WKU SOCIAL WORK

Social Work in Diverse Rural Communities	
SWRK 612-### **3 credit hours** **Fall 2023**	
Professor: Dr. Ashley Johnson, Ed.D, LSSW	**Office: Online**
Email: ashley.johnson@wku.edu	
Office Hours: By Appointment Only	
Phone: 270.300.3869	

Class Meeting Times:
Tuesday(s): August 20th, September 17th, October 29th
Location: Online
Time: 5:30pm-7:30pm (CST)

PREREQUISITE:
Admission to Advanced Standing MSW Program or permission of instructor.

COURSE DESCRIPTION:
This course addresses issues of anti-racism, diversity, equity, and inclusion (ADEI) including rurality, in multi-level advanced social work practice for Advanced Standing students in the MSW program.

COURSE INFORMATION:
The purpose of this course is to introduce students to select anti-racism, diversity, equity, and inclusion (ADEI) related issues encountered by rural social work practitioners. Often, the experiences of diverse clients serviced by rural social work practitioners are underrepresented in the social work research literature. This course is designed to augment students' knowledge and understanding of applying advanced generalist skills to promote ethical and responsible social work practice behaviors with diverse rural populations. A broad definition of diversity will be applied in this course including but not limited to race, gender, class, religion, nationality, geographic setting, age, sexual orientation, language, disability, country of origin, and political orientation.

Students will focus on further developing skills and knowledge related to critical thinking, difficult dialogue, and developing cultural competence to accurately and equitably assess, intervene and evaluate diverse client populations in rural settings. This course will also incorporate content on hard-to-reach or hidden populations within geographically isolated areas. The professor will employ various teaching modalities of instruction (video, lectures, websites, handouts, small group discussion, class presentations) to effectively convey and assess material in the course.

REQUIRED TEXTBOOKS:

1. Ginsberg, L. (Ed.) (2011). *Social work in rural communities* (5th ed.). Alexandria, VA: CSWE.
2. Chambers, C. (2020). *Hill women: Finding family and a way forward in the Appalachian mountains*. New York, Ballantine Books.
3.

COURSE LEARNING OUTCOMES:

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

Knowledge
1. Demonstrate understanding of the definitions and key concepts of anti-racism, diversity, equity, and inclusion (ADEI) in social work practice in the rural areas.
2. Demonstrate an understanding of challenges related to recruiting and retaining social work professionals in the rural areas.

Values
3. Gain a historical, as well as racial, social, political and environmental justice perspective of the impact of rural context on the life course of client populations in rural communities.
4. Demonstrate the ability to juggle multiple roles with integrity and awareness of potential role conflicts challenging social workers in the rural areas.

Skills
5. Identify, evaluate and effectively manage challenging ethical situations encountered in rural social work practice that can conflict with the *NASW Code of Ethics*, NASW *Standards* and *Indicators for Cultural Competence in Social Work Practice*, and personal and/or agency values.
6. Demonstrate the ability to apply critical thinking skills to evaluate micro- macro-level factors that can influence the experiences of diverse client populations encountered in rural social work practice.

Cognitive & Affective Processes
7. Analyze and integrate evidence-based practice models and/or best practices for interventions with diverse rural client populations.

MSW Mission Statement

The mission of the MSW program at WKU is to prepare students for advanced professional social work practice to meet the needs of increasingly diverse rural population in the community, in Kentucky, and in a global society.

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

The Council on Social Work Education (CSWE) Commission on Accreditation (COA) and Commission on Educational Policy (COEP) developed the Educational Policy and Accreditation Standards for Baccalaureate and Master's Social Work Programs. These standards form the basis for the WKU MSW Generalist Year and Advanced Generalist Curriculum. Here at WKU, our specialty is Advanced Generalist Practice in Rural Settings. Please review WKU MSW Generalist Competencies and Advanced Generalist Competencies to develop an understanding of the content that all WKU MSW students must master prior to graduation.

CSWE EPAS Core Competencies for MSW Education:
The Educational Policy and Accreditation Standards (EPAS) core competencies are taught in all Council on Social Work Education (CSWE) accredited MSW programs. Core competencies addressed in this class are defined and included in **Appendix A.**

Course Expectations:
Please note the following general guidelines concerning shared responsibilities of the professor and students in this course:

1. Students are expected to actively participate in developing a positive learning environment with the desire to learn. Engagement is important to the overall spontaneous learning. Class participation and attendance are required. Students may **miss one class** for any reason; students who miss more than one will note a 10% deduction from the final grade. Students who miss more than three classes, when there are 6 course meetings, will automatically receive an F in the course.

2. Students are expected to adhere to all policies contained within the MSW Handbook, the Student Code of Conduct at WKU, and be in compliance with the NASW Code of Ethics.

3. Plagiarism, cheating, and any other forms of academic dishonesty are prohibited. Any instances of such will result in a grade of "zero" for the assignment and/or course failure and/or expulsion from the program. Please refer to #2 above for the MSW Handbook, Student Code of Conduct, and the NASW Code of Ethics.

4. Students are expected to use APA (7th edition) for writing, citing, and listing references. This is for all coursework including papers, pamphlets, and online assignments. Online assignments must include in-text references and full text references at the end of the assignment just as all other written documents in this course.

5. All assignments are expected to be turned in on time, late assignments will incur at 10% deduction per day late. After one-week, late assignments will no longer be accepted for credit but must be turned in to complete the course.

6. The NASW Code of Ethics 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. Behaviors especially under

consideration are those related to professional practice, mental illness, substance use, illegal activity, and/or classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form in accordance with the MSW Handbook policies.

7. Privacy, confidentiality, and professional boundaries must be examined as professional social workers, especially in the age of technology. Students using social media sites are expected to use the highest privacy settings on their profiles. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. Any issue counter to this will be documented in a Professional Concerns Form in accordance with the MSW Handbook policies.

8. Students are encouraged to utilize academic support services such as The Writing Center and The WKU Libraries to help you be successful in this course.

9. In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.

10. In compliance with the following WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation and Discrimination and Harassment Policy; discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. Please go to WKU's Title IX website for full information.

11. Statement on AI tools. **AI tools are prohibited (e.g. like ChatGPT): Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the WKU Student Code of Conduct.**

All class schedules and activities are subject to change in the event of extenuating circumstances. The instructor **reserves the right to make changes** to the syllabus as needed with reasonable notice and accommodations

<div align="center">

**Brief Description of Course Assignments
(full description & rubric for all assignments will be available in Blackboard).**

</div>

Discussion Board Exercises (10 points each = 100 points total)
Discussion Board exercises (Completed on Blackboard) are designed to assess course preparation (evidence of reading and comprehension of reading assignments, video lectures and other assigned materials) as well as demonstration of critical thinking and synthesis of the material.

Self-Analysis Paper (100 points)
The Self-Analysis Paper is designed to heighten awareness of your own cultural identity and other cultural groups. It addresses the questions: Who am I? Who do others think I am? How do I imagine others see me? What judgments do I imagine they make about what they see? How do I feel about others' reactions to me? In order to effectively serve others, you must first get in touch with your own history, culture, biases, stereotypes, strengths, and other factors influencing how you view yourself and others.

In this assignment, you are to describe your **cultural background**, values, and beliefs associated with your group identities (including but not limited to sex, gender identity, ethnicity/nationality, race/color, sexual orientation, ability/disability, class, age, religion, other dimensions as approved by professor), and discuss how these attributes and dimensions of who you are influence your self-concept and attitudes toward and interactions with others.)

*More specific details regarding the self-analysis paper will be distributed
**See Appendix B for Grading Rubric for this Paper

Professionalism (10 Percent)
This rubric will be rated by the faculty covering areas related to Engagement, Collegiality, Growth & Development, Communication, and Adherence to SWRK Values. Students will review the rankings and will turn in a response and plan for growth on at least 1 of the areas pertaining to the class.

Midterm Exam (20 Percent)
Students will complete an online, open book/notes midterm exam assessing their mastery of all knowledge up until that point. More details about the content of the exam will be shared later by the professor.

Rural Community Project (30 Percent)
The Rural Community project is designed to allow students to identify a rural client population or community they are likely to encounter in KY, TN, or their respective geographical area that would be challenging to for them to access in social work practice. Students will conduct a literature review on their rural population or community to learn more about historical, cultural, economic, social, and other pertinent factors pertaining to the group, with a specific focus on the social issues they face. They will also identify existing services available to meet physical and mental health needs of the group and assess whether these existing resources are adequate. Finally, students will propose some additional initiatives, services, and resources that would helpful in addressing significant gaps in services.
*More specific details regarding the group paper will be distributed to students

Evaluation & Grading

Course grading will be assessed on the following criteria:

Assignment   **Points**

Discussion Board Exercises (10)	20%
Self-Analysis Paper	20%
Rural Community Project	30%
Midterm Exam	20%
Professionalism	10%
Total Points Possible	
	100%

Grading Scale:
 90%-100% = A
80%-89% = B
70%-79% = C
60%-69% = D
 59% and below = F

Regular and Substantive Interaction (Online Courses Only)

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage.

In this course, regular and substantive interaction will take place in the following ways:

- Availability for synchronous sessions with faculty and students during office hours,
- Faculty participation in discussion boards,
- Weekly announcements
- Setting assignment due dates that are spread throughout the term of the class, and
- Timely and detailed feedback on assignments provided within one week of submission.

Statement on Inclusion

Western Kentucky University (WKU) is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus Diversity, Equity, and Inclusion statement, this classroom will be an inclusive and respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expression, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this semester you are excluded or a feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Land Acknowledgement Statement
The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (ᏣᏥᎳᎩᏪᏗᏱ Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the [Jonesville History Project](#), "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."

Professor's Statement on Commitment to Students

 The professor promises to give students **100 percent effort** during the semester and return assignments in a timely manner. If you are struggling-reach out to me-I'm here to help!

Multimedia
Leadership Education for Asian Pacifics
> www.leap.org

National Conference for Community & Justice
> www.nccj.org

National Council of La Raza
> www.nclr.org

National Urban League
> www.nul.org

Resources for educators interested in teaching tolerance and promoting diversity.
> www.teachingtolerance.org

Directory of resources in cultural diversity and cultural competence.
> **www.aauap.org/otta/resource/default.htm**

Center for research on education, diversity & excellence.
> **www.crede.ucsc.edu/homepage/home.htm**

COURSE BIBLIOGRAPHY

Alvarez, K., Fillbrunn, M, Green, J. G., Jackson, J. S., Kessler, R. C., McLaughlin, K. A., Sadikova, E., Sampson, N. A., & Alegría, M., (2019). Race/ethnicity, nativity, and lifetime risk of mental disorders in US adults. *Social Psychiatry & Psychiatric Epidemiology*, 54 (5).

Barak, M. (2000). The inclusive work place: An ecosystems approach to diversity management. *Social Work, 45*, 339-355.

Boateng, A. and Korang-Okrah, R. (2013). The predicament of rural-urban migration in Ghana: The case of the visible, but voiceless kayayei girls. *African Journal of Social Sciences, 3*, 46-61.

Brackertz, N. (2007). *Who is hard to reach and why?* http://sisr.net/publications/0701brackertz.pdf

Carter-Black, J. (2007). Teaching cultural competence: An innovative strategy grounded in the universality of storytelling as depicted in African and African American storytelling traditions. *Journal of Social Work Education, 43*, 31-50.

Chau, R. C. M., Yu, S. W. K., & Tran, C. T. L. (2011). The diversity based approach to culturally sensitive practices. *International Social Work*, 54(1), 21–33. https://doi.org/10.1177/0020872810372363

Choate, P.W., (2019). The call to decolonise: Social work's challenge for working with indigenous peoples. *The British Journal of Social Work*, 49(4), 1081–1099, https://doi.org/10.1093/bjsw/bcz011

Delgado, R. & Stefancic, J. (2012.) *Critical race theory: An introduction (2nd ed.).* New York University Press.

Diller, J. (2011). *Cultural diversity: A primer for the human services*. Belmont, CA: Brooks/Cole.

Gabbard, W. J., & Starks, S., Cappiccie, A., & Jaggers, J. (2011). An effective model of teaching cultural competency to MSW students in a global society. *Journal of Human and Social Sciences 6*, 204-208.

Gafford, J., Raines, T. C., Sinha, S., DeBlaere, C., Davis, D. E., Hook, J. N., & Owen, J. (2019). Cultural Humility as a spiritually focused intervention in correctional settings: The role of therapists' multicultural orientation. *Journal of Psychology and Theology*, 47(3), 187–201. https://doi.org/10.1177/0091647119847540

Harper-Dorton K., & Lantz, J. (2007). *Cross-cultural practice: Social work with diverse populations* (2nd ed.). Chicago: Lyceum.

Hong S., Zhang, W., & Walton,E. (2014). Neighborhoods and mental health: Exploring ethnic density, poverty, and social cohesion among Asian Americans and Latinos. *Social Science & Medicine*, 111, 117-124

Kivel, P. (2011). *Uprooting racism: How white people can work for racial justice*. Gabriola Island, BC: New Society Publishers.

Kressin, N. R., & Meng-Yun, L. (2015). Race/ethnicity, and americans perceptions and experiences of over- and under-use of care: A cross-sectional study. *BMC Health Services Research.*

Kwon, P. (2013). Resilience in lesbian, gay, and bisexual Individuals. *Personality and Social Psychology Review*, *17*(4), 371–383. https://doi.org/10.1177/1088868313490248

Lum, D. (Ed.). (2011). *Culturally competent practice: A framework for understanding diverse groups and justice issues* (4th ed.) Pacific Grove, CA: Brooks/Cole.

Maiese, M. *Dialogue*. www.beyondintractability.org/essay/dialogue

Ortiz, L., & Jani, J. (2010). Critical race theory: A transformational model for teaching diversity. *Journal of Social Work Education, 46*, 175-193.

Saad, L.F. (2020). *White supremacy and me; combat racism, change the world, and become a good ancestor*. Sourcebooks.

Shelton, K., Delgado-Romero, E. A. (2011). Sexual orientation microaggressions: The experience of lesbian, gay, bisexual, and queer clients in psychotherapy. Journal of Counseling Psychology, 58(2), 210-221. https:// doi: 10.1037/a0022251

Sloan, L.M., Joyner, M.C., Stakeman, C.J., Schmitz, C.L. (2018). *Critical Multiculturism and Intersectionality in a Complex World* (2nd ed.) New York, NY. Oxford University Press.

Snyder, C., Peeler, J., & May, D. (2008). Combining human diversity and social justice education: A conceptual framework. *Journal of Social Work Education, 44*, 145-161.

Tatum, B.D. (1997). "*Why are all the black kids sitting together in the cafeteria?" And other conversations about race*. New York: Basic Books.

Tatum, B. D. (1993). Talking about race, learning about racism: The application of racial identity development theory in the classroom. *Harvard Educational Review, 62,* 1-24.

Thomas, A., & Schwarzbaum, S. (2011). *Culture & identity: Life stories for counselors and therapists* (2nd ed.). Los Angeles: Sage.

Van Wormer, K S., Wells, J., & Boes, M. (2000). *Social work with lesbians, gays, and bisexuals: A strengths perspective.* Boston: Allyn and Bacon.

Webb, N.B. (Ed.). (2001). *Culturally diverse parent-child and family relationships: A guide for social workers and other practitioners*. New York: Columbia University Press.

Yasui, M. (2015) The cultural ecogram: A tool for enhancing culturally anchored shared understanding in the treatment of ethnic minority families. *Journal of Ethnic & Cultural Diversity in Social Work*, 24:2, 89-108, DOI: 10.1080/15313204.2014.991980

APPENDIX A

2022 Competencies Addressed in Course	Course Assignments Assessing Behaviors	Course Learning Outcomes	Competency Dimension
Competency 1: Demonstrate Ethical and Professional Behavior	▪ Self-Analysis Paper ▪ Discussion Board Postings	5 5,6 1, 2	Skills Skills Knowledge
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	▪ Discussion Board Postings ▪ Group Rural Project	5, 6 1 3, 4 6	Skills Knowledge Values Skills
Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	▪ Group Rural Project ▪ Discussion Board Postings ▪ Self-Analysis Paper	3, 4 5, 6 1 5	Values Skills Knowledge Skillls
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	▪ Discussion Board Postings ▪ Group Rural Project	5, 6 1, 2 7 3, 4	Skills Knowledge Cognitive & Affective Processes Values
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	▪ Group Rural Project ▪ Discussion Board Postings	6 3 1	Skills Values Knowledge
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	▪ Group Rural Project	6 1	Skills Knowledge

2022 Competencies Addressed in Course	Course Assignments Assessing Behaviors	Course Learning Outcomes	Competency Dimension
		7	Cognitive & Affective Processes

APPENDIX B

GRADING RUBRIC-SELF-ANALYSIS PAPER

SWRK 612-Self Analysis Paper						
C1: Demonstrate Ethical and Professional Behavior; C2:Engage Diversity and Difference in Practice						
_____Timeliness (10% deducted for each day late)						
Dimension	**5** **Exemplary**	**4** **Proficient**	**3** **Marginal**	**2** **Developing**	**1** **Beginning**	**Score**
1. **Introduction and Conclusion**	Introduction includes ALL of the following: • Purpose of the paper • Advanced organizer Conclusion includes ALL of the following: • Restates the purpose and what was discussed in the paper • Highlights important details (e.g., what do you want readers to remember)	Includes 3 of the bulleted items listed under the "Exemplary" category	Includes 2 of the bulleted items listed under the "Exemplary" category	Includes 1 of the bulleted items listed under the "Exemplary" category	Includes EITHER an introduction OR conclusion; BUT it does not address any of the bulleted items listed under the "Exemplary" category	_____ Score earned
Note to Instructor:						
Items 2 and 3: C2: Engage Diversity and Difference in Practice						
2. **Aspects of Identity**	Paper includes ALL of the following:	Paper includes ALL of the	Paper includes 3 of the items	Paper includes 2 of the items	Paper includes LESS THAN 2 of	_____

13

	• Identifies at least 3 dimensions of self-identity • Describe how these attributes and dimensions influence your self-concept. • Describe how these attributes and dimensions influence your attitudes toward and interactions with others. • Provides examples to support your claims.	items under the "Exemplary" category; BUT at least 1 item is under-developed	under the "Exemplary" category	under the "Exemplary" category; OR at least 1 item is under-developed	the items under the "Exemplary" category; OR at least 2 items are under-developed	Score earned ==X 3== ____ Score earned
3. **Perceptions of your identity and Impact on your work**	Paper includes ALL of the following: • Advantages/ Disadvantages you have experienced as a result of membership in cultural group. • What do other people thing about your cultural heritage? What	Paper includes ALL of the items under the "Exemplary" category; BUT at least 1 item is under-developed	Paper includes 4 of the items under the "Exemplary" category	Paper includes 3 of the items under the "Exemplary" category; OR at least 1 item is under-developed	Paper includes LESS THAN 2 of the items under the "Exemplary" category; OR at least 2 items are under-developed	____ Score earned ==X 5== ____ Score earned

	judgments do they make about you? • What feelings do you experience as a result of their reactions? • How might your cultural heritage influence how you interact and work (now or in the future) with clients? • Provides examples to support your claims				

Note to Instructor:
Item 4: C1: Demonstrate Ethical and Professional Behavior

| 4. **Writing and APA Style** | 1 or fewer APA and writing errors (e.g. spelling, punctuation, verb-tense, syntax. etc.) | Significant APA and writing errors (e.g. spelling, punctuation, verb-tense, syntax. etc.) >3 | Significant APA and writing errors (e.g. spelling, punctuation, verb-tense, syntax. etc.) >5 | Significant APA and writing errors (e.g. spelling, punctuation, verb-tense, syntax. etc.) >7 | Significant APA and writing errors (e.g. spelling, punctuation, verb-tense, syntax. etc.) >10 | Score Earned |