I. COURSE DESCRIPTION

The purpose of this course is to provide students with an understanding of cultural and social diversity as it relates specifically to generalist social work practice within both domestic and international contexts. Discrimination and exclusion of populations-at-risk within the existing social systems will be studied both historically and currently. Application of social diversity concepts from the Human Behavior and Social Environment sequence to practice situations will be incorporated into the study of ethical practice of social work with minority populations. Through utilization of current research, the examination of social policies and case examples, students will be given the opportunity to apply newly acquired knowledge to actual situations involving work with diverse populations implementing a high impact learning model such as community learning. Students will also be challenged to explore personal values as they relate to the core social work values and professional codes of ethics.

REQUIRED TEXT:

RECOMMENDED TEXT:
II. CURRICULUM DESCRIPTION

The BSW program at SFASU features generalist social work practice, defined as follows:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Briefly, generalist social work practice:

- Is multi-level to include individuals, families, groups, organizations, and communities
- Is multi-theory, allowing for the free selection of theories as appropriate
- Utilizes a problem identification and solving focus that follows a problem-solving framework
- Utilizes multiple interventions at multiple levels, as appropriate
- Addresses the complexity of individual, family, group, organizational, and community system interactions
- Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk

III. PROGRAM LEARNING OUTCOMES (PLO)

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

*Educational Policy and Accreditation Standards (EPAS, 2015) from the Council on Social Work Education
IV. STUDENT LEARNING OUTCOMES (SLO)

Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of cultural and social diversity as it relates specifically to generalist social work practice (competency 1)

2. Make application of ethical standards, laws and regulations and their impact on all levels of practice (micro, mezzo, and macro levels.) (competency 1)

3. Apply ethical decisions-making strategies and concepts of critical thinking and will be able to apply critical thinking in the application of strategies in practice, research, and policy arenas as demonstrated in a seminar setting. (competency 1)

4. Demonstrate how personal and professional values as well as cognitive and affective reactions influence professional judgement and behavior. (competency 1)

5. Articulate their understanding of the value and role of social work in working with interprofessional teams. (competency 1)

6. Discuss the importance of life-long learning and the ethical use of technology to the profession of social work. (competency 1)

7. Demonstrate their knowledge of the dimensions of diversity and difference and the multiple factors that intersect with those dimensions and will demonstrate their knowledge of how the culture of a structure may be changed to be more powerful or privileged and/or may be oppressed, marginalized, or alienated. (competency 2)

8. Demonstrate knowledge of theories of human need and social justice and strategies that promote human rights and social and economic justice globally. (competency 3 and 4)

9. Demonstrate knowledge relative to facilitate engagement with diverse clients and constituencies, including individuals, families, groups, organizations and communities. (competency 2, 6, 7, and 8)

10. Demonstrate knowledge of theories of human behavior and the social environment, and will be able to critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. (competency 3, 5, 6, 7, 9)

11. Demonstrate ability to engage in inter-professional communication and inter-organizational collaboration. (competency 8)

V. INSTRUCTIONAL METHODS

The class will consist of lecture, student participation in high impact learning and discussion, group activities, video presentation and outside presenters. Use of integrated teaching modalities will allow students to process integrate and apply theory to practice situations.
There will be an opportunity to research and share current events as related to specific issues of diversity.

The course will be used to enrich the lecture and reading materials by the application of current events to course content. Points will be awarded for all participatory activities. A major presentation will allow students to integrate diversity knowledge and application of competent social work practice.

VI. COMPUTER REQUIREMENTS

This course will utilize Desire2Learn (D2L) to support the delivery of course content. You will need basic skills regarding the use of a word processor and web browser. You must have access to a computer that meets the university’s minimum computer system requirements (see http://sfaonline.sfasu.edu/gettingstarted.html for details or the Center for Teaching and Learning (CTL). Computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details).

VII. COURSE SCHEDULE

Week 1  Definition of multicultural social work practice and purpose
          Populations-at-risk
          Cultural Competence
          Discussion: International Issues, Culture, and Competence
          Assignment: get book and read NASW code of ethics

Week 2  Source of social work values
          Ethnic/minority and gender values and dilemmas
          Theoretical knowledge base: the interlocking and complex nature of culture and personal identity
          Integration of knowledge and values with awareness
          Discussion: Various Codes of Ethics (including international)
          Readings: Sue, Ch. 1 & 2

Week 3  Culturally competent generalist practice
          United States immigration patterns and policies
          Current Societal issues and impact on populations-at-risk
          Political dimensions
          Women and gender issues internationally and domestically
          Key concepts: framework for practice.
          Populations in TX & culturally competent practices
          Readings: Sue text- Chapter 3

Mendez-Negrete, J. (200). “Dime con quien andas? Notions of Chicano and
Mexican American families.

Week 4
Interventions
Interventions and the ethnic reality of group membership
Selected approaches to practice with ethnically diverse groups
Oppression and gender
Religioethnicity


Readings: Sue (2016, text- Chapters 4 & 5)

Week 5
Assignment A Due 9/26/19

Assumptions and principles for culturally competent practice
The groups past, present and the blending of the two
Simultaneous attention to large and small social systems
Communication and culturally competent delivery of services
Service delivery systems and the local, state, national, and global policies that drive them.
Understanding the assets and capacities of rural ethnic communities

Readings: Sue (2016, text- Chapter 6

Week 6
Recognition of differences within and between groups that may influence planning, intervention, and access to resources.
Planning for generalist social work intervention in the culturally diverse setting
planning for personal awareness.
Applying the general method with diverse groups
Addressing social and economic justice and cultural groups
AIDS and the global context
Developing Cultural Competence In Working with Korean Immigrant Families

Readings: Sue (2016) chapter 7

EXAM 1 - Midterm, Thursday Oct 3, 2019
Week 7  Problems in Living as related to diverse populations: reciprocal relationships between human behavior and social environments
Bio-psycho-social development Physical health crisis, Loss, Violence, Aging and maturity, Stress, Mental health crisis, Poverty, Human and civil rights
Interpersonal conflict & Social, economic, and distributive justice
Global oppression; Working with Gay and Lesbian groups

Readings: Sue, chapter 8


Week 8  Cultural styles in Multicultural Intervention Strategies
Cultural communication styles
Nonverbal communication
Sociopolitical facets of nonverbal communication
Differential skills in Multicultural social work practice
Multicultural family social work interventions
Family life, mental health, and culture
Family systems approaches and assumptions
Issues in working with racial/ethnic minority families
Multicultural family social work models

Readings: Sue (2016) Chapters 9 & 10

Week 9  Religion, Spirituality, and Indigenous Methods
Religion, Spirituality, and social work education
Religious affiliation and ethnic identity
Spiritual Assessments
Indigenous spirituality and healing
The case of Vang Xiong: spirit attacks and sudden death among Hmong
Shaman as Therapist: commonalities
Principles of indigenous healing

Readings: Sue (2016) chapter 11

Week 10  Researching issues and policies related to provision of services to diverse population Applying empirically and technologically based strategies to improve policy and practice and to build knowledge Exploration of issues and policies related to provision of services to special populations.

Readings: Sue (2016) Chapters 12 & 13

Nybell, L. M. & Gray, S. S., (2004). Race, Place, Space: Meanings of


Week 11

Assignment B Due
Self-awareness as a critical component in sensitive practice with special populations,
Using supervision and consultation for culturally competent field practice
Evaluating outcomes for cultural competence,
Globalization and international social work

Readings: Sue (2016) Chapter 14

Weeks 12 & 13
Class presentations on culture and interview

Week 14
Thanksgiving Break. No Class. Have fun and be safe!

Week 15
Dead Week: finish loose ends and Course Review
Assignment C: DUE

Week 16
Final Exam, Dec 10, 2019 at 10:45-1:15 in SOWK 204
VIII. COURSE REQUIREMENTS

A. Class Attendance and Participation: It is essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class.

Cell Phones/Pagers/Electronic Devices: Such devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode or turned off during class. Repeated interruptions may result in a deduction of points from the final average. No such devices are to be within view during exams.

B. Readings: Each week contains required readings from the text. They can also be found in the journals referenced. You can copy the articles for home study, exam preparation or research. You will be responsible for all readings at test time whether or not they have been reviewed in class. Other readings may also be utilized to facilitate coverage of the many issues to be discussed in this course.

C. Exams: a major application exam will be given during the semester. All material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/responses guest presentations are subject to examination. The exams will consist of a combination of matching, multiple choice, true/false, and essay questions.

The student is expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at http://www.sfasu.edu/73.asp ). Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam. The instructor will schedule make-up exams.

D. Quizzes: A total of four (4) quizzes will be given over the course of the semester. The quizzes will either test for general comprehension of the course material (assigned readings and/or previous lecture topics), be based on active participation in a classroom activity, or attendance. The quizzes will be unannounced and may occur at anytime during the class period.

Missing a quiz due to an unexcused absence will result in a grade of “0” on that quiz. Make-up quizzes will be given for an excused absence as defined by the SFASU General Bulletin and will be scheduled by the instructor.

E. Assignments: The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Assignments Written by typewriter or word processor) in 12 pt. font with double spacing and standard margins. All assignments are to be in APA format per the Publication Manual of the American Psychological Association (6th ed.). Failure to meet these guidelines will result in loss of points.
Late assignments will result in 10% of the total possible points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the class period during which the assignment is due. The only exception is an excused absence as defined by the SFASU General Bulletin.

GRADING:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (4 X 20pts)</td>
<td>80</td>
</tr>
<tr>
<td>Competency exams (midterm and final)</td>
<td>120</td>
</tr>
<tr>
<td>Assignment A (Gender)</td>
<td>80</td>
</tr>
<tr>
<td>Assignment B (Individual cultural experience)</td>
<td>60</td>
</tr>
<tr>
<td>Assignment C (includes interview)</td>
<td>100</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>40</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>510</strong></td>
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</tbody>
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GRADING SCALE:

A  459-510
B  408-458
C  357-407
D  306-356
F  0-305

IX. Academic Integrity (SFASU Policy A-9.1)

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. All violations of the Academic Integrity Policy will be addressed in accordance with SFASU Policy A-9.1 (SFASU Policy A-9.1 can be found at the web address below). All incidents will result in a grade of “0”. Given the limited number of graded assignments in this course, a “0” could have serious consequences for the student’s academic standing.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and
(3) Incorporating the words or ideas of an author into one's paper without giving the author due credit.

**Please read the Student Academic Dishonesty policy (SFA Policy 4.1) on http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf**

**Withheld Grades Semester Grades Policy (SFA Policy 5.5)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Please read the complete policy on Course Grades: http://www.sfasu.edu/policies/5.5_course-grades.pdf

**Acceptable Student Behavior:**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see Student Conduct of Conduct (SFA Policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Please see the following link for the complete policy: http://www.sfasu.edu/policies/student-code-of-conduct_10.4.pdf

**X. STUDENTS WITH SPECIAL LEARNING NEEDS AND DISABILITIES**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

For additional information, read Academic Accommodation for Students with Disabilities (SFA Policy 6.1) http://www.sfasu.edu/policies/academic-accomodation-for-students-with-disabilities.pdf
ASSIGNMENT A: ASSIGNMENT ON GENDER ISSUES

In this paper, you will be asked to explore societal challenges as they relate to gender oppression. You are to find 5 or more compelling and current journal articles from the social work profession that are peer reviewed and pertain to gender challenges. These may relate to global perspectives on gender bias in the workplace, the feminization of poverty, the plight of the African American male, affirmative action debates as related to gender, single fatherhood, ageism or other forms of oppression.

Using the resources mentioned above, write a 6-8 page paper related to a gender issue which you have identified. Use at least six references from professional social work journals and other professional sources. (80 points)

Your paper should clearly address the following issues:

A. Clearly identify the population-at-risk, the gender issue, explain how it has come to be an issue, identify at least one policy and describe any controversy which surrounds the issue worldwide. (20 points)

B. What are some of the prevailing opinions domestically and globally related to causes of and solutions for the problem you have selected? (10 points)

C. How does this issue relate to generalist social work practice, values, ethics (discussion of NASW’s or IFSW’s Code of Ethics) and the alleviation of discrimination with populations of different sizes? (20 points)

D. How does your particular issue also relate to nationality, ethnicity and class? (10 points)

E. Discuss how gender affects access to resources, social, economic, and other forms of social/distributive/economic justice. (10 points)

This paper should be typed in APA format and not in outline form. Use headings, subheadings, and include an abstract and reference page.
ASSIGNMENT B: One mandatory community-learning event.

You are to participate in a community service project and other cultural events regarding culture which may include a ritual, ceremony, cultural clash and or other cultural experience. University campuses offer many cultural events and lectures (this is also an option) about cultures, special populations and gender issues.

Write a concise and professional document conveying critical thinking skills. Address the following:

1.) Identify the event, play, community service project, or lecture by providing a brief description (2-4 paragraphs). Do not provide a review or lengthy synopsis of the program. (10 points)

2.) Identify the culture, beliefs, values, traditions, cultural themes and other emic characteristics. Include at least four professional resources from professional peer reviewed journals regarding the event, culture or issue (i.e. participation in Tunnel of Oppression, discuss oppression, discrimination, and/or social and economic justice). You may use the same references for all assignments (30 points)

3.) How did this event or community service enhance and enrich your learning experience particularly your self-awareness and cultural competence? (10 points)
   a. What thoughts, feelings, questions did you have
   b. What did you learn about culture
   c. What did you learn about your own biases, stereotypes, likes and dislikes

Your report should be double-spaced and at least 4 pages in length and include references. This should be completed in APA format. It is worth 60 points. Ten points is allotted to APA and writing.
ASSIGNMENT C: AN INDIVIDUAL AND THEIR CULTURE IN THE U.S. OR OTHER COUNTRY

For this assignment, the student is expected to select a cultural group in the U.S. or another country that is generally oppressed or at risk of discrimination. Research the culture and as a part of that research, complete an interview with an individual representative of that ethnic group (include the interview questions on the following attachment). This paper is the major assignment of the course, and the students are expected to integrate their knowledge of class materials, discussion and foundation knowledge and understanding of the complex reciprocal relationships between human behavior and social environment. The paper should be neatly typed and should be no less than eight pages long excluding the list of references. Integrate your interview responses into the text of your document. It should include at least 10 professional references, including references pertaining to the culture. Do not write about your own culture. It is weighted at 100 points.

Your interview questions and responses were due at an earlier time (10 points). Integrate their responses and the research to complete a well-written and organized document using APA format (10 points). Do not use outline format. Do use headings and subheadings.

PAPER FORMAT: Your paper is to include all the following information:

I. General description of the ethnic group (20 points or 4 points each)
   A. Density of this population in U.S. or country (and in Texas)
   B. General pattern of entrance to the U.S. or country
   C. Characteristics of the culture at multiple levels
   D. Patterns of discrimination and oppression toward this group
   E. Impact of legislation/policy on social and economic justice (i.e. immigration laws, hate crimes, eligibility criteria…etc.)

II. Customs and Traditions (20 points)
   A. Holidays and celebrations
   B. Traditional foods
   C. Gender roles (male dominance? Protectiveness of females? Other issues?)
   D. Views toward marriage and inter-racial marriage
   E. Views and customs on childbearing and childrearing
   F. Views toward the elderly in this group
   G. Spirituality
   H. Views toward death
   I. Differences within this cultural group and between it and other groups
J. Strengths of this group

III. History (contains much research) (20 points or 10 points each)
   A. Brief description of country (countries) of origin
   B. History’s effects on the culture (strife-torn country? Political oppression? Examples: Holocaust in Germany; apartheid in South Africa, slavery in U.S., annihilation of indigenous cultures in the U.S.)

IV. Culturally Competent Social Work Practice (20 points)
   A. Ethical decision – making and dilemmas in social work practice with this group (Refer to Code of Ethics) Provide an example of this
   B. The impact of student’s findings in self
   C. Empirically based findings for culturally competent practice with the population (i.e. collectivism vs. individualism)
   D. Evaluating the effectiveness of current status of social work practice with this population (familial vs. individual)

The Presentation is worth 40 points and must include a short PowerPoint for the purpose of keeping you on task. A professional and brief presentation of no more than 10 minutes is required. Your cultural group will be assigned to you if there are more than two individuals/students presenting on the same group.

Criteria for presentation:

| Content (interesting and factual) | 10 points |
| Creative PowerPoint | 10 points |
| Enthusiasm and professionalism (and keeping within time constraint) | 20 points |
INTERVIEW FORMAT FOR MULTICULTURAL PAPER, Assignment C

Please include the following questions in your personal interview and attach this questionnaire to your paper. Your interview is not limited to only these questions.

1. What do you see as the most positive parts of your culture?

2. What do you consider the most negative aspects of your culture?

3. How are young children viewed in your culture?

4. How are the elderly viewed among your ethnic group?

5. How does your culture deal with death and funerals?

6. Is marriage between members of your ethnic group and outsiders generally tolerated?

7. Describe the sense of family in your culture.

8. Is there a predominant religion? If so, how do beliefs affect you and your family?

9. When there is a major life crisis in your culture, generally whom do you seek for help?

10. What is the general feeling about seeking professional help or counseling for solving life problems in your culture?

11. Would most people understand the role of the social worker in your culture? How would getting help from a social worker generally be perceived in your culture?

12. What are some celebrations in your culture, or special traditions?
Bibliography and References


International Federation of Social Workers (IFSW) http://www.ifsw.org/


A. AFRICAN AMERICANS


B. HISPANIC/LATINO POPULATIONS


Families in Society, 74, 527-537.


Coming out as gay can be hard for Hispanics. (2003, June 7). The Associated Press in Las Cruces Sun News, p 7A.


C. ASIAN POPULATIONS


D. NATIVE AMERICAN POPULATIONS


E. OTHER ETHNIC GROUPS/OPPRESSED GROUPS


F. GENDER ISSUES


G. SEXUAL PREFERENCE ISSUES


H. POPULATIONS WITH DISABILITIES


I. RELIGION AND CLASS ISSUES


J. GENERAL READINGS


