

MISSISSIPPI VALLEY STATE UNIVERSITY
Department of Social Work
Fall 2018-2019

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 420 HE-1
Course Title: Methods of Social Work Practice III
Days, Time and Location
Of Class Monday: 1:00PM – 3:30PM
Room 202
Professor: Vincent Venturini, Ph.D., MSW,
Office Location Department of Social Work
William Sutton Building
Second Floor, Room 210
Office Hours: 9:00AM – 12:00Noon Mondays
9:00AM– 11:00AM Tuesday
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Prerequisite: SW330, SW410

Required Technology Skills: Basic computer, internet skills and Web 2.0 technologies

COURSE DESCRIPTION

Catalog Course Description:

This Course is a continuation of SW410 with emphasis on values and problem solving method with organizations and communities.

COURSE CONTENT:

This course will involve lectures by the professor and students, student presentations, audio visual presentations, and work in the community and library.

DEPARTMENT OF SOCIAL WORK/BSW PROGRAM MISSION:

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates in practice with individuals in need and populations at risk in rural environments. Baccalaureate students are prepared to apply the knowledge and skills of *generalist social work practice* with individuals, families, groups, organizations and communities. Baccalaureate social work education at Mississippi Valley State University is anchored in the “person-in-the-environment” perspective.

PROGRAM GOALS:

1. Educate students for entry level social work positions for generalist 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 which incorporates 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 – The students will use interventions that recognize the needs and strengths present in rural communities.
12. Rural Competency: 2.1.12 – The students will coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.

EXPECTED PRACTICE BEHAVIORS:

This course provides content that helps prepare students to engage in the following competencies and related practice behaviors of social work practitioners. The following grid describes the Social Work Program’s curriculum approach to the ten (10) core competencies established by the Council on Social Work Education (CSWE). Each competency is accompanied by a corresponding practice behavior that has been identified as a demonstrative learning benchmark for the beginning-level generalist social worker. The first column of the grid, "Course Competencies" contains the competency (EP 2.1.1- EP 2.1.10) and the identified "Practice Behaviors" for each competency in the second column. The third column, "Linkages of Program Goals", shows what program goal is linked to the EPAS competency. The final column, "Assessment of Practice Behaviors," provides a description of the primary methods used in this class to assess student mastery of the course competencies.

Course Competencies (CC)	Practice Behaviors	Linkages of Program Goals	Assessment of Practice Behaviors
EPAS 2.1.	Identify as a professional social worker and conduct oneself accordingly	This competency relates to Program goals 2 and 3.	<ol style="list-style-type: none"> 1. Readings <ol style="list-style-type: none"> a. Chapters 1 and 11 of Kirst-Ashman and Hull 2. Exercises <ol style="list-style-type: none"> a. Critical Thinking b. Class discussions <p>MACRO PROJECT</p>
EPAS 2.2	Apply social work ethical principles to guide professional practice	This competency relates to Program goals 2 and 3.	<ol style="list-style-type: none"> 1. Readings: <ol style="list-style-type: none"> a. Chapters 1 and 11 of Kirst-Ashman and Hull Text 2. Exercises: <ol style="list-style-type: none"> a. Critical Thinking exercises related to understanding role of values in macro

			<p>practice.</p> <p>b. Discussion of ethical issues in practice with agencies, organizations, neighborhoods and communities.</p> <p>3. Assignments:</p> <p>a. Examination of potential ethical issues in macro practice.</p> <p>b. Evaluating one's own practice: Single subject design or program evaluation.</p> <p>MACRO PROJECT</p>
EPAS 2.1.3	Apply critical thinking skills to inform and communicate professional judgments	This competency relates to Program goals 1 and 2	<p>1. Readings:</p> <p>a. Kirst-Ashman and Hull Chapters 2 and 3</p> <p>2. Exercises:</p> <p>a. Applying micro and mezzo practice methods to macro settings</p> <p>b. Discussing how all levels of</p>

			<p>practice intersect in individual cases</p> <p>3. <u>Assignments</u>:</p> <p>a. Identifying evidence-based practice interventions.</p> <p>b. Peer-reviewed journal article critique.</p> <p>Evaluating one's own practice: Single subject design or program evaluation.</p> <p>MACRO PROJECT</p>
EPAS 2.1.4	Engage Diversity and Difference in Practice	This competency relates to Program Goal 1	<p>1. Readings</p> <p>a. Kirst-Ashman and Hull Chapters 1, 2, 4, 6, 11</p> <p>2. Exercises</p> <p>a. Role plays related to interactions with diverse populations</p>

			<ul style="list-style-type: none"> b. Discussions related to diversity at Macro level 3. Assignments <ul style="list-style-type: none"> Paper on work with diverse macro client systems
EPAS 2.1.5	Advance Human Rights and Social and Economic Justice	This competency relates to Program Goal 1 and 2	<ul style="list-style-type: none"> 1. Readings: <ul style="list-style-type: none"> a. Kirst-Ashman and Hull 4, 6, 10 2. Exercises: <ul style="list-style-type: none"> a. Paper on human rights and social and economic justice issues in macro practice settings b. Debate in class on social and economic issues related to larger client systems c. critical thinking exercises related to disproportionate representation of minority children in

			<p>foster care</p> <p>3. Assignments:</p> <p>a. test questions to be completed</p> <p>b. Letters to editor</p>
EPAS 2.1.6	Engage in research informed practice and practice informed research	This competency relates to Program Goal 1.	<p>1. Readings: Kirst-Ashman and Hull Chapters 1, 8, 9, 10 and 13</p> <p>2. Exercises:</p> <p>a. Development of single subject case study on macro setting</p> <p>b. Class discussion.</p> <p>t</p> <p>3. <u>Assignments</u>:</p> <p>a. Identifying evidence-based practice interventions.</p> <p>b. Peer-reviewed journal article critique.</p> <p>Evaluating one's one practice: Single subject</p>

			design or program evaluation. MACRO PROJECT
EPAS 2.1.7	Apply knowledge of human behavior and the social environment	This competency relates to Program Goal 1	<p>1. Readings:</p> <p>a. Kirst-Ashman and Hull Chapter 1 and 8</p> <p>2. Exercises:</p> <p>a. Online assignment related to human behavior in the social environment issues as they affect organizations and communities</p> <p>b. Sample questions related to HBSE content and practice</p> <p>Assignments:</p> <p>a. Students will complete an essay on how hbse content integrates into</p>

			<p>practice with community interventions or with organizational interventions</p> <p>b. Students will complete sample questions to determine their understanding of content</p> <p>Evaluations:</p> <p>a. Students should earn at least 80 points on essay</p> <p>b. Students should successfully answer 80 of questions on sample test.</p>
2.1.8	Engage in policy practice to advance social and economic well-being and to deliver effective social work practice.	This competency relates to Program	<p>1. Readings: Kirst-Ashman and Hull chapters 1, 10, 11</p> <p>2. Exercises:</p>

		<p>Goal 1 and 2.</p>	<p>Develop policy advocacy project that includes</p> <ul style="list-style-type: none"> a. Detailing policy changes desired. b. Informing the public <p>3. <u>Assignment:</u></p> <ul style="list-style-type: none"> a. Creating policy change proposal b. Calling town meeting c. Writing letters to editor <p>4. Evaluation: Completion of assigned tasks</p> <p>MACRO PROJECT</p>
	<p>Respond to contexts that shape practice</p>	<p>This competency relates to Program</p>	<p>1. Readings: Kirst-Ashman and Hull</p>

EPAS 2.1.9		Goal 1	<p>2. Chapters 3, 4, 5, 6, 7, 13</p> <p>3. Exercises: Use of assessment and evaluation techniques in macro practice.</p> <p>4. <u>Assignments:</u></p> <p>a. Evaluating one's one practice: Single subject design or program evaluation.</p> <p>b. Peer-reviewed journal article critique.</p> <p>Evaluation:</p> <p>Student must score a minimum of 80% on assignments</p>
EPAS 2.10	Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities		<p>1. Readings: Kirst-Ashman and Hull Chapters 1, 6 and 8</p>

			<p>2. Exercise a. Use of Generalist Intervention method</p> <p><u>Assignment:</u> Evaluating one's one practice: Single subject design or program evaluation.</p> <p>MACRO PROJECT</p>
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Required Textbooks:

Generalist Practice with Organizations and Communities. (7th Edition) Kirst-Ashman and Grafton Hull, Cengage Learning 2015

Supplemental Texts:

Readings will be assigned from a volume on boards of directors new published by Lyceum Press (On reserve in library)

Class Attendance Policy:

As this course builds weekly on the content of the previous week, attendance, promptness, and participation are required. This includes being prepared to discuss key concepts from readings during each class session. If you cannot attend a session, please leave me a voicemail message or send me an email. It is then your responsibility to seek the information you missed, including handouts. Pagers and cell phones are disruptive to class discussions - please do not use these during class, and arrange coverage for your work responsibilities so that you will not need to be interrupted during class. Beyond the first absence, each unexcused absence will result in a loss of **2 points** from the final grade. **IF YOU ARE OVER FIFTEEN MINUTES LATE FOR CLASS, YOU MAY NOT ATTEND AND YOU WILL BE COUNTED ABSENT.**

STUDENTS ARE EXPECTED TO ATTEND CLASS EACH WEEK AND REMAIN FOR THE ENTIRE PERIOD. REQUESTS WILL NOT BE GRANTED FOR PEOPLE TO LEAVE EARLY OR COME LATE DUE TO CHILD CARE ISSUES, FOR WORK OR TO SECURE A RIDE HOME. YOU MAY NOT BRING CHILDREN TO CLASS. YOU WERE AWARE OF THE CLASS HOURS WHEN YOU REGISTERED FOR THIS CLASS AND ARE EXPECTED TO OBSERVE THEM. ALSO, DO NOT BRING ANYONE TO CLASS WHO IS NOT REGISTERED TO ATTEND THE CLASS. ATHLETES, CHEERLEADERS, BAND MEMBERS AND OTHER PERSONS REGISTERED FOR EXTRA-CURRICULAR ACTIVITIES ARE EXCUSED SHOULD OFFICIAL ACTIVITIES REQUIRING THEIR PRESENCE BE SCHEDULED. YOU MUST MAKE UP ALL MISSED WORK.

Professional writing: Please use style from the American Psychological Association Publication Manual, 6th Edition (APA Manual).

Cheating and Plagiarism Policy:

Academic honesty during testing periods and in the composition of assigned papers is expected. It is expected that your writing will be your independent and autonomous work. Please follow the APA Manual guidelines in quoting and citing the words and work of others. If problems do come up for you regarding any aspect of the course, please talk with the instructor so that the problem(s) may be remedied. The University's policy on academic integrity will be strictly enforced.

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.

Make-up Examination Policy:

It is the responsibility of the student to request to make up 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 upon whether the instructor considers the reason for missing the examination to be justifiable.

Teaching/Learning Strategies:

Various teaching methods will be used to meet the course objectives and stimulate discussions in class that result in thoughtful responses. Classroom meetings are intended to involve discussion as well as lectures. Students will also be expected to be creative and develop class projects in concert with fellow students.

Required Tasks/Activities:

Students will be expected to develop macro projects that involve either agencies or communities. These projects are intended to demonstrate the ability of students to employ generalist practice

models with organizations and communities. Activities may include attendance at meetings of agency and organization boards of directors, meetings of boards of supervisors in the counties, meetings of municipal governing bodies or meetings of legislative subcommittees. Students may also initiate town meetings in rural delta communities. Students who are concurrently enrolled in field internship will complete an agency profile. Those who not in placement will complete a community profile.

Finally, students will be given a group of questions during the last 30 minutes of class throughout the semester. The purpose of the questions is to help prepare students to successfully take standardized exams related to social work.

Evaluation Procedures:

Quizzes

Mid-term and final exams @ 100 points each.	200 pts.
Unit Tests @100 Each	200 pts.
Macro Project @ 100 points	100pts.
Community or agency profile @50 points	100pts.
Total	600pts.

The following grade scale will be used to determine your final grade. As formerly stated, there are a certain number of points designated to each assignment in this course. Those weekly point totals will accrue throughout the course. At the end of the course, the total number of points you've earned will be expressed as a percentage of the total points that were possible during the course, and that percentage will determine your final grade according to the following formula. Total points earned during the course / Total points possible for the course = Percent of points earned

Grade	Percent
A	90% - 100%
B	80% - 89%

C	70%- 79%
D	60% - 69%
F	Below 60%

American Disability 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.

Distance Education Policy:

In compliance with IHL policy and 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.

COURSE SCHEDULE

<p>Week I:</p> <p>August 20</p> <p>In Class</p>	<p>Initial class meeting – Discussion of Class Activities</p> <p>Review of Course Outline</p> <p>Discussion and assignment of Macro Projects for Semester</p> <p>Chapter One of Generalist Practice with Organizations and Communities</p> <p>Discussions of use of Generalist Intervention Method with organizations and communities</p>
<p>Week II:</p> <p>August 27</p> <p>In Class</p>	<p>Chapter 2 of Generalist Practice with Organizations and Communities</p> <p>Stress and Time Management</p> <p>Developing Macro Projects</p> <p>Role Plays</p>
<p>Week III:</p> <p>September 3</p> <p>Bb – The Social Worker as Leader and Manager</p>	<p>Chapter III of “Social Work & Board of Directors” (On reserve) pp 56-70</p> <p>Chapter III of Text “Using Micro Skills with Organizations and Communities pp 71-97</p> <p>Students will be given essay questions on readings to complete on Bb during week of September 3.</p>

<p>Week IV:</p> <p>September 10</p> <p>Unit Test in Class</p>	
<p>Week V:</p> <p>September 17</p> <p>Macro Projects Discussion</p>	<ol style="list-style-type: none"> 1. Review of Unit Exam 2. Plans for execution of Macro Projects 3. Plans for Surveys in Rural Communities
<p>Week VI:</p> <p>September 24</p> <p>Bb</p>	<p>Chapters 5 and 6 of text: Understanding Organizations and Decision Making for Organizational Change pp 143-234</p> <p>Blackboard Discussion on project implementation among groups</p> <p>Groups are also responsible for scheduling meetings with Instructor to discuss plans for Macro Project</p>
<p>Week VII:</p> <p>Mid-Term Examination in Class</p> <p>October 1</p>	<p>Mid-term</p>
<p>Week VIII:</p> <p>October 8</p> <p>In class</p>	<p>Understanding Changes in Neighborhoods and Communities – Chapter 8 of Text</p> <p>Class discussions will focus on concepts of community change</p> <ol style="list-style-type: none"> 1. Housing Shortages 2. Gentrification 3. Jobs

	<p>4. Crime Class Discussions on progress on Macro Projects</p>
<p>Week IX: Work with Communities – introduction</p> <p>October 15</p> <p>Bb</p>	<p>Chapter 9. Macro Practice in Communities pp 340 – 379</p> <p>Two page essay on macro practice in communities to be completed on Bb</p> <p>The specific question will be administered via Bb on October 15 with three days to complete</p> <p>39 pages and a two page essay is equal to more than three hours work for week</p>
<p>Week X:</p> <p>March 22 – Evaluating Macro Practice</p> <p>October 22 in Class</p> <p>In-service for agency and community profiles</p>	<p>In-service on Agency and Community Profiles</p> <p>Evaluating macro practice – interpreting data and making decisions related to data.</p> <p>Making changes in macro practice approaches.</p> <p>Chapter 10 of text</p>
<p>Week XI - Lecture</p> <p>October 29</p> <p>In Class Role Plays re: Challenges to Persons with Disabilities</p>	<p>Populations at risk in communities. Macro practice approaches</p> <p>Students will participate in projects designed to assess community needs for persons with disabilities.</p> <p>Chapter 11 of Text, Advocacy and Social Action with Populations at Risk</p> <p>Chapter 11 of text</p>

<p>Week XII:</p> <p>November 5</p> <p>InClass</p> <p>Unit Test</p>	<p>Test: 2PM – 3: 15PM</p> <p>Discussions of Macro Projects</p> <p>3:30PM – 4:40PM</p>
<p>Week XIII:</p> <p>November 12</p> <p>Bb</p>	<p>Chapter 12 – Ethics and Ethical Dilemmas in Practice with Organizations and Communities</p> <p>Read Chapter 12 pp 454 – 500</p> <p>45 pages = 3 instructional hours</p> <p>There will be a discussion board open to discuss ethical dilemmas.</p>
<p>Week XIV:</p> <p>November 19 – 24</p> <p>Fall Break/Thanksgiving Holiday</p>	<p>Complete Projects</p>
<p>Week XV:</p> <p>November 26</p> <p>InClass</p>	<p>Turn in Macro Projects in Class and receive receipt for project.</p> <p>Macro Project Presentations/Discussions</p>
<p>Week of December 3</p> <p>Final Examination</p>	<p>Final Examination given in-class</p>

The Macro Project uses a five point rubric. The rubric is as follows:

5 The Macro Project is very comprehensive, detailed and covers all relevant content and assigned topic with depth and clarity. The score of 5 is equivalent to a grade of A

4 The Macro Project is comprehensive and detailed to a high degree. It covers relevant content and assign topic with a high degree of depth and clarity. The score of 4 is equivalent to a grade of B

3 The Macro Project is comprehensive and detailed at no more than an acceptable level. It covers content and assigned topic with an intermediate degree of depth and clarity. The score of 3 is equivalent to a grade of C

2 The Macro Project demonstrates no more than a poor level related to being comprehensive and detailed. Depth and clarity are judged to be poor. A score of 2 is equivalent to a grade of D

1 The Macro Project is neither comprehensive nor detailed. There is likewise no discernible depth or clarity. A score of 1 means that the student receives an F

LIST OF MACRO PROJECTS (Students may suggest other possibilities)

1. Domestic Violence Education and Displays (Can be in Student Union or in Greenwood)
2. Infant Sleep Education (Baby Box)
3. Creating Social Work Student Brochures/Newsletters
4. Writing a small grant for funding
5. Political Advocacy/Lobbying

Bibliography

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Schriver, J.M. (1999) Harry Lawrence Lurie and Social Work's Questionable Commitment to Social and Economic Injustice in *The Professionalization of Poverty: Social Work and the Poor in the Twentieth Century*. Gary R. Lowe & P. Nelson Reid. Hawthorne, New York: Aldine de Gruyter

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