I. COURSE DESCRIPTION

The following is the description from the SFA BSW Bulletin:

In addition to the completion of core curriculum requirements, a Bachelor of Social Work requires 47 hours of professional social work courses, various courses from supportive disciplines and 13 hours of electives. Although a minor is not required for social work majors, students may choose a minor course of study to complement the professional program.

Students who have completed courses at other collegiate institutions may transfer credits under the policies of SFA; however, students must complete at least nine hours of practice methods courses and 15 hours of field practicum at SFA. The program director will evaluate transferred social work hours and determine which hours are acceptable for credit as required for professional social work courses. Only social work courses from a BSW program accredited by the Council on Social Work Education or courses that are part of an approved articulation agreement will be accepted as equivalent for professional social work courses.

Prerequisites: SOCW 2361, SOCW 2325, SOCW 2389, SOCW 3315, SOCW 3325, SOCW 3333, SOCW 3350, SOCW 3372, SOCW 3373, SOCW 4315

Co-requisites: None

II. COURSE OVERVIEW

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.

III. COURSE CONTACT HOURS AND STUDY HOURS

Course credit is determined by CSWE Educational Policy and Accreditation Standards (EPAS). Please keep in mind that, under federal financial aid eligibility requirements, SFA policy 5.4 defines the credit hour as “(1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or (2) at least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.” So, for instance, a 3-credit hour face-to-face course in the fall term should approximate 3 hours of classroom time/direct instruction and at least 6 hours of out-of-class work per week. Online or hybrid courses should employ various strategies for creating student-professor contact and are held to the same standard for contact hours and out-of-class work as face-to-face classes.

IV. TEXT AND MATERIALS


RECOMMENDED TEXT:


V. CURRICULUM DESCRIPTION

The BSW program at SFA features the generalist practice in a Rural Context. Both are defined below.

It is important to note here that the BSW program and the MSW program have developed a shared definition of generalist practice, given below.

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 problem identification and solving focus that follows a problem-solving framework.
- Addresses the complexity of individual, family, group, organizational and community system interactions.
- Requires integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice and populations-at-risk.

**Advanced generalist practice** builds on the Generalist Practice, incorporating the elements listed above, but characterized by a greater depth, breadth, and autonomy as demonstrated through specialized knowledge across problem areas, populations-at-risk and practice settings, with a greater selection of diverse interactions across practice levels.

Briefly, advanced generalist practice requires:

- The ability to engage and differentially assess complex problems with systems of all sizes, with a variety of advanced assessment skills.
- Specialized in evidence-based interventions with systems of all sizes.
- Differential evaluation techniques with systems of all sizes.
- Strategies to advocate for clients and constituencies influenced by rural lifestyles.
- Readiness for leadership in a variety of areas including program development, coordination and administration; clinical and organizational supervision; policy creation, reform and implementation; leadership in research development and utilization, particularly in interdisciplinary and multidisciplinary practice settings; professional development.

The specialized practice for the MSW program is advanced generalist practice for rural contexts. Theories that describe and predict rural ecological systems and rural strengths, including the incredibly rich interactions, simple and complex, formal and informal, wholesome and debilitating are emphasized. On this basis, the curriculum of the MSW Program emphasizes the ecological systems approach, the strengths perspective, and the social capital and social exchange theories.
Rural context refers to social work practice with people influenced by rural lifestyles and systems of all sizes within and outside of rural communities. There is no single accepted definition of rural. In fact, just as generalist practice in social work draws on multiple theories, generalist practice in rural contexts recognizes the many definitions currently in use and their advantages and disadvantages for research, practice, and advocacy. The School of Social Work at SFA utilizes several of these definitions within the United States and globally including:

The United States Census Bureau (urbanized areas, urban clusters, and rural populations); Office of Management and Budget (metropolitan, micropolitan, and non-core), Economic Research Service (rural urban continuum codes); and the United Nations that defines urban and rural according to the census definition for each nation but suggests a definition of rural areas as having a population of less than 2,000 for international comparisons.

VI. PROGRAM LEARNING OUTCOMES (CSWE 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

VII. OBJECTIVES / STUDENT LEARNING OUTCOMES (CSWE BEHAVIORS)

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 inter-professional 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. (Competencies 3 and 4)

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

12. 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. (Competencies 3, 5, 6, 7, 9)

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

**Becoming a Scholarly Practitioner:**

This course will help you establish your identities as scholarly practitioners and leaders. The Scholarly Practitioner is defined as one who blends practical wisdom with professional skills and knowledge to identify, assess, and solve problems of practice, uses practical research and applied theories as tools for change; addresses problems of practice by collaborating with key stakeholders, including the university, educational institutions, communities, individuals, families, and organizations.

**VIII. INSTRUCTIONAL METHODS**

The class will consist of face-to-face instruction. Student participation in high impact learning and discussion, group activities, video presentation and outside presenters or guests in-person or via Zoom format will be expected. Use of integrated teaching modalities will allow students to process integrate and apply theory to practice situations as it relates to diversity. There will be an opportunity to research and share current events related to issues of diversity. A major presentation will allow students to integrate diversity knowledge and apply competent social work practice.

Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. Students will be expected to not only know the material presented, but to be able to apply it in experiential activities. Lectures will not duplicate the reading material except to clarify or to expand upon it and to review material covered in prerequisite courses. The goal of this approach is to develop a safe
learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity. Students should make every attempt to attend all classes and assume responsibility for their own learning.

IX. COMPUTER REQUIREMENTS

This course will utilize D2L/Brightspace to support the delivery of course content - go to Brightspace Students — SFACCTL for more information or go to [http://www.sfaonline.info/#d2ltutorials/c14y8](http://www.sfaonline.info/#d2ltutorials/c14y8). The student will need basic skills regarding the use of a word processor and web browser. Computers are available to current students through a number of labs across campus (see [www.sfasu.edu](http://www.sfasu.edu) or the instructor for details).

Make note that many assignments, activities, and/or quizzes and exams may be given through D2L. Course content, including PowerPoints, lecture notes, and additional readings, will be uploaded to D2L. Written assignments will be expected to be uploaded into D2L drop box, and feedback on the assignment will be given through the drop box. All grades will be posted in the D2L gradebook.

X. COURSE CALENDER

| Week 1 (January 22 & 24) | Introduction and overview of course  
| Definition of multicultural social work practice and purpose  
| Populations-at-risk  
| Cultural Competence  
| *Discussion: International Issues, Culture, and Competence*  
| **Assignment:** get textbook and read NASW code of ethics  
| **Readings:** Sue et al, Ch. 1 |
| Week 2 (January 29 & 31) | Cultural Diversity and implications for Multicultural social work practice  
| Theoretical Foundations for multicultural social work practice  
| Integration of knowledge and values with awareness  
| **Readings:** Sue et al., Chapters 1 & 2 |
| Week 3 (February 5 & 7) | Culturally competent generalist practice  
| **Readings:** Sue et al. Chapter 3 |

Please be advised that the schedule may vary as some topics take longer to cover than others.
| Week 4  (February 12 & 14) | Understanding the sociopolitical implications of oppression and power in social work practice  
Micro aggressions in social work practice |
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<td><strong>Readings:</strong> Sue et al., Chapter 4 &amp; 5</td>
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| Week 5  (February 19 & 21) | Assignment A Due  
Racial/Cultural Minority Identity Development |
| **Readings:** Sue et al., Chapter 6 |
| Week 6  (February 26 & 28) | White Racial Identity Development |
| **Readings:** Sue et al, Chapter 7 |
| Week 7  (March 4 & 6) | Midterm Exam  
Barriers to effective clinical practice  
Cultural Styles in Multicultural intervention strategies |
| **Readings:** Sue et al, Chapter 8 & 9  
| Week 8  (March 11 -16 ) | Spring Break |
| Week 9  (March 18 & 20 ) | In-class Assignment  
Multicultural family social work interventions  
Religion, spirituality, and indigenous methods of healing |
| **Readings:** Sue et al, Chapter 10 & 11 |

|--------------------------|-------------------------------------------------------------------------------------------------|
| Assignment B Due         | Multicultural organizational change: Antiracist practice and social justice

**Readings:** Sue et al, Chapter 12 |

| Week 11  (April 1 & 3) | Evidence-Based multicultural social work practice

**Readings:** Sue et al, Chapter 13 |

| Weeks 12  (April 8 & 10) | Profiles of diverse populations

**Readings:** Sue et al, Chapter 14


| Week 13  (April 15 & 17) | READINGS DAY

**Readings:**


XI. COURSE REQUIREMENTS

A. Class Participation: In order for the class to discuss the readings, it is essential for the student to read assigned material before coming to class, and to participate in class discussions and all activities. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class. Furthermore, students are expected to arrive on time and stay for the duration of the class. Group participation is expected on a regular basis. Missing class impacts your ability to participate in the group setting. Absences and/or a persistent pattern of lateness will affect a student’s grade. Finally, students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class.

B. Cell Phones/Pagers/Electronic Devices: Because such devices are disruptive to the classroom environment, I ask that you refrain from using them during class unless they are made a part of the classroom exercise. I also ask that you either place such devices on silent mode or turn them off during class. It is particularly disrespectful to your classmates and instructor to text while class is in session. Repeated interruptions will result in a deduction of points from the final average. You might also be asked to leave the class.

C. Readings: The course outline provides a list of required readings for each week (you will receive a detailed schedule the first full week of class that will outline the readings to be covered each class). Since lectures and class discussions are designed to answer questions about the material and expand upon the basic concepts, you are expected to complete the assigned readings prior to class. Furthermore, you are expected to come to class prepared to discuss the information, as evidenced by active participation in class discussion and group learning exercises. For example, you should present well-formulated questions and comments that demonstrate prior preparation.

D. Exams: Two exams will be given during the semester – a midterm and a final. All material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/response, and guest presentations are subject to examination. The final exam will be an application of all course content. The student is expected to take all exams at the scheduled time. Permission to miss any exam will be based on “Absence” policy above. 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.
E. **Quizzes/Exercises:** 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 any time 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.

F. **Assignments/Presentations:** The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Assignments A&B are to be typed 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 (7th ed.). Failure to meet these guidelines will result in loss of points. Please visit this website for more information and resources on

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Late assignments: Students are expected to turn in assignments at the scheduled time. Permission to miss any exam will be based on “Absence” policy above. Turning in an assignment late will result in 5-10% of the total points being deducted from the total points earned for each day the assignment is late, with a max of 50% deducted after one week. You may turn in any assignment up to the last day of class prior to the final for up to 50% credit.

**XII. GRADING POLICY**

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<td>Classroom activities 5 @ 20 pts each</td>
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<td>Midterm Exam</td>
<td>100</td>
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<td>Assignment 1 – Classroom Observation &amp; Mentoring</td>
<td>100</td>
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<td>Interview</td>
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<td>Assignment 2a – Teaching Presentation – Lesson Plan</td>
<td>25</td>
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<td>Assignment 2b – Teaching Presentation – Activity Plan</td>
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<td>Assignment 2c – Teaching Presentation – Delivery</td>
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<td>Assignment 2d – Teaching Presentation – Participation</td>
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**XIII. GRADING SCALE**

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<th>Points</th>
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<tr>
<td>A</td>
<td>448 – 500</td>
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<td>B</td>
<td>398 – 447</td>
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<td>C</td>
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<tr>
<td>D*</td>
<td>298 – 347</td>
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<tr>
<td>F*</td>
<td>0 – 297</td>
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*Not applicable for credit
XIV. ATTENDANCE POLICY

Per Class Attendance Policy SFA 6.7 students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. Absences At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor.

https://www.sfasu.edu/docs/policies/6.7.pdf

XV. ACADEMIC INTEGRITY (SFA Policy 4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

The use of Artificial Intelligence (AI) and other electronic/online resources should be discussed with the instructor.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was
used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Social work students are required to uphold the School of Social Work Academic and Professional Integrity Code they agreed to when they first enrolled in the program. The BSW/MSW/DSW Student Handbook and Academic and Professional Integrity Code outline 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. 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, visits to agencies, 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.

**XVI. 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 coursework 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 to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**XVII. STUDENTS WITH 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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).
XVIII. STUDENT WELLNESS AND WELL-BEING

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- joCrisis Text Line: Text HELLO to 741-741
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 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 6–10-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? (20 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 7-10 professional references, including references pertaining to the culture. Do not write about your own culture. It is weighed 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? Protective ness 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
   Creative PowerPoint  10
   Enthusiasm and professionalism  20 (and
   keeping within time constraint)

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 with whom do you seek 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?
Course Number: SOCW 4325.001
Course Name/Title: Multicultural Social Work Practice
Instructor’s Office Hours: Tuesday: Virtual 12 Noon to 5 p.m.
Wednesday 9:00 a.m. – 2 p.m.

Midterm
STEPHEN F. AUSTIN STATE UNIVERSITY  
SCHOOL OF SOCIAL WORK  
BSW PROGRAM  
Class Times and Location  
MW- 2:30 p.m. - 3:45 p.m.  
Location: Nacogdoches Campus, Room 202

Course Number: SOCW 4325.001  
Name of Instructor: Lenola Wyatt, LMSW  
Course Name/Title:  
Multicultural Social Work Practice  
Office Phone: 936-468-4100  
Email: wyattlenol@sfasu.edu

Instructor’s Office Hours: Tuesday: Virtual 12  
Noon to 5 p.m.  
Wednesday 9:00 a.m. – 2 p.m.

May 10, Final Exam (TBD)
BIBLIOGRAPHY


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


A. AFRICAN AMERICANS


B. HISPANIC/LATINO POPULATIONS


September 11, 2002, from Iowa State University Web site:  
http://www.public.iastate.edu/~rjsalvad/sqmfaq/muertos.html

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


Candace rites of passage program: The cultural context as an Empowerment tool. Paper
presented at the 15th annual Baccalaureate Program Directors’ meeting, Philadelphia, PA.

J. GENERAL READINGS


