

Social Work 365 – Social Work Practice with Diverse Populations

Fall 2021

Marshfield campus: Room 437

Wausau campus: Room 238

In person class schedule: Every other Monday, 3pm – 5:50pm

In person dates: 09/20, 10/04, 10/18, 11/01, 11/15, 11/29

Instructor: **Margaret** Kubek (she, her), MSW, MS

Office Location: Sciences Building, B341

Student Time: In person or Zoom, Thursday 11am – 1pm or by appointment

Email: mkubek@uwsp.edu



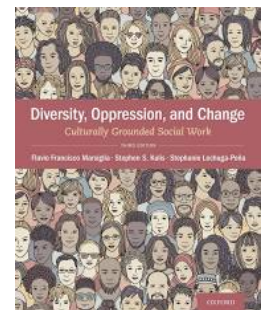
Course Description

Social workers often work with, and on behalf of, culturally diverse populations with an approach steeped in cultural humility. This course content addresses social justice issues within patterns of power and privilege; and examines a population's accessibility to structures of socioeconomic opportunities to better understand the discrimination, oppression, marginalization, invisibility, and devaluation based on social group memberships (e.g., race/ethnicity, social class, religion/fait/spirituality and world view, age, gender/identity, sexual orientation, immigration and refugee status, and ability). This course will examine the nature of social justice and human rights within the framework of social work practice, intersectionality, values and ethics.

Course Materials

The following texts are 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 will be posted to Canvas.

Course Format

This course is 50% in person and 50% hybrid/asynchronous. The course format will include in person small and large group discussions, lectures, multi-media, and activities. For the asynchronous portion of the course, you have the option of meeting in Zoom every other Wednesday from 6pm – 8pm, or you may choose to watch the recorded lecture. (See below for schedule.)

Course Objectives

Students who successfully complete this course will be able to:

1. Understand multiculturalism and 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 resiliency.
4. Investigate the foundation for culturally grounded social work practice, including traditional and indigenous methods of healing.
5. Analyze the concept of intersectionality in self and diverse populations.
6. Examine and self-reflect on personal values and ethics which influence the delivery of social work practice to diverse populations.

Course Requirements

- | | |
|-----------------------------------------------|------------|
| 1. Participation and Attendance | 240 points |
| a. Attendance (120 pts) | |
| b. Participation (120 pts) | |
| 2. Diversity Autobiography | 100 points |
| 3. Diversity Portfolio | 260 points |
| a. Oppression in Everyday Life Media (30 pts) | |
| b. Documentary/Podcast (30 pts) | |
| c. Data Source (30 pts) | |
| d. Peer-reviewed Research Article (30 pts) | |
| e. Infographic (50 pts) | |
| f. Competed Portfolio (50 pts) | |
| g. Presentation (40 pts) | |

Grading Scale

		<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		

600 POINTS

PROFESSIONAL BEHAVIOR AND CLASSROOM EXPECTATIONS

Covid 19 and variants

We will remain adaptable and flexible during this time. Our class will make use of small group discussions. Everyone will remain in the same small group throughout the semester; additionally, everyone will have a seat assignment so that we can communicate should someone in the class test positive for COVID 19.

Should we need to switch our class meetings to Zoom, I will alert you to this as soon as possible. Keep an eye on Canvas announcements.

Face covering requirement:

Under the chancellor's order, and in an August 9, 2021 email sent by Chancellor Gibson that summarizes the order, "[A]ll students, employees and visitors to any UW-Stevens Point campus or facility will be required to wear face coverings when inside campus buildings and enclosed spaces with others outside of your household (e.g., in a UWSP vehicle). This policy is in effect until further notice."

Attendance 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 to your absence PRIOR to class. Note that I am understanding of personal and work life obligations and illnesses.
- ◆ 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.
- ◆ Times are still challenging and uncertain due to COVID; if you are unable to attend class, please connect with me as soon as possible to alert me of your absence.

Workload Expectation

This class is 50% synchronous (“live” learning) and 50% asynchronous learning. Our “live” learning will occur in person every other week; for the asynchronous / hybrid portion of the course you have a choice: attend the optional Zoom meeting every other Wednesday from 6pm-8pm (see schedule), or you may watch the recorded lecture. This blended format will provide a slightly different experience than if we were in-person for the entire semester. Compared to a traditional classroom experience, a synchronous / asynchronous class requires greater self-motivation and discipline.

Late assignments

You are expected to complete course work by the date that it is due. You are responsible for contacting me to negotiate for any alternate dates. You must do this **BEFORE THE DUE DATE**. 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.

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 in person or Zoom office hours for this semester are Thursdays from 11am - 1pm, 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 homeless, individuals experiencing 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”, “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 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>

Policy Related to Sexual Violence on the UWSP Campus

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Dean of Students.

The Dean of Students or designee will contact you to let you know about accommodations and remedies available at UWSP and in our community. 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>

*If it is determined that an alleged perpetrator poses an imminent threat to the broader campus community or if person(s) under 18 years of age are involved, UWSP employees are required to notify the Title IX Coordinator and/or law enforcement.

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>

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.

Week 1 (September 2 – September 5) No Class

Week 2 (September 6 – September 12) No Class / Labor Day

Week 3 (September 13 – September 19) ASYNCH or OPTIONAL ZOOM on 09/15, 6-8pm

Syllabus; Culture; Cultural Diversity, Oppression, and Action

Read: Syllabus; Chapters 1 and 2

Watch:

- Recorded lecture if you do not attend optional Zoom
- *Growing Up Poor in America* (54 min)

Complete by Sunday, September 19th:

- Short essay & Info Sheet
- Discussion Q for 09/20 class

Week 4 (September 20 – September 26) In person

**The Intersectionality of Race and Ethnicity with Other Factors
Intersecting Social and Cultural Determinants of Health and Well-Being**

Read: Chapters 3 and 4

Watch: *Crash* (1 hour, 52 minutes) prior to class on September 20th

Complete: Diversity Portfolio Essay by Sunday, September 26th

Week 5 (September 27 – October 3) ASYNCH or OPTIONAL ZOOM on 09/29, 6-8pm

Evolutionary and Structural Functionalist Classical Theories (Competency 2)

Read: Chapter 5

Watch: Recorded lecture if you do not attend optional Zoom

Complete by Sunday, October 3rd:

- Short essay
- Discussion Q for 10/04 class

Week 6 (October 4 – October 10) In person

Theoretical Perspectives on Diversity

Read: Chapter 6

Complete: Diversity Portfolio Essay by Sunday, October 10th

Week 7 (October 11 – October 17) ASYNCH or OPTIONAL ZOOM on 10/13, 6-8pm

Social Work Perspectives: Social Context, Consciousness, and Resiliency

Read: Chapter 7

Watch:

- *Crip Camp* (1 hour, 46 minutes)
- Recorded lecture if you do not attend optional Zoom

Complete by Sunday, October 17th

- Self-study Autobiography
- Short essay
- Discussion Q for 10/18 class

Week 8 (October 18 – October 24) In person

The Formation and Legacies of Racial and Ethnic Minorities

Read: Chapter 8

Watch: *Urban Rez* (54 min)

Complete: Diversity Portfolio Assignment by Sunday, October 24th

Week 9 (October 25 – October 31) ASYNCH or OPTIONAL ZOOM on 10/27, 6-8pm

Gender

Read: Chapter 9

Watch:

- Recorded lecture if you do not attend optional Zoom
- *Raised Without Gender* (30 min)

Complete by Sunday, October 31st

- Short essay
- Discussion Q for 11/01 class

Week 10 (November 1 – November 7) In person

Sexual Orientation

Read: Chapter 10

Complete: Diversity Portfolio Assignment by Sunday, November 7th

Week 11 (November 8 – November 14) ASYNCH or OPTIONAL ZOOM on 11/10, 6-8pm

Cultural Norms and Social Work Practice

Read: Chapter 11

Watch:

- Recorded lecture if you do not attend optional Zoom
- *CrazyWise*

Complete by Sunday, November 14th

- Short essay
- Discussion Q for 11/15 class

Week 12 (November 15 – November 21) In person

Culturally Grounded Methods of Social Work Practice

Culturally Grounded Community-Based Helping

Read: Chapters 12 and 13

Watch: *Split Horn* (58 min)

Week 13 (November 22 – November 28) Asynchronous

NONE

Work on Infographic and final paper

Complete by Sunday, November 28th:

- Diversity Portfolio Infographic
- Discussion Q for 11/29 class

Week 14 (November 29 – December 5) In person

STUDENT DISCUSSIONS

Week 15 (December 6 – December 12) ASYNCH or OPTIONAL ZOOM on 12/08, 6-8pm

Social Policy and Culturally Grounded Social Work

Culturally Grounded Evaluation and Research

Culturally Grounded Social Work and Globalization

Read: Chapters 14, 15, and 16

Watch: *Slavery by Another Name* (84 min)

Complete by Sunday, December 12th:

- Short essay
- Completed Diversity Portfolio: Introduction, Essays, Infographic, and Conclusion

HAPPY BREAK!

Participation and Attendance 240 points

Ongoing.

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

- **Attendance (120 points, Competency 1)**
- **Participation – In Person Class Questions (6 @ 10 points each, 60 points, Competencies 1, 2, and 3)**
These questions are due the night before we meet for in person class

To facilitate active involvement in the classroom, you will write 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 two chapters. 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 written 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. ***You will submit your question to Canvas the night before we meet for in person class.***

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

To provide context for your question, you'll write 3 to 4 sentences prior to posing your question.

• **Participation – Recorded Lecture / Zoom meeting brief essays (6 @ 10 points each, 60 points, Competencies 1, 2, and 3)**

Whether you attend the optional Zoom meetings or choose to watch the recorded lecture during our asynchronous / hybrid weeks, you will complete a brief essay to engage with the materials. For this assignment you will answer questions that are posed during the optional Zoom meeting / recorded lecture. ***These brief essays will be submitted to Canvas.***

Self-study Autobiography 100 points, Competency 1

Due October 17th

For this assignment, you will explore your own cultural background and personal identity. Details for this assignment are in Canvas

Diversity Portfolio 260 points, Competencies 1, 2, 3, 4, and 8

Due: A portion of the portfolio is due at various points in the semester.

For this assignment you will practice cultural humility. You'll choose a culturally diverse population that you want to learn more about in relationship to your future practice in social work. This could be as broad as the Hmong population in the United States or as specific as Black, young 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 develop a portfolio with the following components:

- Essay 1: Oppression / Discrimination in Everyday Life: Contemporary news article or other media source (30 points, Competencies 2 and 3)
- Essay 2: Documentary/Podcast (30 points, Competencies 2 and 3)
- Essay 3: Data Source (30 points, Competencies 2, 3, and 4)
- Essay 4: Peer-reviewed Research Article (30 points, Competencies 2, 3, and 4)
- Infographic (50 points, Competencies 1 and 2)
- Completed Diversity Portfolio: Introduction, Essays, Infographic, and Conclusion (50 points)
- Presentation (Competency 1, 40 points)

Guidance for the Diversity Portfolio Essay Papers

For essays 1 – 4, you will formally and critically evaluate (not simply summarize) what you have read, watched, and examined related to your chosen population. Respond with your own perspective by discussing the following:

- What is the main point of the text, database, documentary, or podcast?
- 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 any implications for social work practice or policy based on the content? Be specific.

Essays should be a *minimum* of 2 pages. A title page is unnecessary, but you will include a reference list with the textbook and other sources listed.

Guidance for the Infographic

For this portion of the assignment, you'll take information you learned from your essays and create a one-page infographic. More details will be shared in class; we'll also have a workshop in class prior to the due date.

Guidance for the Introduction and Conclusion

Once you've written your essays and examined all of the knowledge you've acquired, you'll write a maximum one-page introduction describing your rationale for choosing your specific population, any assumptions you had about the population, and expectations for what you would learn. Your conclusion will be maximum one-page and will describe what you learned about your chosen population throughout the semester.

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_format.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'm happy to provide support around APA style and writing format.

Council on Social Work Education Core Competencies

The Council on Social Work Education (CSWE) identifies core competencies (measurable practice behaviors comprised of knowledge, values, and skills) that students must demonstrate and apply throughout their education and that social work programs must infuse into their curricula. This course was 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 major. Students pursuing further education in social work should familiarize themselves with these competencies.

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
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.