

Texas A&M University - Central Texas
Bachelor of Social Work Program

SOWK 4305, Section 120- Rural Social Work

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| Semester: | Fall 2021 |
| Meeting Time/Place: | Section 110 M-W 6:00-7:15 PM, Web Assisted, HUMB 304 August 23-December 10, 2021 In class or synchronous class meetings via WebEx during scheduled class time Supportive material and recorded video via Canvas |
| Instructor: | Michael R. Daley, PhD, LMSW-AP, ACSW |
| Phone & E-Mail: | 254-501-5936 mdaley@tamuct.edu email is best contact method. Email will be checked daily. |
| Office Hours: | Virtual office hours scheduled by appointment M-Th |

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Course Description

The purpose of the course is to provide the student with an overview of social welfare services for rural communities and people. Topics covered include rural communities, rural culture and behavior, **diversity**, social welfare policy and services, professional values and ethics, history of rural social services, and professional practice with rural communities. Prerequisite(s): None.

Course Purpose

This is an elective course. The purpose of the course is to provide the student with an overview of social work and social welfare services with rural communities and people. The course builds upon knowledge from general education in areas such as sociology, psychology, political science, economics, human biology, cultural and ethnic diversity, and applies that content to the provision of social welfare services for rural communities and people. Major topics covered in the context of the course include rural communities, rural culture and behavior, diversity, social welfare policy and services, professional values and ethics, history of rural social services, social, economic, and environmental justice, and professional practice with rural communities.

The following course has infused curriculum that prepares students with the necessary casework skills required by 45CFR 1356.60 Title IV-E Training Program.

Nature of Course and Teaching Method

This course is offered in a face-to face and synchronous on-line format with web assist material placed on the course Canvas site. This will include chapter Power Points and short recorded videos. Normal course sessions are face-to-face but a few may be synchronous video as conditions dictate. Close attention should be paid to keeping up with the material in a timely way as this facilitates learning. It will be helpful for students to read the material and give it some thought in order to facilitate class discussion.

Program Mission

The mission of the Bachelor of Social Work Program at Texas A&M University - Central Texas is to prepare high quality graduates for entry-level generalist social work practice and advanced education through preparation that is delivered in a rigorous and student-centered learning environment that promotes professional behavior, values and ethics, human and community well-being, respect for human diversity, and a global perspective, and is guided by a person-in-environment framework, knowledge based on scientific inquiry, and social work competencies in support of the college and university missions.

The social work program at TAMUCT uses a generalist framework for practice. The program definition of generalist practice as:

Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strength's perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice. (Source: BPD web page)

Program Framework

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers who promote human and community well-being by being able to demonstrate the following 9 core competencies upon graduation:

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

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. The complete list of practice behaviors can be found on the CSWE website and in the TAMUCT student handbook.

Course Objectives & Related CSWE Practice Behaviors

This course provides content that helps to prepare you, the generalist social work student, to engage in the following CSWE competencies and related practice behaviors:

The objectives for this course, that support the CSWE related practice behaviors, are:

1.1 Students will be able to 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.

1.3 Students will be able to demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

1.4 Students will be able to demonstrate use supervision and consultation to guide professional judgment and behavior.

2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;

4.3 Students will demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery.

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;

7.1 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;

8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

9.2 Students will demonstrate the ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

The following table shows the relationship between: A) the course objectives, B) the CSWE related practice behaviors, and C) the assignments used to assess your ability to fulfill the objective related to the practice behavior:

| A. Objectives <i>(By the completion of the course, it is expected that you will be able to...)</i> | B. CSWE Related Practice Behaviors <i>(This is the practice behavior that objective supports)</i> | C. Course Assignments <i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i> |
|--|--|---|
| 1. Demonstrate Ethical and Professional Behavior | <p>1.1 Students will be able to 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.</p> <p>1.3 Students will be able to demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p> | <ul style="list-style-type: none"> • Chapter 8 • Test 2 • Rural culture paper |

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| 2. Engage Diversity & Difference in Practice | 2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; | <ul style="list-style-type: none"> • Chapters 2 & 3 • Test 1 • Rural Paper |
| 3. Advance Human Rights & Social, Economic, & Environmental Justice | 3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; | <ul style="list-style-type: none"> • Chapter 10 & 11 • Test 2 • Rural Paper |
| 4. Engage in Practice-informed Research and Research-informed Practice | 4.3 Students will demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery. Students will demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies. | <ul style="list-style-type: none"> • Chapter 1 • Test 1 • Rural Paper |

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| <p>5. Engage in Policy Practice</p> | <p>5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</p> | <ul style="list-style-type: none"> • Chapters 4, 5 & 6 • Tests 1 & 2 • Rural paper |
| <p>6. Engage With Individuals Families, Groups, Organizations, and Communities.</p> | <p>6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</p> | <ul style="list-style-type: none"> • Chapter 7 • Test 2 • Rural Paper |
| <p>7. Assess Individuals Families, Groups, Organizations, and Communities.</p> | <p>7.1 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;</p> | <ul style="list-style-type: none"> • Chapter 9 • Test 2 • Rural Paper |
| <p>8. Intervene With Individuals Families, Groups, Organizations, and Communities.</p> | <p>8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with</p> | <ul style="list-style-type: none"> • Chapters 7 & 9 • Test 2 • Rural paper |

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| | clients and constituencies; | |
| 9. Evaluate practice With Individuals Families, Groups, Organizations, and Communities. | 9.2 Students will demonstrate the ability to apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; | <ul style="list-style-type: none"> • Chapters 7 & 8 • Test 2 |

COURSE REQUIREMENTS

REQUIRED & RECOMMENDED TEXTS:

- Daley, M. R. (2021). *Rural social work in the 21st century: Serving individuals, families, and communities in the countryside* (2nd, ed.). New York: Oxford University Press. **Required**
- **Optional resources:**
- *Contemporary Rural Social Work (journal)* Link on Blackboard
- Ginsberg, L. (2011). Introduction to basics of rural social work. L. Ginsberg (Ed.). *Social work in rural communities* (5th ed.). Alexandria, VA: Council on Social
- Work Education.
- Scales, T. L., Streeter, C. L., & Cooper, H. S. (Eds.) (2014), *Rural social work: Building and sustaining community capacity* (2nd ed.). Hoboken, NJ: John Wiley & Sons.

FINAL GRADES*

Each assignment is evaluated on the basis of points and the points are added to determine your grade. Grades for individual assignments and the overall total can be found in your on-line grade book. The maximum percentage a student can obtain is 100%. Students must obtain a grade of C (70%) or higher to pass this course. (*Note: This instructor does not provide “make up” or “extra credit” work.) Point and weight distinctions for assignments follows.

| Course Assignment | Total possible points |
|--------------------------|------------------------------|
| Test 1 | 100 |
| Test 2 | 100 |
| Rural Paper | 100 |
| Rural Presentation | 50 |
| | |
| Total | 350 |

Final Percentages* and Corresponding Grades are based on the following:

A = 350-315 B = 314 to 280 C = 279 to 245 D = 244 to 210 F = 209 or less

Posting of Grades

All grades will be posted in the Canvas grade book. No other posting method is used.

No Assignment will be accepted via email. They must be submitted through Canvas.

COURSE ASSIGNMENTS

The following activities will be completed during the semester:

1. **Test 1 will cover chapters 1-6 in the text.**
2. **Test 2 will cover chapters 7-11 in the text**
3. **Rural Paper** – This is a 3-5 page paper examining one of the following areas and supported with sources.

Social Work Ethics

Social Welfare Services (pick one area)

Social Welfare History

Generalist Practice

Social, Economic, or Environmental Justices (You may pick one of them)

Social Welfare Policy

Social Work Practice

Diversity in Rural Culture, Communities, or People

All papers must specifically focus on the rural aspects of these. Yes grammar, spelling and APA will be reviewed and assessed as part of the grade, as these must be professionally written

4. **Rural Presentation** – You will prepare an electronic poster and make a 5-minute presentation to the class from the list of topics provided as a separate file in Canvas. The presentation should be accompanied by an electronic poster.

Copyright Notice

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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CLASS POLICIES

The following policies apply to all students enrolled in this course:

1. Students are not permitted to enter class more than ten (10) minutes late. It is disruptive. Exceptions will be made with prior discussion and approval by the professor only. As per University policy children may not be brought to class without prior permission of the instructor.
2. Once class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meeting with students and other professors, use the restroom, etc.) before class begins. Students who have a medical/physical condition for which they need to request an exception to this policy are advised to speak with the Disability Services Coordinator and/or discuss this with the professor to see if an exception can be granted. Students leaving the class outside of these parameters should not attempt to re-enter the class.
3. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not speak to/hold conversations with/pass notes to other students, use cell phones, or engage in other types of unprofessional behaviors once class has begun. Talking during lecture, out of turn, or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. Derogatory language should not be used in class.

Students are strongly encouraged to engage in discussion in a respectful and appropriate manner. Shouting out answers, making loud noises, and/or waving a hand vigorously to capture attention is unprofessional, disruptive, and inappropriate behavior. Consistent display of such behavior will result in consultation by the professor.

4. To support the academic learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class discussion. Sharing of personal stories and/or issues that are not related to the topic can distract class learning and limit knowledge sharing by the professor and other students. In this regard, please note that the professor reserves the right to redirect/limit such conversations in class unless students are expressly asked to share such information by the instructor.
4. **NO TECHNOLOGY IS PERMITTED DURING THE IN CLASS EXAMS, QUIZZES, OR OTHER TYPES OF ASSIGNMENTS AS DEFINED BY THE PROFESSOR, UNLESS GIVEN SPECIFIC PERMISSION BY THE PROFESSOR.** During such assignments, students may be asked to turn in cell phones to the professor, place bags beneath desk or to the side of class, or other request to minimize use of such technology. Students discovered to be using cell phones, smart watches, tablets, laptops, e-readers, recording devices, etc. during assignments without expressed, written approval by the professor to do so will receive a zero (0) for the assignment and referred to Student Affairs for academic integrity concerns.
6. Students are NOT permitted to work collaboratively (together) on *any* assignment unless given EXPRESSED permission by the instructor to do so. This includes homework; take home quizzes, papers, etc. Failure to adhere to this policy can result in a zero (0) on the assignment and referral to Student Affairs for academic integrity concerns. **Giving too much information/help to another student may be as big an academic integrity issue as receiving that information!**
7. **All assignments must be turned in (submitted) at the beginning of class on the date and time indicated.** Late work **will not** be accepted or graded unless this has been discussed with and approved by the professor **BEFORE** the due date (not the due time) of the assignment. Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date. As a demonstration of professional practice, the student must still arrange to get that assignment turned in to the professor before class starts. Allowing students to turn in assignments late for a grade is not fair to other students who get their work done on time, disrupts the grading process for the professors, and sends a message that such behavior is professionally “okay,” which it is not. This may result in a zero (0) for the assignment. This is inclusive of all assignments. Students are not to miss examinations or deadlines for assignments except for university excused absences. Documentation must be provided.
8. This class is offered on-line and all assignments should be submitted through Canvas. **No assignments should be submitted email.**
9. All papers submitted for grading MUST adhere to APA 7th edition standards unless otherwise stated by the professor. This means that all papers must, *minimally*, be: 1) typed, 2) double spaced, and appropriately cited. Any exceptions must be approved by the professor.

Use Times New Roman 12 point font, include an APA style cover page, include in-text citations AND a reference page for ANY SOURCED INFORMATION (this includes information learned in current or previous classes, read online, learned during a personal communication, reviewed over email, read in a text-book, etc.). Further, all typed papers submitted in class MUST be stapled or clipped together (if

too large for staple). It is not acceptable, nor professional, to hand in a paper that is not professionally bound (in academia, professionally bound means stapled or securely clipped together). Unless instructed to do so, submitting papers in folders, binders, etc. are not required and should be limited in use.

10. TAMUCT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work, turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it was your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation and reference. **Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned according to the University and program guidelines. Academic dishonesty will result in a grade of 0 on the assignment.** More information on university policies can be found at www.ct.tamus.edu/studentconduct. Failure to maintain integrity of one's work is also a violation of the NASW Code of Ethics.

11. **Additional & Important Note on Writing Assignments:** All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed.

While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (“ ”) or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience and makes the document difficult to read.

Students found to excessively quote will be penalized. Students using words, as their own without appropriately citing will be penalized – including failing the assignment and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you.

A copy of this statement is located at the end of this syllabus. You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2nd) week of class. Failure to

do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.

12. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association (APA, 2009). This includes avoidance of the use of language that degrades women, people of color, gays, lesbians, bisexuals, transgendered, and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.
13. While assignments may be discussed in class, no individual discussion of the determination of a grade made occur in this context. Discussion of grades is confidential and will not be done in the presence of other students. The proper context for such discussions is in the professor's office.

Final Note Regarding Class Policies

The aforementioned policies are designed to create and foster a positive and rewarding learning environment for all students. Failure to adhere to the aforementioned class policies, as well as university policies, demonstrates a potential inability to conduct oneself professionally in the field of study. These policies are applicable throughout the program and, as such, students who consistently fail to comply with these policies will be considered inappropriate candidates for field placement and/or the degree of Bachelor of Social Work at TAMU-CT, as their behavior is considered inappropriate for a social work practitioner.

An assessment of student behavior as it relates to class policies, and overall decorum required throughout the TAMU-CT social work program and the University, is provided via the "Rubric for Assessing Professional Behaviors" (see SOWK Student Handbook). Any student in this course found to perform below the standard requirements would be provided with a rubric outlining areas for concern. Failure to obtain scores of 3 or 4 in any of the 15 professional behavior areas listed in the rubric will limit a student's ability to be assigned a field placement and/or can result in removal from a field placement. These behaviors, which align with the National Association of Social Workers (NASWs) core values and ethics, TAMU-CTs Code of Conduct, and the Social Work Program class policies, are considered the expected professional behaviors of social work interns and future generalist social workers and, therefore, are held to the strictest code.

VIII. University Policies & Resources

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.aspx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Summer 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru

Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. This summer, the UWC is also offering hours from 12:00-3:00 p.m. on Saturdays starting June 27th and ending July 18th.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

COURSE SCHEDULE*

Note: Visit Canvas to obtain additional readings and handouts

| Date/Week | Activity | Readings/Assignments |
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| Week 1 8/23-8/27 | Introduction to Rurality Definitions of Rurality Population Density Metropolitan vs. Non-Metropolitan Lifestyle or Culture Rural Social Work | Reading: Syllabus Reading: Daley, Chapters 1 Pre-recorded Video(s) related to chapter on Canvas |
| Week 2 8/30-9/3 | Rural Culture and Behavior Rural Values Micro systems Mezzo systems Macro Systems Change in the 21 st Century | Reading: Daley, Chapters 2 Pre-recorded Video(s) related to chapter on Canvas |
| Week 3 9/6-9/10 9/6 Labor Day | Rural Diversity Rural: African American Hispanics Native Americans Sexual Orientation Senior citizens Intersectionality | Reading: Daley, Chapters 3 Pre-recorded Video(s) related to chapter on Canvas |
| Week 4 9/13-9/17 | Diversity (Continued) Rural Social Welfare Policy Social welfare policy Social policy and rural people Effects of policy on rural communities Identifying and addressing disparity in policy | Reading: Daley, Chapter 4 Pre-recorded Video(s) related to chapter on Canvas |

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| <p>Week 5 9/20-9/24</p> | <p>Social Welfare Services in Rural Communities</p> <ul style="list-style-type: none"> Rural mental health Rural health care Child welfare Domestic violence Services for veterans Services for immigrants | <p>Reading: Daley, Chapter 5</p> <p>Pre-recorded Video(s) related to chapter on Canvas</p> |
| <p>Week 6 9/27-10/1</p> | <p>Social Welfare Services in Rural Communities (Continued)</p> <p>Rural Social Work History</p> <ul style="list-style-type: none"> Origins of rural myth Industrialization 19th & early 20th centuries Country lifers and early concerns 1900-1920 Growth of rural SOWK and the Great Depression 1920s and 30s Retreat from rural assistance 1940s-1950s Renaissance of rural social work 1960s-1970s Continued growth 1980s-1990s 21st Century Connecting with the past | <p>Reading: Daley, Chapter 6</p> <p>Pre-recorded Video(s) related to chapter on Canvas</p> |
| <p>Week 7 10/4-10/8</p> <p>CSWE COA Meeting 10/6-10/9</p> | <p>Rural Social Work History (Continued)</p> | <p>Pre-recorded Video(s) related to chapter on Canvas</p> <p>Assignment: Rural paper</p> |

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| <p>Week 8 10/11-10/15</p> | <p>A Model for Rural Social Work</p> <ul style="list-style-type: none"> Rurality and social work practice Rural vs urban Generalist vs community based social work Rural strengths and assets Rural relationships Model for rural social work Down-Home model Applying the model Advanced rural practice | <p>Reading: Daley, Chapter 7</p> <p>Pre-recorded Video(s) related to chapter on Canvas</p> <p>Assignment: Test 1</p> |
| <p>Week 9 10/18-10/22</p> <p>NASW/TX Conference 10/21-10/23</p> | <p>A Model for Rural Social Work (Continued)</p> | <p>Pre-recorded Video(s) related to chapter on Canvas</p> |
| <p>Week 10 10/25-10/29</p> | <p>Ethical Rural Practice</p> <ul style="list-style-type: none"> The Rural fishbowl Dual relationships Confidentiality Competency & adequacy of practice Personal & professional identity Relationships with colleagues Ethical rural practice | <p>Reading: Daley, Chapter 8</p> <p>Pre-recorded Video(s) related to chapter on Canvas</p> |

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| <p>Week 11</p> <p>11/1-11/5</p> <p>CSWE Annual Program Meeting</p> <p>11/3-11/7</p> | <p>Ethical Rural Practice (Continued)</p> | <p>Pre-recorded Video(s) related to chapter on Canvas</p> |
| <p>Week 12</p> <p>11/8-11/12</p> <p>11/11 Veterans Day</p> | <p>Rural Social Work Practice</p> <p>Person-in-environment</p> <p>Strengths</p> <p>Generalist practice</p> <p>Problem solving</p> <p>Characteristics of rural social workers</p> | <p>Reading: Daley, Chapter 9</p> <p>Pre-recorded Video(s) related to chapter on Canvas</p> |
| <p>Week 13</p> <p>11/15-11/19</p> | <p>Social, Economic, & Environmental Justice</p> <p>Social Justice</p> <p>Economic justice</p> <p>Environmental justice</p> <p>What to do?</p> | <p>Reading: Daley, Chapter 10</p> <p>Pre-recorded Video(s) related to chapter on Canvas</p> |
| <p>Week 14</p> <p>11/22-11/26</p> <p>11/25 Thanksgiving</p> | <p>Challenges for the Future</p> <p>Perception, reality & the 21st Century</p> <p>Rural people & change</p> <p>Social work in rural practice</p> | <p>Reading: Daley, Chapter 11</p> <p>Pre-recorded Video(s) related to chapter on Canvas</p> |
| <p>Week 15</p> <p>11/29-12/3</p> | <p>Begin Presentations</p> <p>Test 2</p> | |
| <p>Week 16</p> <p>12/6-12/10</p> | | |

****Note: This professor reserves the right to amend this syllabus at any time. The schedule may change based on the progress and events of the semester.***

X. Bibliography and Additional Resources:

The following readings can be used by students to provide further information on the topics covered by the course:

Contemporary Rural Social Work (link on Canvas pages)

NPR (link on Canvas pages) several articles on rural issues

Rural Social Work (Policy Statement), *Social Work Speaks*, Washington: NASW Press

New Social Worker (Journal, link on Canvas pages)

RUPRI (Rural Policy) (Link on Canvas Pages)

National Rural Social Work Caucus (Link on Canvas pages)

TAMUCT Bachelor of Social Work Program

**ACKNOWLEDGEMENT AND AGREEMENT FOR ACADEMIC INTEGRITY & ASSIGNMENT
SUBMISSION**

SOWK 4321 Research II

All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is reading and, using your own thoughts, and summarizing information in a way that supports the topic discussed. Paraphrasing involves your own thoughts and that originate from a source that is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (“”) or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Students should not use significant quotations. Students found to excessively quote will be penalized. Students using words as their own without **appropriately** citing will be penalized – including failing the assigned project and/or the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is **VERY** important to take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and ask for more guidance. The Writing Center and Purdue OWL are also resources that can help you.

With regard to submitting assignments, all **assignments must be turned in (received by the instructor) by the due date and time indicated to receive credit.** **Late work *will not* be accepted or graded unless this has been discussed with and approved by the professor **BEFORE** the due date (not the due time).** Allowing students to turn in assignments late for a grade is not fair to other students who get their work done on time, disrupts the grading process for the professor, and sends a message that such behavior is professionally “okay,” which it is not. *This, as well as all other policies related to assignment submission outlined in this syllabus will be held to strict code, and failure to adhere to this policy will result in a zero (0) for the assignment.*

You are being asked to acknowledge receipt and understanding regarding the policy for academic integrity and assignment submission in this course no later than the 2nd week of class. Failure to do so will result in consultation with the professor and could inhibit your successful continuation in this course.

Signature _____

Date _____

I acknowledge that I have received and agree with the Academic Integrity and Assignment Submission policy for this course. I willingly agree to abide by ALL academic integrity and assignment submission parameters for this course as outlined in this syllabus (including ALL university policies). I also acknowledge that I can utilize and/or contact the APA manual, Tutoring Services, Purdue OWL, Tutor.com, and my professor for writing assistance and with questions about academic integrity. I further understand that failure to adhere to integrity and professionalism in writing and assignment submission can result in academic penalties including and leading up to failure of the course and/or referral to Student Affairs.