

Social Work 365
Social Work with Culturally Diverse Families
Spring 2018

INSTRUCTOR: Alton J (*Sonny*) Smart ssmart@uwsp.edu
OFFICE: 446 Collins Classroom Center
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OFFICE HOURS: Monday, Tuesday 1:00 to 3:00
Wednesday 12:30 to 2 PM and by appointment on
Thursday/Friday
TEXT RENTAL: Lum, Domain (2011) CULTURALLY COMPETENT PRACTICE: A Framework for Growth and Action 4th ed
READINGS: Various handouts will be given out in class and readings will be assigned at the reserve library.

INTRODUCTION: Social workers are often called upon to interview and act on behalf of minority/diverse populations who are in many ways vulnerable and require special services to be integrated in to social work practice. It is critical for social workers to have a good understanding of these populations and their special needs, concerns, problems, experiences and adaptive cultural styles in dealing with their life situations.

This course is aimed at developing:

- (1) a broad social Cultural Historical understanding of minority/diverse groups
- (2) a sensitivity and knowledge about their special concerns and needs.
- (3) Assessment skills and practices in relating to and working with these populations.
- (4) cultural competency in Social Work Practice
- (5) promoting, advancing human rights, social and economic justice

CORE COMPETENCIES AND EXPECTED LEARNING OUTCOMES

Graduates of accredited social work programs should demonstrate competency in the nice areas listed below, as defined by the Council on Social Work Education (CSWE). As articulated by CSWE, “Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being” (2015 EPAS). This course addresses many of these areas of competency as indicated under “course objectives” below.

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

COURSE OBJECTIVES

At the completion of the course, the student will:

1. Further identify as a professional social worker and demonstrate professional behavior. (Competency 1)
2. Understand and apply ethical standards to social work practice with individuals. (Competency 1)
3. Demonstrate skill in professional documentation. (Competency 1)
4. Recognize the need to tailor social work approaches according to elements of client diversity. (Competency 2)
5. Demonstrate skill in carrying out the phases of generalist social work practice including engagement, exploration, assessment, contracting, intervention, evaluation, and termination. (Competencies 6-9)
6. Demonstrate skill in obtaining knowledge about community resources relevant to social work practice with individuals. (Competency 8)
7. Demonstrate skill in evaluating one's own practice. (Competency 9)

COMPETENCY EP 2.1.4

Engage diversity and difference in practice.

Course Objectives

1. Demonstrate understanding of multiple and overlapping dimensions of diversity using an intersectional lens that incorporates multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation in the individual and family contexts.
2. Demonstrate appreciation for and understanding that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim and demonstrate sufficient self-awareness to ensure that personal biases and values do not influence your understanding of and work with diverse individuals and families both domestically and globally.

Linked CSWE Educational Policy and Accreditation Standards (EPAS) Knowledge, Values, and Skills

- Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.
- The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.
- Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Practice Behaviors:

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate understanding of the importance of difference in shaping life experiences.

COMPETENCY EP 2.1.5 Advance human rights and social and economic justice.

Course Objectives

1. Demonstrate recognition that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.
2. Demonstrate recognition of the global interconnections of oppression at individual and family system levels.

Linked CSWE Educational Policy and Accreditation Standards (EPAS) Knowledge, Values, and Skills

- Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.
- Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights.

Practice Behaviors:

- understand the forms and mechanisms of oppression and discrimination;

Assignment Options	Due Date	Points
Group Project - <u>required</u>	3 rd week of each group covered; see tentative outline	100 required
Midterm - optional	March 20 th	100
Attendance – <u>required</u>	Weekly	100 required
Final exam - optional	Finals week May 17 at 5 PM	100
Final Paper - optional	Finals week	100
Summaries – optional	Weekly	200
Total Points allowed		400 points

ASSIGNMENTS: FOR A TOTAL OF 400 POINTS (You cannot exceed 400 Points)

You have the following requirements and options for receiving a letter grade. It must total 400 points. You also must turn this in at the end of the semester showing what you have completed. This will also indicate your attendance and participation. Upload it to D2L

Midterm Exam Will cover first three sections; cultural competency, African American, Latino (100 Points) (An Option)

FINAL EXAM: One final exam covering last two sections plus cultural competency. 100 POINTS (An Option)

ATTANDANCE AND PARTACIPATION: This will include being in class physically and participation in class discussion. Attendance will be taken each class; if you should miss a class and are doing summaries it is your responsibility to get class notes. Discussion means asking questions and having a point of view or adding to class discussion by introducing your own opinion or introducing outside material, in addition to class clicker questions.

100 POINTS (Required)

GROUP PROJECT: Everyone will be involved and participate in presenting on one of the four cultural groups. The presentation will be approximately 45 to 60 minutes in length. There will be two groups on each family group. The two groups can decide what aspect of the family group they wish to present on. You may include quest speaker(s) as part of you presentation, but they are not to be considered your presentation in of themselves. You may use Power Point, videos, class participation, surveys, pro/con issues, props, food, clothing, or any other cultural aspects that pertain to that culture. If you use a video, you must explain very clearly how it pertains to that culture and what is the meaning that you want to demonstrate. An outline of major points and its importance will be emailed to me prior to the group presentation. Include learning outcomes for your audience. You will be allowed some class time to work on your projects as well as before and after class. Include a cultural assessment and a treatment/service/case plan. All groups must submit a group outline of your presentation prior to your group presentation. If you do not have one at the time of your presentation points will be deducted. If for some reason you are not able to complete and participate in the group project, a major research paper of 10 to 15 pages in lieu of the presentation will be required.

100 POINTS (Required)

WEEKLY SUMMARIES OF CLASS CONTENT. This will include an outline of material covered and a narrative of the outline. This will be a at least 2 to 3 pages in length, typed, and sent to me prior to the next class meeting using the D2L program. They must be sent to me by the following Tuesday at 12 PM. Late summaries will be deducted 1 point. The summaries can be used in lieu of exams and final paper. Summaries will start on the first class period.

SUMMARIES WILL BE GRADED ON CONTENT, DEPTH OF RESPONCE AND ORIGINAL THOUGHT. 200 POINTS (An Option)

FINAL PAPER: A paper on a major social issue or social problem confronting one of the four groups covered in class. This will be a 6 to 8 page paper. This will include a history of the problem, how it affects them currently and what are future implications and solutions. Include in your paper skills needed to provide culturally diverse service delivery to one or more of the people of color discussed. (see chapter on skill development) Paper will be due on the May 18, Paper Criteria on D2L under News 100 POINTS (An Option)

Tentative Outline

Date	Content	Readings
1/23	Introduction to course Assignment to groups Cultural Competency	Chap. 1 & 2 & 3
1/30	Cultural competency <u>Cultural Questionnaire</u>	<u>Chapter's 4 & 5</u>
2/6	African American Families Video -	Chapter 10
2/13	African American Families Skill Development (Chapter seven)	Chapter 10
2/20	African American Families <u>(Group Presentation)</u>	Chapter
2/27	Latino/Hispanic Families Video	Chapter 11
3/6	Latino/Hispanic Families Skill Development (chapter six)	Chapter 11
3/13	Latino/Hispanic Families <u>(Group Presentation)</u>	Chapter
3/20	Midterm Exam	
3/27	<u>Spring Break</u>	
4/3	Asian Families (Hmong) Video/guest speaker	Assigned Readings
4/10	Asian American families Group Presentation	Chapter 12
4/17	Asian American Families	
4/24	American Indian Families Video	Chapter 8
5/1	First Nation families Video/guest speaker	Chapter
5/8	Native American Families <u>(Group Presentation)</u>	Chapter
5/16	Final or second exam: Sec One & Two Exam is Monday May 16 at 17:00 or 5 PM. . Optional Paper Due by Thursday night May 18 th	

Clickers

This class uses “Clickers” to do interactive polling. You are required to lease a clicker from the UWSP Help Desk. You will need your UWSP Student ID.

UWSP's Help Desk is located in the basement of the Library. Help Desk website:
<http://www.uwsp.edu/infotech/Pages/HelpDesk/default.aspx>

An \$8 semester lease fee will be automatically added to your UWSP student bill.

Note: Your clicker may be used in any class that requires clickers for the semester.

Returning clickers: Clickers must be returned to either the UWSP's IT Help Desk before the end of finals. Students with unreturned clickers will be billed a late fee and/or may be billed the replacement cost of the clicker.