



UT Tyler SOCIAL
WORK

**SOCW 3409: Diversity and the Rural Environment
Spring 2024**

Instructor Information

Instructor:

Chuck McPherson, DSW, LCSW-S

Office:

Telephone Number:

Email Address (preferred method of communication): cmcpherson@uttyler.edu

Faculty Profile:

Office Hours: (Other appointment times available by appointment or via video conferencing)

Course Information

Credit Hours: 4 Credit Hours

Course Format: Hybrid

Time and Place of Class Meetings: T: 5 – 7:00 PM (Face to Face on Tuesdays)

Description of Course Content: Examines social issues (poverty, isolation, transportation, and housing) and theories related to life experiences, heritages, and cultures of minority groups in the United States in a rural context.

Prerequisites: SOCW 2361, SOCW 2362, SOCW 2371, SOCW 3303.

Course Overview: In addition to exploring issues of diversity in the rural environment, the purpose of this course is to discuss factors of service provision with emphasis on capacity building of rural communities and issues of accommodation, acculturation, and assimilation. The course content will reflect the Council on Social Work Education's (CSWE) requirements for accreditation.

Student Learning Outcomes

Below are the Nine CSWE Core Competencies established by the Council on Social Work Education. Each of the competencies is included as an objective to understand and be met as appropriate for each course learning objective.

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

The Nine CSWE Core Competencies are the basis for the Learning Outcomes that follow.

Student Learning Outcomes for SOCW 3409:

Upon successful completion of this course, students will be able to demonstrate the following outcomes as progression in the noted areas of the Nine Core Competencies established by the Council on Social Work Education (EPAS 2015):

1. Demonstrate professional demeanor in behavior, appearance and communication as representatives of the profession, its mission, and values. Integrate knowledge of the profession's history and maintain professional roles and boundaries within the context of rural frontier practice. Practice personal reflection and self-correction while using consultation and supervision to assure continued professional development. **Competency 1: Demonstrate Ethical and Professional Behavior**

2. Demonstrate the knowledge and skills to identify and analyze ethical dilemmas in rural practice, apply the ethical principles screens to standards put forth in the NASW Code of Ethics. Articulate the values of the Social Work profession, particularly the value of importance of human relationships in rural practice. Discuss the ways in which rural practice, services and clients are affected by legal and ethical issues including dual relationships and confidentiality and recognize and manage personal values in a way that allows professional values to guide practice. **Competency 1: Demonstrate Ethical and Professional Behavior**

3. Demonstrate critical thinking, creativity and the ability to integrate multiple sources of knowledge, including research-based knowledge and practice wisdom through the ability to assess community assets, capacity building, and sustainability. **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**

4. Discuss theories, characteristics, and history of prejudice and assimilation, personal and institutional discrimination and the impact of these experiences on individual development and social group formation then apply to specific at-risk rural populations including, but not limited to, women, elderly, gay and lesbian individuals, racial and ethnic minorities. Demonstrate ability to identify biases, personal values and attitudes toward those different from self and apply the values of the profession in practice. Articulate the history of American immigration policy with models of assimilation applied to American cultural groups and populations residing in the East Texas region. Affirm the value of diverse cultures and their contribution to rural communities. Identify culturally competent practices and modifications including knowledge of collaborative models, methods to redress oppression, promote social and distributive justice equitably. **Competency 2: Engage Diversity and Difference in Practice**

5. Demonstrate understanding and commitment to social, political and economic justice, the value of client self-determination, and importance of equity in the provision of social welfare. Demonstrate commitment to advocate for human rights and rural populations and engage in practices that advance social and economic justice through understanding mechanisms of oppression and discrimination, and viable alternatives to redress oppression. **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

6. Demonstrate understanding of participatory research as a model for collaborative inquiry and community capacity building. Analyze empirical research evidence and employ evidence-based interventions to guide rural practice. Use practice experience to inform research, evaluate interventions, and use research findings to improve practice, policy, and social service delivery for diverse populations in the rural East Texas environment. **Competency 4: Engage in Practice-informed Research and Research-informed Practice**

7. Demonstrate knowledge of the relationship between individual and social behavior across the lifespan in the context of a diverse rural social environment using social work theories of strengths, asset based and community sustainability/capacity building. Demonstrate integration of knowledge of the range of social systems in which people live and the ways social systems promote or deter people in maintaining or achieving health and well-being including strategies of cooperation, and natural helping networks. Demonstrate knowledge of the complex interaction between culture and personal identity and of differences between the individual members of groups in rural environments. **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**

8. Analyze public policies and social systems regarding their impact on client systems that may promote or deter achievement or of health, economic stability and well-being. Articulate factors that contribute to and constitute being at risk for poverty and how residence in a rural area influences clients' access to resources. Discuss historical and current social policies that impact populations residing in rural settings. Demonstrate understanding and skill in use of strategies including advocacy to address oppression, social and economic injustice. Describe rural challenges and policy options generated in response to housing, poverty, economic cycles, geographic isolation, aging, health care, racial, ethnic, gender and sexual preference issues. **Competency 5: Engage in Policy Practice**

9. Demonstrate knowledge of rural social structures, strategies of cooperation, and natural helping networks. Identify modifications for culturally competent rural practice including knowledge of collaborative models by human service resources in rural areas. Demonstrate leadership in promoting sustainable changes in service delivery at all levels of practice to improve the quality of social services in rural communities through -resourceful and proactive responses to evolving organizational, community, and societal contexts. **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**

10. Demonstrate skills in the dynamic and interactive processes of engagement, assessment, intervention, and evaluation with diverse rural populations at multiple levels of service with individuals, families, groups, organizations, and communities. Describe preventative interventions that enhance client capacities while assisting clients to utilize assets and strengths in addressing barriers and resolving problems. Demonstrate ability to initiate actions to negotiate, mediate, and advocate for clients and achieve organizational goals to enhance rural service provision. **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**

Methods of Instruction:

This class involves lectures, student-initiated discussions, and active learning (interviews and information gathering in the community and student experiential learning).

Required Textbook:

Koppelman, Kent L. *Understanding Human Differences*

(Hoboken, N.J.: Pearson, 2020)

Daley, Michael R., *Rural Social Work in the 21st Century*
(Chicago: Lyceum Books, Inc., 2015)

Additional readings and videos will be posted on Canvas.

Descriptions of Major Assignments and Examinations:

1. **Weekly Discussion:** There will be nine, weekly, online discussions worth 50 points for a total of 450 points.
2. **Written Assignments:** There will be three written assignments for a total of 375 points. Students will write the following:
 - Diversity Paper (worth 125 points)
 - Racism or Classism Paper (worth 125 points)
 - Cultural Interview Project (worth 125 points)

Specific details for each written assignment can be found in the Assignments Tool.

3. **Final Examination:** This exam will consist of a combination of multiple choice, true/false, and essay questions to cover lectures and readings. (worth 75 points)
4. **Participation/Attendance:** Each student is expected to contribute to in class discussion. Instructor will consider the extent of student involvement in discussions. This is a subjective evaluation by the instructor of your overall participation and engagement.

Attendance: Regular attendance is an integral part of the learning process.

1-2 unexcused absences = eligible for full participation points.

3 unexcused absences = 20 point deduction from participation/attendance points.

4 unexcused absences = 30 point deduction from participation/attendance points.

5 unexcused absences = 40 point deduction from participation/attendance points.

6 unexcused absences = 50 point deduction from participation/attendance points.

7 or more unexcused absences is considered excessive and the student may be asked to withdraw. At this point a discussion will be initiated with the BSW Program Director for appropriate action.

I assume that if you miss a class, you have a very important reason; you do not have to give any explanation. If you miss class, you are still expected to turn in all assignments by posted due dates. This grading policy is meant to reward good attendance and discourage spotty attendance. I am reasonable and understand true emergencies. Contact me promptly to discuss your absences if needed. (worth 100 points)

Assignments: Scores will be assigned to written materials, based on the following criteria:

- a. **Thoroughness & Breadth** (Provides sufficient responses so as to provide coverage of the topic or in order to demonstrate a level of mastery of the skills)
- b. **Depth & Integration** (Demonstrates an integration of readings and understanding of the concepts through submitted assignments, portfolio and discussion forums on Sakai.)
- c. **Clarity & Understanding** (The submitted materials are easily readable or viewable and correct grammar and spelling are used on forums.)
- d. **Accuracy** (Extent to which the written responses are focused on the question and provide reliable information to colleagues.)
- e. **Critical Analysis** (The written materials demonstrate a critical analysis of the research literature studied.)

Grading Procedures:

Each exam and assignment will be graded on a point system used to calculate the final grade for the course.

Calculation of Final Grade

Weekly Online Discussion (450 Points) + Written Assignments (375 Points) + Final Exam (75 Points) + Attendance (100 points)
Total Points Available for Course=1000

Final Grades

1000-900 Points = A (100%-90%)
899 - 800 Points = B (89%- 80%)
799 - 700 Points = C (79%-70%)
699 - 600 Points = D (69%-60%)
599 or less = F (59% or less)

Make-Up Exams:

Late assignments (including quizzes) are strongly discouraged. There will be 10 points (total) deducted for each late assignment and quiz. No assignment or quiz will be

accepted after 5 days following the due date. It is the student's responsibility to ensure that his/her work is completed on time and submitted correctly.

Late Work Policy

Students are responsible for submitting all assignments on time. Students must notify the instructor if there is an excusable reason (i.e. illness, death of loved one, etc.) for why their assignment will be late. Late assignments will not be accepted if the student does not contact the instructor with an excusable reason prior to the submission.

Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 12 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

The **Census Date for the semester is 1/29/24**. This is the last day students may withdraw from the course without penalty.

Course Schedule/Outline

For each week, there will be a face-to-face class (FF) and nine online assignments (OA) throughout the semester.

Week One – Welcome – 1/16/24

Learning Outcomes: 1, 3, (see full description of learning outcomes on pages 2-4)

Discussion: Course Overview and Orientation

OA: Please visit Canvas. Read the three sections entitled, *Think About It*, *Read About It*, and *Write About It*. Then proceed to the Assignment tool for specific assignment.

Week Two – Understanding Prejudice – 1/23/24

Learning Outcomes: 1, 3, 4, 5, 8, 9 (see description of learning outcomes on pages 2-4)

Discussion: Impact of Labels on Individuals; How to Reduce Prejudice in Schools

OA: Please visit Canvas. Read the three sections entitled, *Think About It*, *Read About It*, and *Write About It*. Then proceed to the Assignment tool for specific assignment.

Week Three – Rural Social Work – 1/30/24

Learning Outcomes: 1, 2, 3, 5, 7, 8 (see description of learning outcomes on pages 2-4)

Discussion: What is Rural SW?; Case Studies in Rural Social Work

OA: Please visit Canvas. Read the three sections entitled, *Think About It*, *Read About It*, and *Write About It*. Then proceed to the Assignment tool for specific assignment.

Week Four - Immigration – 2/6/24

Learning Outcomes: 2, 3, 4, 5, 7, 8, 9 (see description of learning outcomes on pages 2-4)

Discussion: What is Immigration? Issues in Immigration

OA: Please visit Canvas. Read the three sections entitled, *Think About It*, *Read About It*, and *Write About It*. Then proceed to the Assignment tool for specific assignment.

Paper Assignment: Diversity Paper Due on 2/11/24

Week Five – Rural Social Welfare Policies – 2/13/24

Learning Outcomes: 3, 4, 5, 6, 8 (see full description of learning outcomes on pages 2-4)

Discussion: Case Studies in Rural Social Welfare Policies

Week Six – Diversity – 2/20/24

Learning Outcomes: 1-10 (see full description of learning outcomes on pages 2-4)

Discussion: Presentation of Diversity Papers

OA: Please visit Canvas. Read the three sections entitled, *Think About It*, *Read About It*, and *Write About It*. Then proceed to the Assignment tool for specific assignment.

Week Seven – Jewish Americans - 2/27/24

Learning Outcomes: 2, 3, 4, 5, 8, 9, 10 (see description of outcomes on pages 2-4)

Discussion: Diamond Hope – the Bond between Jackie Robinson and Jewish Americans

OA: Please visit Canvas. Read the three sections entitled, *Think About It*, *Read About It*, and *Write About It*. Then proceed to the Assignment tool for specific assignment.

Racism or Classism Paper Due on 3/3/24

Week Eight – Social Welfare Services – 3/5/24

Learning Outcomes: 3, 4, 5, 7 (see full description of learning outcomes on pages 2-4)

Discussion: Rural Service Programs

OA: Please visit Canvas. Read the three sections entitled, *Think About It*, *Read About It*, and *Write About It*. Then proceed to the Assignment tool for specific assignment.

Spring Break: March 11 - 15

Week Nine – Racism/Classism – 3/19/24

Learning Outcomes: 1-10

Discussion: Presentation of Racism or Classism Papers including the Creative Element assignment related to your Paper.

Week Ten - Native Americans – 3/26/24

Learning Outcomes: 2-5, 8-10 (see full description of learning outcomes on pages 2-4)

Discussion: The American Indian: From Conquest to Tribal Survival

OA: Please visit Canvas. Read the three sections entitled, *Think About It*, *Read About It*, and *Write About It*. Then proceed to the Assignment tool for specific assignment.

Week Eleven – Ethical Rural Practice – 4/2/24

Learning Outcomes: 1-10

Discussion: Case Studies in Ethical Rural Practice

OA: Please visit 'Assignments' in Canvas to complete the online assignment due by next class period.

Week Twelve – Being Culturally Responsive - 4/9/24

Learning Outcomes: 1-5, 7 (see description of learning outcomes on pages 2-4)

Discussion: Attitudes and Beliefs; Cultural Frames of Reference

Cultural Interview Paper Due on 4/14/24

Week Thirteen – Enhancing Unity in America – 4/16/24

Learning Outcomes: 1-10 (see description of learning outcomes on pages 2-4)

Discussion: Enhancing Unity in America – a primer

Discussion: Presentations of Papers

Week Fourteen – Enhancing Unity in America – 4/23/24

Learning Outcomes: 1-10 (see full description of learning outcomes on pages 2-4)

Discussion: Presentations of Papers

Week Fifteen – Finals Week – April 29- May 3

Final Exam: 4/30/24

I RESERVE THE RIGHT TO MODIFY THIS SYLLABUS AT ANY TIME. PLEASE ATTEND CLASS REGULARLY AND PAY ATTENTION TO THE ANNOUNCEMENTS IN CANVAS TO KEEP CURRENT WITH ANY SYLLABUS MODIFICATIONS.

Institutional Information

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waiver through Financial Aid State-Mandated

Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;

- falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center](http://www.uttyler.edu/writingcenter) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](http://www.uttyler.edu/tutoring) (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](http://www.uttyler.edu/counseling) (903.566.7254)