

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 538 Culturally Relevant Practice with Diverse Populations (3 credits)
Spring 2018, Section 003 and 014

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Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*).

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), "the dimensions of diversity are understood as the intersectionality of multiple factors including" age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. "A person's diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim" (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description

This is a required foundation course. This course provides in-depth study of evidence-informed and evidence-based practice models with at-risk populations. Assessment and interventions focus on individuals, groups, families, and communities.

Course Rationale

This is a 3 credit course that builds on the foundation introductory practice course in applying generalist practice to complex social problems and issues. Knowledge, values, and skills in advocacy and evidence-based intervention methods for practice with individuals, small groups, and families, and communities are essential to influence social change and empowering clients/client systems and populations at-risk. The course emphasizes assessment and intervention with client systems inclusive of their risk, protective factors and strengths in the context of the supports and demands of their environment.

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate:

1. Communicate affirmation & respect for the diversity and strengths across and within various cultures/cultural backgrounds (i.e., race, ethnicity, class, gender, sexual orientation, gender identity, disability status, family structure, relational status, national origin, age and religion) as detailed in the NASW Code of Ethics and the International Federation of Social Work Code of Ethics. 1.1, 3.1 (*content: definitions of culture and diversity; the dimensions, such as gender roles, family structure, social rules, that may vary within and across cultures/cultural backgrounds (e.g., race, ethnicity, gender, age, ableism, immigration status, sexual orientation, gender identity, religion, social and economic class).*)
2. Assess complex client systems from an ecological perspective for practice with individuals, small groups, families, and communities with an emphasis on diverse strengths, resources, natural support systems and using culturally affirming communication and available evidenced-based, culturally affirming assessment tools. 3.3, 3.4, 4.3 (*content: skills and strategies for assessing clients/client systems, problems, issues, and organizations; culturally affirming communication and assessment; critical analysis of assessment tools for evidence-bases and culturally affirmative elements; assessing family dynamics, roles, and patterns; information technology to locate evidence-based assessment tools).*)
3. Evaluate the limitations and strengths of practice models and interventions and identify best practices appropriately in work with diverse client systems, families and small groups. 3.5, 4.1, 2.4 (*content: generalist group work (i.e., group dynamics, processes, roles); intra-, inter- and inter-disciplinary teams; generalist family-centered, strengths-based, evidence supported interventions; using information technological resources to identify evidence-based interventions; family configurations (e.g., single parent, step-, aging, GLBTQ) and issues (e.g., child maltreatment and abuse, mental and physical health, immigration/legal status, death and dying, disability(ies), poverty, violence); intra-, inter- and inter-disciplinary teams).*)
4. Recognize, analyze, and tolerate ambiguity in resolving ethical dilemmas that arise in practice with individuals, families, groups, and communities. 1.2, 1.3 (*content: NASW Code of Ethics, International Code of Ethics; ethical principles; professional values; analysis of ethical dilemmas; designing resolution strategies; utilizing supervision appropriately for analysis and resolution of ethical dilemmas).*)
5. Identify evidence-based prevention principles and approaches to wellbeing and social and economic justice across client systems. 2.3, 4.5, 3.3 (*content: public health/risk and resilience framework (Fraser); EBP prevention models of practice; precautionary Principle (Public Health) and traditional scientific risk assessment methodologies; at-risk populations (e.g., HIV, suicide, community, and domestic violence, and substance abuse; using information technology to identify evidence-based principles and approaches).*)
6. Describe how advocacy and social change are applied to advance wellbeing, human rights, and social and economic justice in communities, and how and when to apply such generalist strategies across larger systems. 2.4, 2.2, 3.4 (*content: models of community practice, planned social change, and empowerment (e.g., grassroots, neighborhood, and community organizing); generalist roles, strategies and tactics in organizing functional communities, community social and economic development, program development, community liaison, social planning, coalition building, political*

and social action; social movements and their core components for progressive change (i.e., social work roles, scope of concern, constituencies, target systems, desired outcomes).

7. Identify culturally acceptable resources for clients/client systems that build upon the strengths, resources, and inherent support systems of clients/client systems' cultures/cultural backgrounds in order to advocate for basic human rights, including freedom, safety, privacy, adequate standard of living, health care and education. *3.4, 2.4 (content: information technology skills for locating culturally acceptable and culturally specific resources; critical analysis of resources for cultural competence/cultural affirmation; strengths and empowerment perspectives that lead toward advocacy for basic human rights).*
8. Formulate a plan to further develop cultural competence in a commitment to lifelong professional learning and to using critical analysis to engage the client as informant for culturally affirming evidence-based practice. *3.5, 4.5 (content: critical analysis of research findings, and research; information technology skills for locating culturally specific knowledge for practice with multicultural populations (e.g., Afrocentric, feminist, Hispanic/Latino, Native American, Asian American, religious, disability and/or GLBTQ); critical analysis of the ongoing influence of one's own values, lifestyle, class, culture on client/client system-practitioner work; social constructions of normality).*

Course Assignments and Evaluation Plan

	points	Course Competencies	Dimensions of Instruction
Class preparation & participation	10		
Spirituality diversity reflection	15	1, 4, 5, 6, 7, 8	knowledge, values, cognitive & affective processes
Reflection on disabling conditions	15	1,2,3,8	knowledge, values, cognitive & affective processes
<u>Spirit</u> paper	15	1, 2, & 6	knowledge, values, cognitive & affective processes
Group Case study Presentation	30	1-7	skills, knowledge, values
Discussion Boards and other activities	15	1-7	values, cognitive & affective processes
Total	100		

Assignment: Class preparation and participation. To make meaningful contributions to class discussions, it is essential that you read assigned articles, textbook chapters, watch videos and explore Internet resources *prior to class sessions*. Communicating your thinking is an important component in developing your understanding of course content, and group work is a significant part of the process we use. Thus, working and sharing experiences with other class members outside of class time is also strongly encouraged.

Class activities are designed to help you reflect upon important concepts, and involve you in class dialogue and deliberation and other activity to share views and debate ideas. Professionals participate constructively and actively in class, and use class time to build, in interaction with others in the class, sound generalist practice skills. These skills are basic to relationship building and communication with peers, supervisors, and others in community as well as with client/client systems.

Respect the ideas and thinking of other class participants by listening to their comments and constructively questioning their thinking and reasoning if you need clarification or information. Work cooperatively with others and fully contribute to the workload of each group in which you may be a member.

Students are expected to attend every class. You are expected to attend all class sessions. If you miss a class, you are still responsible for what you missed. It is essential that you notify me **by e-mail** (amallor3@utk.edu) in a timely manner if circumstances interfere with your class attendance or the completion of course assignments. *You are expected to participate regularly, actively, and constructively. Any absence may result in a loss of participation points. All absences are equal, there is no difference between excused or unexcused.*

Group Project Policy

Be aware, if one group member is not pulling their own weight, not showing up on time or at all for meetings, being difficult to deal with, or simply refusing to do work, then this member will receive a lower grade than the rest of the group, possibly a zero, for the project. This is a professional program in which the goal is to prepare students to lead an organization. If students are not acting professionally, it brings the whole group down and this will not be tolerated here or in the workforce. The instructor reserves the right to vary group participants' grades based on performance, participation, and input.

Participation

9-10 points	Consistent and relevant statements reflecting a clear understanding of required readings. Always prepared for class sessions and actively participates. Attendance is 100% but may have had to leave early/arrive late on a single occasion. Questions and answers posed during class time are provided with exceptional insight into course content overall and consistently exceeds expectations without dominating class time. Clearly prioritizes class sessions as evidenced by eliminating distractions, with full focus on meeting. Class participation is not limited to the live sessions but engagement is demonstrated by frequent participation on Canvas.
7-8 points	Consistent statements reflecting a clear understanding of required readings. Always prepared for class sessions. Attendance may be less than 100% or left early/arrived late on a single occasion. Answers to questions posed during class time are provided with insight into course content overall and at times exceeds expectations without dominating class time. Class participation is not limited to the live sessions but engagement is demonstrated by consistent participation on Canvas.
5-6 points	Inconsistent and/or irrelevant statements that reflect limited understanding of the required readings. Not always prepared for class sessions. Has missed 2 class sessions or left early/arrived late on more than two occasions. Questions and answers posed during class time are not always provided or when they are, reflect limited insight into course content overall. Class sessions are not prioritized as evidenced by minimal or no participation and/or frequent distractions during the sessions. Infrequent engagement on Canvas.
1-4 points	Attendance overall has not been consistent. When present, demonstrates some mastery of general/core concepts but clearly does not understand the required readings. Rarely prepared for class. Struggles to apply knowledge in the sessions and frequently demonstrates a lack of insight into course content. Poor performance on assignments. Does not prioritize class meetings as evidenced by distractions during sessions and/or minimal participation in sessions.
0 points	Attendance overall has been a significant issue and student has missed 3 or more classes. Unprepared for classes with minimal or no participation. There is little demonstration of understanding or insight into core concepts, required readings, course materials, and/or content, including poor performance on assignments.

Assignments:

Exploring Spiritual and Religious Diversity in Social Work Practice

This exploratory, self-reflective assignment addresses a critical aspect of diversity that can be an untapped source of support in client-social worker relationships.

For this assignment, each student will compose 3 reflection essays that address aspects of selected chapters in Canda and Furman (2010) and an assigned video. Additional guidance and grading criteria for this assignment is on the Canvas site under Spiritual and Religious Diversity Assignment.

Reflection and discussion concerning disabling conditions

Each student will write a reflective essay based on the material identified in the assignment details available on Canvas.

The Spirit Catches You and You Fall Down Paper

Reading The Spirit Catches You and You Fall Down is an opportunity to expand your knowledge of a unique culture and explore the intersection of professional disciplines, professional and cultural competence, spirituality and health, social work values and ethics, as well as social work approaches which address the strengths and needs of a young child who develops a chronic illness. This assignment will allow students to reflect on and compare and contrast effective and ineffective cross-cultural interventions, explore their world-views, and grapple with ethical dilemmas that can present themselves while working with people from other cultures and professional disciplines. See detailed instructions on Canvas.

Discussion Boards and other activities

There will be assignments associated with the case studies. These may be discussion boards, quizzes, surveys, etc., to enhance critical thinking about and understanding of the case.

Case Study Groups

At the beginning of the semester, students will be assigned to a group that will work together throughout the semester to analyze a complex, multi-level case study and present this case to the class on the Canvas platform. Additional guidance and grading criteria for this assignment is on Canvas.

Grading Scale

The following grading scale will be used for final course grade.

A (95-100)	Outstanding/Superior – Exceptional performance. Consistently exceeds expectations.
B+ (90-94)	Very Good – Student consistently meets and occasionally exceeds normal expectations for the course. Better than satisfactory performance.
B (85-89)	Good – Student consistently meets normal expectations for the course. Satisfactory performance
C+ (80-84)	Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course. Less than satisfactory performance.
C (75-79)	Poor - There is a lack of understanding of course content. Student does not meet course expectations. Performance well below the standard expected of graduate students.
D (70-74)	Clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F (≤ 69)	Very Poor – There is a lack of attendance or incomplete assignments. Course expectations are not met. Extremely unsatisfactory performance and cannot be used to satisfy degree requirements.

Required Text (any edition is acceptable. The most recent is 2012):

Fadiman, A. (1998). *The Spirit Catches You and You Fall Down: A Hmong child, her American Doctors, and the collision of two cultures*. New York. Farrar, Straus & Giroux.

Additional required readings can be accessed on the course Canvas site.

Recommended Texts:

(It is not necessary to have your own copy of the Dworkin and Canda and Furman texts, though you may be interested. They are difficult to find and sometimes expensive. You will be provided with the required readings.)

Canda, E.R., & Furman, L.D. (2010). *Spiritual Diversity in Social Work Practice: The Heart of Helping*. 2nd Ed., NY: Oxford:

Dworkin, J. (2005). *Advanced social work practice: An integrative, multilevel approach*. Boston, MA: Pearson Education, Inc.

Additional Readings and Resources:

Required readings other than Dworkin (2005), Canda and Furman (2010) are listed in the Course Outline below and are available in "Course Materials" on the SW538 Canvas site. Additional readings may be assigned. Some required readings, case studies or videos might be changed over the course of the semester.

Please familiarize yourself with these other useful resources:

The University of Tennessee Libraries (2012). Research Guide for SW538, from <http://libguides.utk.edu/sw538>.
(Courtesy of Drs. Margaret Casado and Ellie Read)

The University of Buffalo School of Social Work (2012). Self-Care Starter Kit, retrieved December 16, 2012, from <http://www.socialwork.buffalo.edu/students/self-care/>

The University of Tennessee Libraries. (2012). Diversity Committee's Diversity Resource Guides. December 16, 2012, from http://www.lib.utk.edu/diversity/resources/diversity_resource_guides.html

The University of Tennessee Libraries. (2012). Endnote Citation Management Software. Retrieved December 16, 2012, from <http://www.lib.utk.edu/refs/endnote/>

The University of Tennessee Libraries. (2012). Reference Shelf – Style Manuals. Retrieved December 16, 2012, from <http://libguides.utk.edu/style> (for APA style).

The American Psychological Association (2012). Frequently Asked Questions about APA Retrieved December 16, 2012, from <http://www.apastyle.org/previoustips.html>

The University of Tennessee Libraries. (2012). Understanding Plagiarism. Retrieved December 16, 2012, from <http://www.lib.utk.edu/instruction/plagiarism/students.html>

Canvas

This course uses many Canvas features through *Online@UT*. Please be sure that the UTK email address listed for the course is your current one. You are responsible for getting all of the information in this course distributed through Canvas, setting the Canvas notifications properly is one of the first things you should do in this course. If you would like additional help to navigate Canvas, contact helpdesk@utk.edu or 865-974-9900.

Anticipated Course Content Outline: **schedule may be revised based on the learning needs of the class. All changes will be made by announcement in Canvas**

Date indicates when the week starts.

Jan 10- Jan 20	Module One	Welcome and Orientation; Build on Practice Knowledge; Dimensions of Diversity See Course Materials in Canvas for links to the following resources BEFORE the class meeting: <i>Light in the Shadows</i> film and conversation guide	
Jan 21- Jan 27		Group Communication and Relationship Building Tools Reading: Dworkin chapter 1; Beginner's Guide from NCDD; others on Canvas	
Jan 28- Feb 3	Module Two	Who Tells the Stories? Power, Privilege, & Culture Video: Mirrors of Privilege Reading: on Canvas	
Feb 4- Feb 17	Module Three	Religion, Spirituality, Compassion, & their Intersection in Practice Reading: Canda & Furman, Chapters 7, 9, & 10, Appendix A & C; others on Canvas	

		Video: Beyond our Differences Websites: On Being and the Charter for Compassion	
Feb 7		No class meeting	
Feb 18- Feb 24	Module Four	LGBT, Compassion & Courage in Practice Film: For the Bible Tells Me So Reading: on Canvas Assignment: spiritual and religious diversity, due Saturday February 24	Group #1-Sam case study.
Feb 25- Mar 10	Module Five	Explore Dimensions of Disability/Ability Continuum Reading: on Canvas	Group #2-Case study 2.5
		Health-Illness-Wellness issues plus <u>The Spirit Catches You...</u> Reading: Articles on the Social Construction of Illness (Brown; Conrad & Barker); others on Canvas Assignment: <u>The Spirit...</u> paper due Saturday, March 3 Assignment: disability reflection due Saturday, March 10	Group #11-case study 6.1
Mar 11- Mar 17		Spring Break No class meeting on 3-14	
Mar 18- Mar 31	Module Six	Race/Ethnicity/Gender Reading: on Canvas	Group #3-case study 3.4 Group #4-case study 4.1
Apr 8- Apr 14	Module Seven	Youth Reading: on Canvas	Group #6-case study 3.2 Group #7-case study 3.1
Apr 1- Apr 7	Module Eight	National Origin/Migration Reading: on Canvas	Group #5-case study 5.1
Apr 15- Apr 21	Module Nine	Aging Reading: on Canvas	Group #8-case study 7.3
Apr 22- Apr 28		Wrap up	