

**University of Regina
Faculty of Social Work**

**SW419-397
SW419-398**

**Social Work in Rural, Remote and Northern Communities
Fall 2019**

Instructor	Dr. Bonnie Jeffery Faculty of Social Work Prince Albert Campus
Office Location	Virtual (E-mail in UR Courses)
Instruction Dates	September 4 – December 6, 2019
Virtual Office Hours (on email)	I will be monitoring the course email on a daily basis.
Telephone	306-953-5311
Email	Please send me all emails through the UR Courses site

Calendar Description:

Rural and remote social problems and issues as well as the political and economic settings in which they occur will be explored. Theories and concepts useful in the performance of rural and remote social work will be a major focus. This course is recommended for BSW students planning to do a rural or northern practicum.

Objectives: by the end of the course, the student will:

- Understand and appreciate the people and settings in rural, remote and northern communities with a focus on community, cultural, geographic, political, economic, historical and social dimensions
- Acquire awareness and understanding of social and economic issues faced by individuals, families and communities; particularly, women, farmers, First Nations and Métis and older adults
- Develop knowledge of social policies, social programs, and the range of services and agencies available to rural and remote individuals and social work practitioners
- Articulate how generalist social work intervention and practice principles are applied in rural, remote and northern settings

Textbook and Course Materials

There is one required text for this course and a link to the social work code of ethics:

Daley, Michael, R. (2015). *Rural social work in the 21st century*. Chicago: Lyceum Books. ISBN 978-1-935871-62-3

Canadian Association of Social Workers (2005). *Social work code of ethics*. Can be downloaded from <https://www.sasw.ca/site/about/sw/codeofethics?>

Saskatchewan Association of Social Workers (2012). *Standards of practice for registered Social Workers in Saskatchewan*. Regina, SK: SASW.

Additional required readings are available within selected modules.

In addition to the chapter readings, students will be expected to review videos, journal and other academic resources. Required and supplemental readings will be assigned within each content module. Students are encouraged to go beyond those identified and to access materials from as wide a range of sources as possible.

An Overview of the Course

Social Work 419 will be delivered on-line using software (UR Courses) that enables you to participate in interactive course discussions and have access to course material via the Internet, at any time and on any computer with an Internet connection at <http://www.uregina.ca/urcourses/>

First Week (September 4-7, 2019)

During this first week you should access the **Social Work 419** UR Courses website and

- Read all material in the section on the SW 419 course homepage *Start Here*. Accessing the course site as soon as your course begins will make your learning experience more enjoyable.
- Identify technical problems as soon as possible.
- Go into *Course Orientation* and complete the activities

Course Material

In this course we will use a combination of:

- print materials (textbook)
- web based materials (online written and audio lectures, websites, videos), and possibly other learning material
- online discussions to learn about rural, remote and northern social work theory and practice and the roles carried out by social workers
- questions or ideas to guide you in your review of the course materials.

Things to Remember

- Keep up with your weekly readings, both in the textbook and online
- Important course information and updates will be posted on Class Announcements throughout the semester, so be sure to log in to your course on a regular basis to make sure you know what is happening!
- Also check the Calendar Tool for important dates and messages which will remain permanently during the semester.
- If you have questions about your lectures, assignments, etc. please let your instructor right away so that she can help you. Asking questions about course content or related matters is part of the learning process and not an indication you aren't 'getting it'. Think about sending an email with questions or comments just as you raise your hand in class to be part of a discussion.

Course Schedule Overview

***Note: Modules start on Mondays and end on Saturdays**

<i>September 4-7</i>	<i>Course Orientation</i> Review course syllabus Complete the activities
<i>September 9-14</i>	<i>Module 1: Overview of Concepts</i> Overview of the concepts of rural and northern; generalist social work practice, professional ethics, values
<i>September 16-21</i>	<i>Module 2: Rural/Remote Social Work Practice</i> Ecological approach; strengths-based approach; difference between rural and urban social work practice
<i>September 23-28</i>	<i>Module 3: Ethics and Competencies in Rural/Remote SW</i>
<i>September 30-October 5</i>	<i>Module 4: Agricultural Communities</i> Future challenges and implications for practice; farm stress; impact of technology
<i>October 7-12</i>	<i>Module 5: First Nations and Métis Communities</i> Northern and rural communities; issues and challenges
<i>October 15-19</i>	<i>Module 6: Policy and Service Delivery Issues</i> Issues in rural and northern social policy; service delivery issues
<i>October 21-26</i>	<i>Module 7: Mental Health and Addictions</i> Rural and remote mental health and addictions service delivery; natural helping networks; children and youth in rural and remote settings
<i>October 28-November 2</i>	<i>Module 8: Population Health Issues</i> Health care in rural and northern settings; population health and primary health care; the role of volunteers; role of social workers

NOTE: There is a fall break from November 6-9 so there will be no assigned module for this week.

November 12-16 *Module 9: Older Adults in Rural and Remote Settings*
Rural population aging; palliative care in rural and remote settings

November 18-23 *Module 10: Immigrant Populations in Rural and Remote Settings*

November 25-30 *Module 11: Rural Women and Gender Issues*
Rural women and gender issues; patriarchy; family violence in rural and remote settings; diversity in rural and remote settings

December 2-6 *Module 12: Future of Rural and Remote Social Work Practice*
Course wrap up and synthesis

Assignments and Grading

Assignment	Grade	Due
A. Reflective Postings (4)	20%	Due Saturday by 4:30 pm on: #1 Saturday September 28 #2 Saturday October 19 #3 Saturday November 16 #4 Saturday November 30
B. Personal Reflection Paper	35%	Due on Saturday October 26 by 4:30 pm
C. Final paper	45%	Due on Monday December 9 by 4:30 pm

Note that all of the assignments must be completed in order to be successful in the course

A. Reflective Postings (20 marks)

Due: Posting #1: Saturday September 28 by 4:30 pm

Posting #2: Saturday October 19 by 4:30 pm

Posting #3: Saturday November 16 by 4:30 pm

Posting #4: Saturday November 30 by 4:30 pm

In this assignment you will post your responses to specific questions that are related to the material in the weekly modules. Your posting should fully answer the questions so use the number of sentences you need to fully communicate your response. On **September 17** you will be placed into a smaller group (about 6 students in each group) and your four postings will be visible to myself and members of your group.

Grading: Your three reflective postings are due by date and time indicated. **If you are late in posting your response you will lose 1 mark for each posting that was late.** The grade for each posting will be determined according to the following:

- Thorough response to the questions for the posting (1 mark)
- Evidence of reflective thinking (1.5 marks)
- Connection to course material (1.5 marks)
- Thoughtful response to at least one classmate (1 mark)

Posting #1 Questions (5 marks)

Refer back to Module 1 where there is a discussion of the characteristics that define rural communities (under the heading Community Heritage and Values). Choose **three of the characteristics** – How might these characteristics have potential advantages for social workers working in a rural community? How might these characteristics have potential disadvantages for social workers working in a rural community?

Posting #2 Questions (5 marks)

There are certain challenges for social workers in rural, remote or northern communities that would benefit from specific training. What are some of the challenges? What are some training or professional development options you would see as important for social workers planning on specializing in rural or remote, or northern practice?

Posting #3 Questions (5 marks)

View this video where the ethics of providing health care via video (what we might refer to as Telehealth) are discussed. The presenter discusses the role of loneliness and how this type of service provision may promote loneliness. Do you think the issue of loneliness is one that could be considered an ethical issue for social workers? Why or why not? In the video, a relational model of service provision is proposed rather than a bio-medical model. How does this model relate to social work practice in rural, remote and northern communities?

<https://www.youtube.com/watch?v=sOnDFxA6R2k>

Posting #4 Questions (5 marks)

What are some of the micro, macro and mezzo level challenges and/or strengths that might be experienced by a refugee fleeing a country engaged in war and relocating to a small rural community in Saskatchewan? How could a rural social worker assist in supporting any challenges? Supporting any strengths?

B. Personal Reflection Paper (35 marks)

Due Date: Saturday, October 26 by 4:30 pm

Length: 8 – 10 pages double spaced (not including reference list)

Write a reflection about your experiences and/or relationship with rural or remote environments. How are you defining rural or remote? Describe what you experienced and what these experiences meant for you. How will these experiences impact your approach to rural and/or remote social work practice? If you have no ties to rural or remote areas, you may interview someone who lives (or has lived a large portion of their life) in a rural/remote setting to complete this assignment. Your paper should consider the course material (information in the modules, additional websites, required readings) and how this material relates to experiences and ideas that you raise in your paper. It is expected that you will have a minimum of 5 academic references for this paper.

The grade for this assignment will be allocated as follows:

- Introduction: clear outline of the purpose or focus of your paper (3 marks)
- Definition of rural or remote communities or environments (5 marks)
- Discussion of experiences with rural or remote communities and evidence of reflection on these experiences (6 marks)
- Discussion of how these experiences will influence your approach to social work practice in rural or remote communities (6 marks)
- Conclusion: Summarize the key points from your paper with a focus on reflecting on your future social work practice. Based on what you perceive as your strengths which role do you think you would find most effective if you were working in a rural or remote community? Is it micro, mezzo or macro level practice? What role might be challenging for you and why? (10 marks)
- Written format (grammar, structure, correct use of APA referencing) (5 marks)

C. Final Paper (45 marks)

Due Date: Monday, December 9 by 4:30 p.m.

Length: 10 – 12 typed pages (double spaced not including references)

You have been offered a rural/remote social work position. Identify what you would consider to be some of the significant challenges facing you. What are some of the practice principles you would utilize in order to practice effectively and ethically in a rural/remote community? Reflect on the learning that has taken place for you as a result of the material you have read and the discussions that you have had during this class. Your paper should be approximately 10-12 pages in length. It is expected that students will incorporate a minimum of 6 academic references when writing this paper.

The grade for this assignment will be allocated as follows:

- Introduction outlining the purpose or focus of your paper (3 marks)
- Identification of challenges in rural/remote/northern practice (3 marks)
- Discussion of practice and ethical principles in rural/remote/northern communities (10 marks)
- Identifying what you have learned and what you still need to learn about practicing in these communities (5 marks)
- Connection of identified learning to course material (4 marks)
- Conclusion: Provide an overall summary of the key points from your paper with a focus on reflecting on your future social work practice (10 marks)
- Evidence of critical thought and analysis (5 marks)
- Written format (grammar, structure, correct use of APA referencing) (5 marks)

Important notes for written assignments

- 1) Social work students are expected to utilize APA format when submitting papers for grading. To facilitate this, please do one or more of the following:
 1. Go to: <https://www.uregina.ca/student/ssc/tutoring/writing-support/referencing/APA.html>
 2. Purchase the most recent edition of the APA Format Manual from your bookstore
 3. Access one of the following sites:
<https://owl.english.purdue.edu/owl/resource/560/15/>
- 2) All written assignments will be submitted by the date and time indicated. Written assignments that are submitted after the due date/time will be deducted 2 marks for each day that it is late.

Library Resource Page

Please consult the library resource page for help with locating materials throughout this course. You can locate the contact information on the Social Work Library Resource Page.

Student Success Centre

The Student Success Centre at the U of R provides assistance to student on topics such as reading, note taking, exam preparation, and academic writing. They have a number of workshops available online:

<https://www.uregina.ca/student/ssc/workshops/online-workshops.html>

They also have an online writing tutoring service:

https://www.uregina.ca/student/ssc/tutoring/writing-support/zoom_tutoring.html

Grading Guidelines (from the University of Regina Calendar): See the following link for details

<https://www.uregina.ca/student/registrar/resources-for-students/academic-calendars-and-schedule/undergraduate-calendar/index.html>

90-100 An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought; and
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas and to express thoughts both in speech and in writing.

80 – 89 Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative and/or logical thinking; and
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70 – 79 Above average performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking; and
- an above average ability to organize, to analyze and to examine the subject material in a critical and constructive manner and,
- to express thoughts, both in speech and in writing.

60 – 69 A general satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;

- an ability to develop solutions to moderately difficult problems related to the subject material; and
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50 – 59 A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner; and
- basic competence in writing.

0 – 49 An unacceptable performance.

Services for Students with Disabilities

The University encourages all students, including students with disabilities, to investigate the possibility of a university education. The University aims to provide services that will enable students with disabilities to approach their studies with minimal difficulty. These services are facilitated by:

Centre for Student Accessibility
 Room 251, Dr. William Riddell Centre
 University of Regina
 Regina SK S4S 0A2
 Tel (voice/TTY):306-585-4631

Students who need assistance should discuss their needs with their Faculty as early as possible. To view the policy document refer to the university of Regina website.

Plagiarism

Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. The Department of English Style Guide is available inexpensively from the University of Regina Bookstore. Students may also want to consult on-line resources such as the University of Toronto Writing Centre’s “How Not to Plagiarize”:

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

Plagiarism includes the following practices:

- not acknowledging an author or other source for one or more phrases, sentences thoughts, code, formulae, or arguments incorporated in written work software or other assignments (substantial plagiarism);
- presenting the whole or substantial portions of another person’s paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism).

This includes essays found on the Internet.
Please see the current U of R Calendar, section 5.14.22, for more information. Students who are uncertain what plagiarism is should discuss their methodology with their instructors.

Harassment & Discrimination

- The University of Regina policy on harassment and discrimination states that all members of the university community are entitled to a professional working and learning environment free of harassment and discrimination. Harassment and discrimination are prohibited in human rights legislation on the following grounds: race; creed; religion; colour; sex; sexual orientation; receipt of public assistance; physical size or weight; and age. The University policy also prohibits personal harassment which is objectionable, threatening or intimidating, and unwanted behaviour towards another person or group of people that is not based on a prohibited ground. The full policy can be found at: <https://www.uregina.ca/policy/browse-policy/policy-GOV-100-015.html>

For confidential advice and information, students, faculty, and staff should contact:

The Respectful Workplace and Community Office
Room 215.7, Dr. William Riddell Centre
Telephone: 306-585-5400

Unprofessional Conduct

The Faculty of Social Work has established sound and reliable criteria and procedures for evaluating the suitability of aspiring social workers. The criteria specify appropriate conduct for students in social work education programs. The procedures specify processes for determining unsatisfactory professional educational development. Please visit the Faculty of Social Work's website and discussions about performance evaluation at

<https://www.uregina.ca/socialwork/programs/presw-bsw/Acad-performance-eval.html>

University of Regina Counseling Services



Feeling Stressed? Always worried?

Some stress is normal when you're going to university but **1 in 5 students** will suffer from enough distress that they **would benefit from counseling**.

What can I do?

The U of R offers counseling services free of charge for students at the U of R. These services are confidential and easy to access for students – simply go to the second floor of Riddell, Room 251 to make an appointment.

When should you go?

Knowing when to schedule an appointment can be tough. Some common issues you might need help with include if you are test anxious, if you've experienced a trauma like losing a family member or a close friend, or if you've recently ended a relationship.

If the feelings you're experiencing are more intense or severe, counseling services can also provide urgent service within 3 days and referrals as needed.

What options are available to me for?

Personal Counseling – This is a great option if you'd like one on one attention for things like anxiety and panic, relationship conflict, depression, grief and loss, academic issues, body image and substance abuse. The U of R offers all students several free sessions per semester. Try it – talking about your problems can be more helpful than you would think!

Group Counseling – Simply put, you're not alone. Many students are experiencing the same things as you. The U of R offers a wide variety of group counseling opportunities that can help teach many skills for managing your mental health, including: Meditation and Relaxation, Building Healthy Relationships, Stress Management, and Self-Care.

But I can't afford counseling...

Seeking counseling doesn't have to be cost prohibitive. Many students can benefit from the free sessions offered by the U of R's counseling services.

If you need more coverage make sure you contact URSU and www.iHaveAPlan.ca. Expenses related to mental health, including seeing a psychologist, and some medications are partially covered by your student health and dental plan!

What else can I do?

Self-care - taking better care of yourself, can help! Eating better, working out, smoking and drinking less, and balancing school with fun can all help with mental health!

Stressed out but don't know how to fix it? URSU's Student Advocate can help you free of charge!

- Academic Appeals
- Disciplinary Appeals
- Student Loan Appeals
- E-mail advocate@ursu.ca to schedule an appointment today!
- Emergency Bursaries
- Notary Public
- Rentalsman Appeals

