

Social Work 365
Social Work Practice with Diverse Populations
Spring 2023
Tuesdays, 1:00-2:50pm
Science Building (SCI) D320

Instructor: Margaret Kubek (she, her), MSW, MS
Office Location: Sciences Building, B341
Student Time: Thursday 12:30 to 2:30 or by appointment
Email: mkubek@uwsp.edu

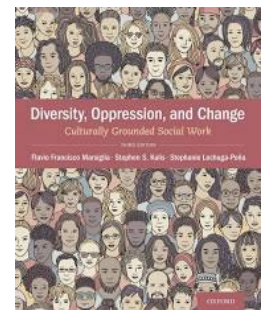


Course Description

Social workers often work with, and on behalf of, culturally diverse populations with an approach infused with cultural humility. This course examines various cultural groups' access and barriers to structures and institutions to better understand the discrimination, oppression, marginalization, invisibility, and devaluation based on social group memberships (e.g., race/ethnicity, social class, religion/faith/spirituality and world view, age, gender/identity, sexual orientation, immigration and refugee status, and ability). This course will address social justice issues within patterns of power and privilege.

Course Materials

The following text is required for this class:
Marsiglia, F. F., Kulis, S. S., and Lechuga-Peña S. (2021). Diversity, oppression, and change: culturally grounded social work. Oxford University Press



Additional multi-media is posted to Canvas.

Course Objectives

Students who successfully complete this course will be able to:

1. Understand various types of diversity as it relates to social work practice, values, and ethics.
2. Approach social work practice with cultural humility
3. Examine the theoretical foundations of oppression, diversity, and resilience.
4. Apply anti-racist and anti-oppressive social work frameworks at the individual, family, group, organizational, community, research, and policy levels.
5. Investigate the foundation for culturally grounded social work practice, including traditional and indigenous healing modalities.
6. Analyze the concept of intersectionality in self and diverse populations.
7. Examine and self-reflect on personal values and ethics which influence the delivery of social work practice to diverse populations.

Council on Social Work Education Core Competencies

The Council on Social Work Education (CSWE) identifies core competencies that students must demonstrate and apply throughout their education and that social work programs must infuse into their curricula. This course is designed to provide exposure to these competencies and serve as a foundation for the further development that will take place should a student be admitted into the social work program.

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice

3. Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Course Requirements

- | | |
|----------------------------|-------------------|
| 1. Participation | 70 points |
| 2. Cultural Event Essay | 75 points |
| 3. Cultural Identity Paper | 75 points |
| 4. Diversity Essays | |
| 4 @ 50 points each | 200 points |
| 5. Infographic | <u>80 points</u> |
| | 500 POINTS |

<u>Grading Scale</u>		
		<u>Percent</u>
A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 and below

Course Format

The course format will include small and large group discussion, lecture, multi-media, and activities. For the asynchronous portion of the course (30%), you will attend one cultural event and watch documentaries related to the readings and course content.

PROFESSIONAL BEHAVIOR AND CLASSROOM EXPECTATIONS

Attendance & Participation Expectations

- ◆ You are expected to **attend class and read all assigned readings prior to class.** Attendance is taken at the beginning of class. If you are unable to attend class, please make every effort to alert me of your absence **PRIOR** to class.
- ◆ Our classes will be highly interactive. I will lecture for 20 – 30 minutes throughout the class, but it will be predominantly discussion based. This will be a place for us to examine diversity and self-reflect on identity.
- ◆ Different students have different learning styles; as such, I take an inclusive view of participation which includes verbal and non-verbal participation, active engagement with all required texts and materials, and participation in small and large group discussions. Participation is more than asking a question or making a comment in the large group discussion. Participation is actively completing in-class assignments, engaging with your peers in group work, and cooperating in creating a supportive, respectful environment.

Workload Expectation

This class is mostly in-person learning (70%) but does contain an asynchronous learning component. Our in-person learning will occur every week on Tuesday; for the asynchronous portion of the course, you will attend a cultural event and watch documentaries related to readings and course content. Be sure to watch all assigned documentaries as we will discuss them in class.

Late assignments

You are expected to complete course work by the date that it is due. You are responsible for contacting me to negotiate an alternate due date which typically falls within a two-week timeframe from the original due date. You must do this **BEFORE THE DUE DATE** unless there is an emergency. Requesting an extension does not automatically mean that you will receive one.

With all of this in mind, please note that I am flexible and understanding of people's situations that might prevent an assignment from being turned in on time. Please keep the lines of communication with me open!

Plagiarism

It is a requirement that all work not original will be properly referenced. Students MUST CITE ANY AND ALL work which is not of a student's creation. Plagiarism will result in disciplinary action and will not be tolerated. Academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Unless specifically mentioned in a course assignment, AI generated submissions, such as ChatGPT, are not permitted and will be treated as plagiarism.

Professional Communication

Please use professional writing skills when communicating with me by email. Professional communication via email includes: an email with a greeting and closing, spell check, and grammar review. Students who send emails that are received between 8 AM and 4:30 PM, Monday through Friday, can expect a response by the close of the following business day; **if you do not receive a response from me after 48 hours, please resend the email.** Please keep in mind that I rarely check emails after 4:30 PM on weekdays or over the weekend.

If you would like to chat in Zoom or in person, you may send me an email to set that up. However, if your question is related to a more general matter, consider asking it during class so that all may benefit. I welcome the opportunity to meet with students via Zoom, cell, or email to discuss assignments and/or course content.

What is Student Time?

This is an opportunity for us to meet one-on-one or in small groups to discuss assignments, attendance, concepts covered in the textbook or mini-lectures, future career goals, etc. I enjoy meeting with students one-on-one so please take advantage of this time. My office hours for this semester are Thursdays 12:30 to 2:30 but I can meet at other times as well.

Civility and Respect for Diversity

To have meaningful, rich, and substantive dialogue in our small and large group discussions, please keep the following in mind:

- Keep an open mind with respect to others' opinions. We want a robust dialogue which can only be fostered and achieved if a minority viewpoint can be expressed without hesitancy.
- Effective discussions often involve some risk taking. I strive to make the classroom a safe place to practice this kind of risk taking; you are expected to assist in attaining this goal.
- Demonstration of ethical behavior is expected in all aspects of academic performance. Professional/ethical behavior is expected to be displayed during class and in the completion of assignments. Social workers and human service professionals work with vulnerable populations who must be able to depend on the ethical standards of behavior from the professionals from whom they seek assistance.

There is an expectation that everyone will do their best to use non-sexist, non-racist, gender-neutral, and non-stigmatizing language during discussions and in written work. Some useful guidelines for accomplishing this include:

- When referring to ethnic and racial groups, use the language that is presently acceptable to that group; you may have to do some research, or connect with me, to achieve this.
- When referring to people who have intellectual / cognitive and / or emotional challenges, individuals who are unhoused, individuals subjected to poverty, etc., present this in a way that does not stigmatize them. Avoid using terms like “the mentally ill”, “the disabled”, “illegal aliens” or “the homeless”. Instead use person-centered language, such as “individuals experiencing mental illness”, “individuals who are neurodivergent”, “people with disabilities”, undocumented immigrant or worker, etc. The use of person-centered language is a hallmark of the social work profession.

Confidentiality

The classroom is a safe place for learning, inquiring, and expression; as such, there will be a professional standard of confidentiality maintained in the classroom. Maintaining confidentiality is of utmost importance in the social work profession.

UNIVERSITY POLICIES AND PROCEDURES



First Nation Land Acknowledgement

We must recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menomonee land, and the sacred lands of all indigenous peoples.



This course will offer resources and learning experiences to enhance our understanding of the First Nation peoples' experiences in this country. I encourage you to explore this topic more deeply to examine your biases and increase knowledge of the Native American community.

University Supports

The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: <https://www.uwsp.edu/dos/Pages/stu-personal.aspx>.

Rights and Responsibilities

For information on policies and resources associated with being a student at UWSP, please see the Student Handbook at: <https://www.uwsp.edu/dos/Pages/handbook.aspx>

Severe Weather

In the case of inclement weather, please check your email and Canvas announcements to determine if class will be held in-person or virtually. If the class is cancelled, you may receive instructions to complete a short alternate assignment to earn attendance points. Please view UWSP's information about severe weather here: <https://www.uwsp.edu/emergency/Pages/severe-weather.aspx>

Policy Related to Sexual Violence on the UWSP Campus

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. <https://www.uwsp.edu/titleix/Pages/default.aspx>

Support for Students Requiring ADA Accommodations

Students who have special needs that affect their participation in the course may notify the instructor if they wish to have special accommodations considered in either instruction or examination. Students are encouraged to contact the instructor as early in the semester as possible to discuss special needs. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC contact information:

715-346-3365 or DATC@uwsp.edu. More information about disability services is available at this website: <http://www.uwsp.edu/disability/Pages/students/studentInformation.aspx>

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student; work integrity is also an expectation within the social work practice community. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. Please see this document for guidance: <https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

Unless specifically mentioned in a course assignment, AI generated submissions, such as ChatGPT, are not permitted and will be treated as plagiarism.

Intellectual Property Policy

Lecture materials and recordings for UWSP classes are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

READING, ASSIGNMENTS, AND CLASS TOPICS

Please be aware that due dates and assignments may need to be changed; you will be made aware of any changes to the course schedule as soon as possible.

READING TIPS

To help you prepare for each class meeting, it is useful to consider each of these questions as you complete assigned readings:

- What are the central points of the reading? What is your assessment of the central points in terms of diversity, oppression, and resilience? Your evolving professional identity?
- What points, if any, do you like, agree with or find helpful in terms of understanding issues related to diversity, oppression, and resilience? Why?
- What points, if any, do you dislike, disagree with or find unhelpful in terms of understanding issues related to diversity, oppression, and resilience? Why?
- Based on your personal experiences and other readings (academic and non-academic), what other perspectives are there to the subject?
- What are the connections with and/or implications for diversity, oppression, and resilience, and socially just practice?

JANUARY 24: Week 1 January 23 - 29

Syllabus and course overview

Complete: Information Sheet during class

JANUARY 31: Week 2 January 30 – February 5

Culture

Content Focus: CSWE Competency 2 and 3

Read: Chapter 1

Watch: *Urban Rez* (54 min) prior to class on January 31

FEBRUARY 7: Week 3 February 6 - 12

Cultural Diversity, Oppression, and Action

Content Focus: CSWE Competency 2 and 3

Read: Chapter 2

FEBRUARY 14: Week 4 February 13 - 19

The Intersectionality of Race and Ethnicity with Other Factors

Content Focus: CSWE Competency 2 and 3

Read: Chapter 3

Watch: *Crash* (1 hour, 52 minutes) prior to class on February 14

FEBRUARY 21: Week 5 February 20 - 26

Intersecting Social and Cultural Determinants of Health and Well-Being

Content Focus: CSWE Competency 2 and 3

Read: Chapter 4

Due: February 26, Cultural Event Reflection

FEBRUARY 28: Week 6 February 27 – March 5

CLASS IS ON ZOOM; see Canvas course shell for Zoom link

Evolutionary and Structural Functionalist Classical Theories

Theoretical Perspectives on Diversity

Content Focus: CSWE Competency 2 and 3

Read: Chapter 6

Recommended reading: Chapter 5

MARCH 7: Week 7 March 6 - 12

Social Work Perspectives: Social Context, Consciousness, and Resiliency

Content Focus: CSWE Competency 2 and 3

Read: Chapter 7

Watch: *Crip Camp* (1 hour, 46 minutes) prior to class on March 7

MARCH 14: Week 8 March 13 - 17

The Formation and Legacies of Racial and Ethnic Minorities

Content Focus: CSWE Competency 2 and 3

Read: Chapter 8

Watch: *13th* (1 hour, 40 minutes) prior to class on March 14

Due: March 17, Cultural Identity Paper March 17

March 18 - 26

HAPPY SPRING BREAK!

MARCH 28: Week 9 March 27 – April 2

Gender and Sexual Orientation

Content Focus: CSWE Competency 2 and 3

Read: Chapters 9 and 10

We will watch *Raised Without Gender* (30 min) in class.

Due: April 2, 1st diversity essay (news source)

APRIL 4: Week 10 April 3 - 9

No Class this week

Work on assignments

APRIL 11: Week 11 April 10 - 16

Cultural Norms and Social Work Practice

Content Focus: CSWE Competency 1, 2, 3, and 6

Read: Chapter 11

Watch: *CrazyWise* (1 hour, 22 minutes) prior to class

Due: April 16, 2nd diversity essay (podcast or documentary)

APRIL 18: Week 12 April 17 - 23

Culturally Grounded Methods of Social Work Practice

Content Focus: CSWE Competency 1, 2, 3, 6, 7, 8, and 9

Read: Chapter 12

APRIL 25: Week 13 April 24 - 30

CLASS IS ON ZOOM; see Canvas course shell for Zoom link

Culturally Grounded Community-Based Helping

Content Focus: Competency 1, 2, 3, and 6

Read: Chapter 13

We will watch *Split Horn* (58 min) in class.

Due: April 30, 3rd diversity essay (data source)

MAY 2: Week 14 May 1 – 7

Social Policy and Culturally Grounded Social Work

Content Focus: CSWE Competency 2, 3, and 5

Read: Chapter 14

MAY 9: Week 15 May 8 - 14

Culturally Grounded Evaluation and Research

Content Focus: CSWE Competency 2, 3, 4, and 9

Read: Chapter 15

Recommended reading: *Culturally Grounded Social Work and Globalization*, chapter 16

Due: May 13, 4th diversity essay (peer reviewed journal article)

Exam Week May 15 – 19

Infographic due May 19

HAPPY SUMMER!

ASSIGNMENTS

Details about assignments will be discussed in class; information is provided in Canvas

Participation 70 points

Ongoing.

You are expected to come to class fully prepared, engaged, and participatory. Readings and assignments are to be completed on time. The practice of professionalism in the classroom provides a foundation for future social work practice. See below for the specific components of participation and attendance:

To facilitate active involvement in the classroom, you will develop a critical thinking/discussion question pertaining to the week's readings and/or multi-media component. Some weeks there is a documentary paired with a chapter and other weeks you'll read just one chapter. Do your best to construct one question related to all readings/docs, however, if you are unable to make a connection, you may write your question about one chapter or the documentary.

The questions should be constructed with an eye toward stimulating conversations and to encourage your peers to critically consider the issues addressed. It's also a way for me to gauge if there are any concepts that need more focus.

Some possible topics include:

- A concept in the book that you found particularly interesting
- A concept that you want to discuss to gain further understanding
- Strengths/weakness/limitations of the reading
- A topic area that you think would stimulate an interesting conversation
- A contemporary issue related to the textbook reading

Make note of your question either in a notebook or on your computer; you'll bring your question to class.

Cultural Event Reflection 75 Points, Content Focus: CSWE Competency 1, 2, 3, and 6

February 26

The purpose of this assignment is to expose you to a cultural group different from your own to explore a different worldview. For this assignment, you will attend a campus or community cultural event during the semester and write a minimum two page (2 full pages) reaction paper. Interact and observe; then apply several specific ideas from readings and documentaries to connect with your event.

Cultural Identity Paper 75 points, Content Focus: CSWE Competency 1

March 17

The purpose of this assignment is to self-reflect on your own cultural group, intersectionality, and identity. For this assignment, you will interview an older family member to explore your own cultural background and personal identity. Details for this assignment are in Canvas.

Diversity Research Essays, 4 @ 50 points each = 200 points, Competencies 1, 2, 3, and 4

See below for due dates.

For this assignment you will practice cultural humility. You will choose a culturally diverse population that you want to learn more about. This could be as broad as the Hmong population in the United States or as specific as Black males who identify as queer; just note that a very specific focus may pose challenges as you search for documentaries, data sources, etc. Please use this opportunity to broaden your understanding about a culturally diverse group with whom you might engage in your future career as a social worker.

To increase your exposure to your chosen population, you will write an essay using the following sources:

- Current news media source (April 2)
- Documentary/Podcast (April 16)
- Data Source (April 30)
- Peer-reviewed Research Article (May 13)

Guidance for Examining Research Paper Sources

- Each essay will be a minimum of 2 full pages
- APA format: double-spaced, 1 inch margins, Times New Roman font, 12 point
- Use headings
- References: 1. The source 2. The textbook

As you gather and analyze your sources, you will formally and critically evaluate (not simply summarize) what you have read, watched, and examined related to your chosen population. Take notes on the following as you examine your sources:

- What is the main point of the text, database, documentary, or podcast? Summarize the source.
- What issue(s) connected to oppression, diversity, and resiliency did the material raise for you as the reader?
- Link the content of your chosen medium to class readings; does the content support or contradict the readings?
- Overall, how would you (not the author), explain what you learned and how the content of your source might affect social work practice or policy? Be specific.

Infographic 80 points

Due May 19

The purpose of this assignment is to practice disseminating information in a clear, concise, and engaging way. You'll take information you learned from your 4 diversity research sources and create an infographic. More details will be shared in class; we'll also have a workshop in class prior to the due date.

Guidelines for All Writing Assignments

- ◆ Please write all assignments in APA format; this includes providing a reference list, if required. Information about APA paper format can be found here:
https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/general_form_at.html
- ◆ If you are referencing someone else's work in your paper, you must provide an in-text citation. Guidance for APA in-text citations can be found here:
https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html#:~:text=When%20using%20APA%20format%2C%20follow,the%20end%20of%20the%20paper.
- ◆ When outside sources are used, ALL references must appear in a reference list at the end of the paper in APA formatting. Information about APA style reference lists can be found here:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html
- ◆ Papers will be graded on accuracy, breadth of content, consideration of social work principles, development of ideas, spelling, and grammar.
- ◆ It's always a good idea to use headings in your papers so that your reader can follow the points you are making.
- ◆ Spelling and grammar should be checked prior to submitting assignments and discussion posts. Please do not rely on spell and grammar check as your only editorial tools.
- ◆ The UWSP Writing Center can provide support: [https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-\(OWL\).aspx](https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-(OWL).aspx)
- ◆ I am happy to provide support around APA style and writing format.