DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY

WKU	**Advanced Psycho-Social Approaches for Rural Practice** *SWRK 620*　　　　(3 credit hours)　　　*FALL 2019*
Instructor: Dr. Patricia Desrosiers, LCSW **Email: patricia.desrosiers@wku.edu** **Phone: 270-745-4557 (office)**	**Office:** AC 110B **Office Hours:** By appointment
Class Meeting Times/Dates: 6 synchronous sessions from 5:30-7:30 CST on the following dates: 8/26, 9/10, 10/1, 10/15, 11/5, and 12/3. ONLINE CLASS	

Prerequisites: Completion of all required 500 level MSW courses or admission to the Advanced Standing MSW program　　　*Corequisites:* SWRK 660

Course Description
Focuses on knowledge, skills, and values for advanced micro level social work within a rural area. Topics include clinical interventions with individuals, families, and groups, empowerment and interdisciplinary approaches.

Course Information
This course focuses on knowledge, values, and skills for advanced integrated micro/mezzo level social work practice within a rural area. A perspective of empowerment with a focus on integrating contextual practice is reinforced since it is considered to be the most effective for advanced direct practice in rural settings. Topics include clinical interventions with individuals, families, and groups utilizing empowerment and interdisciplinary collaborative approaches as well as multilevel systems interventions. The course will include information on theories of practice within various paradigms as well as an exploration of psycho-spiritual processes for clinical practice. Discussions of major frameworks for organizing data and formulating diagnostic understanding will be utilized in varied settings with diverse populations. Differences in approach and expectations from traditional theories and models will be examined, evaluated, and techniques will be modified to better serve the rural client. The ability to demonstrate and articulate a strong theory/practice connection will be expected of each student.

Required Texts
APA. (2009). *Publication manual of American Psychological Association*. 6th ed. Second printing.
　　　Washington, D.C.: Author.

Walsh, J. (2015). *Theories for direct social work practice.* Canada: Wadsworth Cengage Learning. ISBN-
　　　10: 1285750225 | ISBN-13: 9781285750224

Suggested Text

Ginsberg, L. H. (2011). *Social work in rural communities* (5th ed.). Alexandria: VA: Council on Social Work
     Education.

Various Books and Articles

MSW Mission Statement

In keeping with the tenets of the program, the purposes of social work, constituent needs, and the regional characteristics of south central and western Kentucky, the mission of the MSW program at WKU is to educate and prepare students for professional social work practice to meet the needs of increasingly diverse rural populations. The program is particularly dedicated to addressing the work force needs of agencies working with Kentucky's families and communities. In addition, the program emphasizes professional and scholarly service to the community, the state, and the nation.

Council on Social Work Education (CSWE) Definition of Specialized Practice and Required Core Competencies for MSW Education

The Council on Social Work Education defines Specialized Practice as the following:

> Specialized practice builds upon generalist practice as described in EP 2.0, adapting and extending the Social Work Competencies for practice with a specific population, problem area, method of intervention, perspective or approach to practice. Specialized practice augments and extends social work knowledge, values, and skills to engage, assess, intervene, and evaluate within an area of specialization. Specialized practitioners advocate with and on behalf of clients and constituencies in their area of specialized practice. Specialized practitioners synthesize and employ a broad range of interdisciplinary and multidisciplinary knowledge and skills based on scientific inquiry and best practices, and consistent with social work values. Specialized practitioners engage in and conduct research to inform and improve practice, policy, and service delivery.

> The master's program in social work prepares students for specialized practice. Programs identify the specialized knowledge, values, skills, cognitive and affective processes, and behaviors that extend and enhance the nine Social Work Competencies and prepare students for practice in the area of specialization (EPAS, 2015, p. 12).

2015 Competencies Addressed in Course	Course Assignments	Course Learning Outcomes	Competency Dimension
Competency 1: Demonstrate Ethical and Professional Behavior	In Class Ethical Dilemma	2	Values
	Intervention/Technique Practice Simulation	5	Skills
	Professionalism	6	Cognitive & Affective Processes
Competency 2: Engage Diversity and Difference in Practice	Visual Assessment Tools: the Culturalgram	3	Values
	New Orleans: A Village Called Versailles	3	Knowledge
	Expressive Therapies: From Jihad to Rehab		
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	New Orleans: A Village Called Versailles	3	Values
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Annotated Bibliography	1, 4	Knowledge & Skills
	Various Model Assignments	1, 5	Knowledge & Skills
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Intervention/Technique Practice Simulation	5	Skills
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Intervention/Technique Practice Simulation	5	Skills
	Suicide Assessment and Intervention		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Intervention/Technique Practice Simulation	5	Skills
	Suicide Assessment and Intervention		

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Intervention/Technique Practice Simulation	4,5	Skills
	Professionalism	6	Cognitive and Affective Processes

Learning Outcomes

Upon successful completion of this course, students will be able to:

Knowledge
1. Demonstrate knowledge of a wide range of social work theory and healing methods common in rural settings as well as unique community resources and transdisciplinary collaborations that reinforce both formal and informal networks in a rural context.

Values
2. Understand and apply advanced ethical practices and principles to resolve ethical dilemmas.
3. Integrate advanced principles and practices of cultural competence in all case assessments and interventions demonstrating an awareness of international and global interconnectedness.

Skills
4. Evaluate the efficacy of advanced practice intervention strategies utilized in specific case situations to address the needs of clients in rural settings modifying strategies as appropriate.
5. Critically compare and contrast advanced models and approaches to counseling while identifying best practice strategies and techniques for utilization with clients in rural settings.

Cognitive & Affective Processes
6. *Evaluate self-as-professional using the feedback obtained from a variety of experiential exercises, clients, supervisors, peers, and professors as well as their own critical thinking skills.*

COURSE ASSIGNMENTS

Discussion Board Assignments (10 x 10 points = 100 points)

Students are expected to complete all online assignments by the posted due dates. Some assignments are self-learning oriented and are to be posted on the assignment drop box. Others are discussion board oriented and are to be posted on the actual discussion board. For discussion board assignments, the student is to post his/her work and respond to two peers. Each individual online assignment is worth 10 points making the total points on these assignments 100 points.

Intervention/ Technique Practice (100 points)

In this assignment, students will randomly be assigned a specific therapy model. With the assigned model, the student will prepare an experiential class exercise to lead the class in during the coordinating class period. The goal is to teach the class about specific interventions/techniques useful in micro/mezzo

level SW practice, so develop a handout of pertinent information. The teaching portion should last around 10 minutes, and the activity should last between 15 to 20 minutes for a total time maximum time of 30 minutes.   For example, if a student is assigned reality therapy, he/she will teach about the model for 10 minutes then the student will plan a 15 – 20 minute demonstration of the specific Reality therapy intervention/technique. This can be a role play with one or two students or a select group of students.   Assigned perspectives/models include: Cognitive Behavioral, Crisis Intervention, Solution Focused, Humanistic/Client Centered, Systems/Ecological, Narrative, Gestalt, Transactional Analysis, Adlerian, Transpersonal, Reality, Rational Emotive, Play/Art/Music, Behavioral, and Relaxation/Meditation.

Annotated Bibliography with Article Critique (100 points)
Students will choose a therapy model from the list provided under course materials or handed out in class. Please make sure to email your choice to the professor especially if you are requesting one that is not on the list. It is common for students to explore a type of therapy utilized at their field agency that is not on the list. The goal of this assignment is for the student to delve further into a particular model of practice. After exploring the research literature for that theory/model, the student will compile a minimum of 10 sources (9 for the annotated section & 1 for the article critique) in an APA formatted list. Appropriate sources are peer-reviewed journal articles, scholarly publications about the model. Websites, books, trade journals, newspapers are not appropriate sources. (Please refer to the grading rubric for further instructions about this assignment).   Students must select one peer reviewed journal article to critique in a 2 to 3 page in depth analysis. This article critique should be included at the end of the Bibliography.

Intervention Planning Paper (100 points)
In this assignment students should choose from one of the cases selected by the professor. After reviewing the case, develop a treatment plan (Goals, objectives, Interventions, etc.). Analyze the case from your chosen theoretical perspective providing the identified client/patient, diagnosis, relevant case dynamics, and then develop treatment modalities, theoretical approach and method of evaluation for the case.   It is required that you talk with your field instructor and report the feedback on this case as it will be an appropriate learning experience for this particular assignment. The purpose of this assignment is to examine the process of choosing the appropriate theory, model, and intervention for a particular client. See grading rubric for more information.

Integrated Practice (MMM) Paper (100 pts.)
This paper will showcase several important social work skills learned throughout the class including but not limited to critical analysis of current practice research, the development of appropriate micro, mezzo and macro level practice interventions and possible application difficulties of a variety of environment-focused approaches. Students will be randomly assigned a client population and must also develop a creative advocacy proposal such that a funding source would be willing to fund the suggested project thereby effectively increasing service provision for the selected rural population. Creativity in this proposal is encouraged. (100pts)

Professionalism - (25 points)

Social workers traditionally serve the marginalized populations. Thus, social work professors have an obligation to teach students appropriate professional behavior. Within the classroom setting, both face-to-face and online, professionalism is defined as attendance, preparation, and appropriate behavior with the professor and peers in **all** communications relative to this course. In the classroom, the use of cell phones and other electronic devices is prohibited without prior permission of the professor.

Further, it is expected that each student complete all assignments and assigned readings in accordance with the course schedule. The instructional methods utilized in this course include lecture/discussion, role-play, experiential exercises, and student presentations. Therefore, students are expected to participate **actively** in each class session, to come to class prepared to demonstrate and to discuss content of required course assignments, and to submit assignments on time. Each student should complete readings *prior* to the classroom experience and be prepared to *discuss, analyze, and critique* each reading. Please understand that in class you will be developing and applying practice skills that are discussed in your texts and readings. This is an opportunity for you to practice before applying skills you learn in this class in the field. Thus, professionalism grades are also assessed on students' *active* participation in class, both online and in person.

Evaluation and Grading
Course grading is based on the following criteria:

Assignment	Maximum Point Value
Discussion Board Questions	100 points
Intervention/Technique Practice	100 points
Annotated Bibliography & Article Critique	100 points
Intervention Planning Paper	100 points
Integrated Practice (MMM) Paper	100 points
Professionalism	25 points
TOTAL POINTS:	**525 Points**

GRADING
The following grades will be assigned based on the percentage of points accumulated after adjusting for attendance.

92 – 100%	A		72 – 79%	C
82 – 89%	B		0 – 69%	F

Academic Support

Most of us find that we need some academic support and direction during our time in the university. WKU offers many resources that can help you be successful in this course. These are listed below.

- STUDENT DISABILITY SERVICES
  In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 270-745-5004.
  Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

- WRITING CENTER ASSISTANCE
  The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions of the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

- LEARNING ASSISTANCE AT WKU
  The Alice Rowe Learning Assistance Center (LAC) is located on the South Campus, SC 238. This facility is open between MSW classes 12:30 – 1:30 for writing assistance, computer access or a quit place to study.

- OFF CAMPUS LIBRARY SUPPORT The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to: http://www.wku.edu/library/dlps/ext_camp.htm Turn-around time can be anywhere from a few days to two weeks, so plan ahead!

Policy

Students are expected to adhere to all policies contained with the MSW Handbook (http://www.wku.edu/socialwork/msw/handbooks.php) and the Code of Student Conduct at Western Kentucky University (http://www.wku.edu/judicialaffairs/student-code-of-conduct.php).

Professionalism

The NASW Code of Ethics (http://www.socialworkers.org/pubs/code/code.asp) is a guiding framework and source for identifying professional performance. Students are expected to practice in an ethical

manner while in the classroom or completing assignments pertaining to this course in accordance with the MSW Student Handbook, WKU Student Code of Conduct and the NASW Code of Ethics. Behaviors especially under consideration are those related to professional practice, mental illness and/or substance use, illegal activity and classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review. Students are expected to understand the policy, in its entirety, found in the MSW Student Handbook.

Students are expected to behave professionally in the classroom, handling all information in a manner consistent with the ethic of confidentiality, and addressing all questions posited with respect and personal regard. This class involves some discussion of highly sensitive topics and there may be some personal disclosure, so students are expected to handle this in a professional manner. Conduct toward classmates, the instructor, and any guests should include a respect of, and allow for, differing opinions. Fulfilling these Professionalism and Performance Expectations will be reflected in the professionalism grade (Rubric posted on Bb).

Social Media
Privacy, confidentially and professional boundaries must be examined as professional social workers especially in the age of technology. Professional standards found in the NASW Code of Ethics must be strictly followed concerning social media. Students using social media sites are expected to use the highest privacy settings on their social media profiles, so field agency personnel and/or clients cannot access photographs and private information. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. In the event that a student's social media profile or linkage is considered a poor professional practice or an ethical violation, the student issue will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review.

Plagiarism and Academic Dishonesty
Plagiarism and cheating are prohibited.   Academic dishonesty is prohibited by the MSW Handbook, the University Code of Student Conduct and is also counter to social work values and ethics included in the NASW Code of Ethics. Students are expected to be familiar with these policies and ethical guidelines and to follow them at all times. Any instances of academic dishonesty will mean a grade of "zero" for the assignment and/or course failure. Student should review the "Academic Offences" section of the WKU Student Handbook at:
http://www.wku.edu/handbook/current/index.php?option=com_content&task=view&id=25&Itemid=26
and the "Ethical Principles" and "Acknowledging Credit" sections of the 1999 Code of Ethics, National Association of Social Workers found at: http://www.socialworkers.org/pubs/code/code.asp

Students are expected to be familiar with university policies regarding plagiarism, cheating, and/or academic dishonesty (see the WKU Student Handbook http://wku.edu/handbook/). ***These behaviors WILL result in a zero for the assignment/exam and/or failure for the course.*** If one uses direct quotes in papers, the quotes must have quotation marks around them and have the author, year, and page number cited. As well, all authors cited in the text must be properly cited on the reference page and the reference page should not have authors who are not cited in the text of the paper.

APA

Students are expected to use APA style (6th ed.) for writing, citing and listing references. Written assignments must be grammatically correct, typed, double-spaced, and display correct form. Students are expected to submit work that is written at the college level. Students are encouraged to make use university writing resources if needed. The social work profession involves a significant amount of writing (documentation); therefore, the instructor reserves the right to heavily penalize written work that is of poor quality. This is for **all course work to include papers, pamphlets, and online assignments. Online assignments must include in text references and full text at the end of the assignment just as all other written documents in this course.**

Attendance

Students are expected to participate in developing a positive learning environment with the desire to learn. Class participation is required and includes taking part in class and blackboard discussions through active listening and/or verbal comments. Class discussion is a turn-taking activity; participation includes *not talking out-of-turn and not monopolizing the discussion*. Reading magazines, browsing on electronic devices, and whispering/talking to others is not appropriate in class. Attendance is important to overall spontaneous learning.

Assignment Completion

Students are expected to turn all assignments in on time. Assignments, which are late, will be reduced at a rate of 10% per day. Therefore, if you would have received 50 points on an assignment, which is three days late, the score is reduced by a total of 15 points. After one week, late assignments will no longer be accepted for credit but must be turned in to complete the course.

OTHER
   The instructor reserves the right to make changes to the syllabus as needed with reasonable notice and accommodations for the students.

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