, differences among subgroups (e.g., minorities), financing, buildings, student–teacher ratios, programs for children with special needs, extracurricular programs. **Quality of education:** programs of note, condition of facilities, special problems such as court–ordered integration or school system in state receivership, higher education availability			
9. Social/cultural systems: parks, cultural resources, recreational activities, social clubs, and civic organizations			

10. Businesses and industry: major employers and industries, unemployment rates, local or absentee control of business, role of unions, future prospects, stability of industries			
11. Religion and spirituality: faith communities (for example, Baptist, Catholic, Muslim, Jewish), **c**hurches and other places of worship, role and influence in community			
12. Governmental type: city manager, mayor, city council, board of supervisors?			
13. Political factors: role of political parties, voting patterns (who, what percentage), major issues, tax structure, elected versus appointed officials, financial stability, law enforcement and other city services			
14. Social welfare and health systems: number			

and types of hospitals and clinics, primary social service agencies, **problems and limitations of each,** informal helping systems, planning bodies				
15. Sources of information (How do people obtain information about their community?): radio, TV, newspapers, prominent individuals who speak for various population segments.				
16. Power distribution: (Who is important in community decision-making?) assess reputations of individuals and/or groups, positions of individuals				
17. Major Issues: Major community issues and steps being taken in response; gaps in services and facilities; concerns of the community - including who is concerned and why; what has been done in the past to deal				

with problem; conditions that led to this situation;				
18. Strengths: Community resources; praise worthy attributes				
19. Grammar and spelling	Paper has more than six spelling and/or grammatical errors	Paper has six spelling and/or grammatical errors	Paper has four to five spelling and/or grammatical errors	Paper has no more than three spelling and/or grammatical errors
20. References and sources of information: List scholarly publications, newspapers, print information such as brochures, TV and radio broadcasts, and persons interviewed				

***Source of Elements and Factors**: Kirst-Ashman, K.K. & Hull, G.H. (2012). Generalist practice with organizations and communities. United States: Brooks/Cole, Cengage Learning.*

SW 620 RURAL SOCIAL WORK

GRADING RUBRIC FOR JOURNAL ARTICLE REVIEWS

Department of Social Work
Mississippi Valley State University

Name _____   Date_____

ORAL PRESENTATION   Total Points Scored/Grade

WRITTEN ARTICLE REVIEW   Total Points Scored/Grade ___-

Comments:

Element/s of Journal Article Review	Unsatisfactory Grade: (69 & below)	Satisfactory (70-79)	Proficient (80-89)	Exceptional (90-100)
ORAL PRESENTATION				
A. Summary of Article: **1. Purpose of article** **2. Main points stated**	Fails to adequately address # 1 and 2	Fails to adequately address # 1 **or** 2	Adequately addresses # 1 and 2	Address of # 1 and 2 is Above average (use of social work theories, terminology, methods)
Maximum of 20 Points	**0 - 13 points**	**14-15 points**	**16-17 points**	**18 - 20 points**
Points Scored				

B. Implications: **Usefulness of article** **1. Who can use the article?** **2. How would they use it?**	Fails to adequately address # 1 and 2	Fails to adequately address # 1 **or** 2	Adequately addresses # 1 and 2	Address of # 1 and 2 is above average (use of social work theories, terminology, methods)
Maximum of 15 Points	**0-10 points**	**11 points**	**12-14 points**	**15 points**
Points Scored				
C. Grammar: Standard English	Presentation has more than four grammatical errors	Presentation has four grammatical errors	Presentation has three grammatical errors	Presentation has no more than two grammatical errors
Maximum of 5 points	**0-2 points**	**3 points**	**4 points**	**5 points**
Points Scored				
D. Clarity of **Communication:** Student: 1. speaks in a clear voice 2. uses correct, precise pronunciation of words 3. reaches all members of the audience	Two or three of the elements are not adequate	Two of the elements are adequate; one is not adequate	All three elements are adequate	All three elements are above average
Maximum of 5 points	**0-2 points**	**3 points**	**4 points**	**5 points**
Points Scored				

E. Response to Questions Student: 1. acknowledges as many questions as time permits 2. provides answers to most relevant questions	Both elements are inadequate	One of the elements is not adequate	Elements one and two are above adequate	Elements one and two are above average
Maximum of 5 points	**0-2 points**	**3 points**	**4 points**	**5 points**
Points Scored				
WRITTEN ARTICLE REVIEW				
A. Summary of Article: **1. Purpose of article** **2. Main points stated**	Fails to adequately address # 1 and 2	Fails to adequately address # 1 **or** 2	Adequately addresses # 1 and 2	Address of # 1 and 2 is Above average (use of social work theories, terminology, methods)
Maximum of 20 Points	**0 - 13 points**	**14 -15 points**	**16-17 points**	**18 - 20 points**
Points Scored				

B. Implications: **Usefulness of article** **1. Who can use the article?** **2. How would they use it?**	Fails to adequately address # 1 and 2	Fails to adequately address # 1 **or** 2	Adequately addresses # 1 and 2	Address of # 1 and 2 is above average (use of social work theories, terminology, methods)
Maximum of **15 Points**	**0-10 points**	**11 points**	**12-14** **points**	**15 points**
Points Scored				
C. Grammar and **Spelling:** Standard English	Paper has more than four spelling and/or grammatical errors	Paper has four spelling and/or grammatical errors	Paper has three spelling and/or grammatical errors	Paper has no more than two spelling and/or grammatical errors
Maximum of **5 points**	**0-2 points**	**3 points**	**4 points**	**5 points**
Points Scored				
D. Full Citation of **Article in APA** **Format**	More than two errors **or** Failed to use APA format	Two errors	One error	No errors
Maximum of **10 points**	**0-7 points**	**8 points**	**9 points**	**10 points**
Points Scored				

Presentation Rubric

Name: Grade:

Topic

Course: Date**:**

Scoring: Maximum score is 50 points plus a possible 1- 10 extra credit points for use of power point presentation and/or other visual aids.

A = 45-50   B = 40-44   C = 35-39   D = 30-34   F = Below 34

Organization
10 – Student presents all information in a logical, interesting sequence which audience can follow.
8 – Student presents most of the information in a logical sequence which audience can follow.
7 – Audience has difficulty following presentation because student jumps around.
5 – Audience cannot understand presentation because there is no logical sequence of information.
                                                                                        Score:

Knowledge of Subject
10 – Student demonstrates extensive knowledge, answers all reasonable audience questions and provides explanations and elaboration.
8 – Student demonstrates knowledge, answers most reasonable questions and provides some explanations and elaboration.
7 – Student demonstrates minimal knowledge, is able to answer only rudimentary questions and fails to elaborate.
5 – Student does not have a grasp of minimal information and cannot answer questions about the subject.   **Score:**

Grammar
5 – Presentation has no grammatical errors.
4 – Presentation has no more than two grammatical errors.
3 – Presentation has three grammatical errors.
2 – Presentation has four or more grammatical errors.   **Score:**

Clarity of Communication

10 – Student speaks in a clear voice with correct, precise pronunciation of words and reaches all members of the audience.

8 – Student speaks in a clear voice. Student pronounces most words correctly. Most audience members can hear presentation.

7 – Students' voice is too low. Audience members have difficulty hearing presentation.
OR Student incorrectly pronounces more than two words.

5 – Student mumbles, speaks too low for -members in the back of the audience to hear
And/or incorrectly pronounces words.   **Score:**

Eye Contact

5 – Student maintains appropriate eye contact with audience, occasionally referring to notes.

4 – Student maintains eye contact with audience most of the time, but frequently refers to notes.

3 – Student occasionally makes eye contact with audience.

2 – Student makes little or no contact with audience.   **Score:**

Adherence to Assignment

10 – Student followed all instructions for the assignment and addressed all of the elements of the assignment.

8 – Student followed most of the instructions for the assignment and addressed all of the elements of the assignment.

7 – Student did not follow most of the instructions and failed to address significant portions of the assignment.

5 – Student did not follow most of the instructions and failed to address over half of the elements of the assignment.

                                                                        Score:

Extra Credit Points

Visual Aids

8 – PowerPoint presentation plus handouts

6 – PowerPoint presentation

5 – Handouts or other visual aids that support the presentation appropriately

1 – Handouts or visual aids that do not support the presentation or are otherwise
    Inappropriate

                                                                        Score:

Quality of PowerPoint Presentation (2 Points)

□ Appropriate Font Size (1 Point)

□ Legible/Understandable (1 Point)   **Score:**

                                                                        Total Score:

                                                                Revised August 2014

SW 620 Rural Social Work

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