

THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK

SW 538 Culturally Relevant Practice with Diverse Populations
Section 002
(3 credits)
Spring 2018

Instructor: Susan Bryant, MSSW
Class Times: Mon. 12:20-3:20 p.m, 322 Henson Hall
Office hours: Monday 3:20-4:50pm, 412 Henson Hall
(additional times by appointment)

Email: sbryan27@utk.edu
Phone: 974-3996 (w)

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.

Course Description

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

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

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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, 1.2, 2.1 (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, ablism, 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. 7.1, 7.2 (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. Identify evidence-based, micro, mezzo, and macro system level evaluation findings for a given problem and demonstrate critically how these findings can be applied to improve practice effectiveness. 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. 4.1, 4.2, 4.3 (content: generalist group work (i.e., group dynamics, processes, roles); intra-, inter- and inter-professional teams; generalist family-centered, strengths-based, evidence supported interventions; ethical and appropriate use of technological resources to identify evidence-based interventions; diverse family configurations (e.g., single parent, step-, aging, LGBTQ+) and issues (e.g., child maltreatment and abuse, mental and physical health, immigration and legal status, death and dying, disability(ies), poverty, violence); intra-, inter- and inter-professional teams).
4. Recognize, analyze, and tolerate ambiguity in resolving ethical dilemmas that arise in practice with individuals, families, groups, and communities. 1.1, 1.2, 1.5, 2.3 (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 well-being and social, economic and environmental justice across client systems (individuals, families, groups, organizations, communities) and at micro, mezzo and macro system levels. 3.2, 4.3 (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, environmental and economic justice in communities, and how and when to apply such generalist strategies in mezzo and macro systems. 5.3, 8.4 (content: the appropriate and ethical use of technologies with diverse populations to facilitate positive practice outcomes through prevention and intervention; 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; and 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. 5.3, 2.1, 3.1 (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. 1.2, 1.3, 1.5 (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).

9. Formulate a prevention or intervention plan along with an evaluation method, to achieve positive practice outcomes, that engages inter-professional collaborators with a diverse population. 7.3, 7.4, 8.3 (Content: evidence for effective collaborative teams; different types of teams including composition, level of integration, and organizational context; apply collaboration concepts to the wider social welfare arena including voluntary sector, education, and social enterprise; professional cultures boundaries and ways of working across different professions)

Calendar:

Jan 15 – Week 1 MLK Holiday
Jan 22 – Week 2
Jan 29 – Week 3
Feb 5 – Week 4
Feb 12 – Week 5
Feb 19 – Week 6 (midnight Feb 23, Spirituality reflections due)
Feb 26 – Week 7 (midnight Mar 2, Disability reflection due)

Mar 5 – Week 8
Mar 12 – Week 9 Spring Break
Mar 19 – Week 10 (midnight Mar 23, Spirit paper due)
Mar 26 – Week 11
Apr 2 – Week 12
Apr 9 – Week 13
Apr 16 – Week 14
Apr 23 – Week 15

Course Assignments and Evaluation Plan

| Assignment/Expectation | Points | Course Competencies | Dimensions of Instruction |
|--------------------------------------|--------|-------------------------|---|
| Class preparation & participation | 20 | | |
| Spirituality diversity reflections | 20 | 1, 4, 5, 6, 7, 8 | knowledge, values, cognitive & affective processes |
| Reflection on disabling conditions | 10 | 1,2,3,8 | knowledge, values, cognitive & affective processes |
| <u>Spirit</u> paper | 30 | 1, 2, & 6 | knowledge, values, cognitive & affective processes |
| Group Case study Presentation | 60 | 1-7 | skills, knowledge, values |
| Discussion Boards & other activities | 60 | 1-7 | values, cognitive & affective processes |
| Total | 200 | | |

Students are expected to attend every class.

Especially because much of the learning in this course is through active learning, *you are expected to attend all class meetings*. If you miss a class, you are still responsible for what you missed. It is essential that you notify me **by e-mail** (sbryan27@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. We will, as a group, establish class ground rules and criteria for participation early in the course.*

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*. Communicating your thinking is an important component in developing your understanding of course content, and group work is a significant part of the processes 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.

You may bring your laptops to class to take notes and for other appropriate classroom work. It is not appropriate to surf the Internet, check your email, or use electronic devices for any non-class related activity while in class. The instructor reserves the right to disallow the use of laptops in class if students use them inappropriately (e.g., instant messaging, typing emails, or web surfing). Participation points may be deducted or students asked to leave the classroom if laptops, phones or other electronic devices are used inappropriately. All cell phones and smart phones must be silenced and put away during class. Text messaging is strictly prohibited. If you have a special circumstance, talk to the instructor in advance. All mp3 players (iPods, etc.) are to be off and stored during class. This includes removal of all headphones, ear buds, and other listening devices from ears, head, and neck during class time.

Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified so that appropriate announcements may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

Assignment: 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. As Dr. Ed Canda, leading social work scholar in this dimension of diversity in social work practice, and his co-author stated:

Attending to spirituality can help us put clients' challenges and goals within the context of their deepest meanings and highest aspirations...On a pragmatic level, by considering the religious and spiritual facts of clients' lives, we may identify strengths and resources that are important for coping, resilience, and optimal development (Canda & Furman, 2010, p. 62).

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

- A. (10 pts.) After reading Chapters 1 and 3:
- (1) Visit the website below and watch the video stream of Edward R. Canda, Ph.D. – “Spiritual Diversity in Social Work: The Heart of Helping” at:
<https://www.youtube.com/watch?v=90kRJh-F80>
 - (2) Using the following questions, write a reflection essay (500 – 750 words)
 - a. What do you think are the most important differences and similarities between religion and spirituality?
 - b. Reflect on your own religious and/or spiritual beliefs/values/practices:
 - What from your own experience might help you relate to your current/future clients?
 - What might limit your ability to work with those who are on a different path?
- B. (10 pts.) After reading Chapters 7 and 9:
- (1) Visit the website below and watch the video stream of "Pursuing Happiness" with the Dalai Lama, Jonathan Sacks (chief rabbi of the Commonwealth), Katharine Jefferts Schori (presiding bishop of the Episcopal Church), and Islamic scholar Seyyed Hossein Nasr, hosted on October 17, 2010, at Emory University in Atlanta, Georgia, facilitated by Krista Tippett, host of On Being,

at <https://onbeing.org/programs/his-holiness-the-14th-dalai-lama-of-tibet-jonathan-sacks-katharine-jefferts-schori-seyyed-hossein-nasr-pursuing-happiness/>
 - (2) Write a reflection essay about this video (500-750 words). Please describe your understanding of the concept of happiness in your own life and how you would see it for clients you work with. Also include a comment about self-care within the context of your work life as a social worker. (CC: 1, 4, 5, 6, 7, 8).

Discussion concerning disabling conditions

(20 pts.) Please review the material found at this link www.unitedspinal.org/disability-etiquette

Please write a reflective essay (500-750 words) about what you have learned from this content. What can you do in your practice as a social worker to be more sensitive to issues that persons with disabling conditions, their family members and friends deal with. How could you create a practice that is more welcoming to those with disabilities?
(CC:1,2,3,8)

Study Reflections

You will be assigned cases to read and reflect on from the Dworkin text throughout the semester. You will be required to answer an assigned question based on each case. The response you provide should be **no more** than two pages in length double-spaced. If you use references please cite them according to APA format. These are to be turned in by hard copy at the end of each class period on the date due. The particular case and question is listed below with each weekly class assignment. (C.C. 1-7)

Case Study Groups

At the beginning of the semester, students will be assigned randomly to groups of 3-4 who will work together throughout the semester to analyze a complex, multi-level case study (see Dworkin, 2005). Students will integrate an ecological systems perspective in a critical thinking, problem-focused learning approach to demonstrate mastery of the case study.

Groups will integrate multi-level, evidenced-based, and culturally affirming assessment and intervention techniques and best practices into an in-class presentation and workshop based on this case study. This should last, in total no more than one hour, with 30 additional minutes allotted for an activity that reinforces the presentation. Your group will be given a poor grade if members read extensively from Power point slides!

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.

Additional guidance and grading criteria for this assignment is on the Canvas site under Case Study (CC 1-7).

Grading Scale

The following percentage-based 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 (70-79) 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 (70-78) Clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
- F (\leq 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 Reading (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.

Due dates for each assignment are noted in the Course Outline below.

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****

Course Content Outline:

Week 1 – MLK Holiday – No class

Week 2 - Welcome and Orientation

Special Note: Welcome!

Comment: Review of the syllabus and begin to discuss key concepts which are integral to our course [e.g., ethics and values; active, self-directed, lifelong learning; generalist social work practice; ecological systems modeling; “at-risk” populations, and clients (individuals, families, groups, organizations, communities)].

It will be helpful to review the basic texts you used in SW512 and SW522 last semester.

Week 3 - Build on Practice Knowledge; Dimensions of Diversity

Comment: We'll orient to the concepts of mindmapping, task groups, dialogue and deliberation as practice tools (CC 1, 2, 3, 4, 5)

Homework to be completed BEFORE we meet this week:

1. **Watch Video and Review Discussion Guide (see Canvas "Course Materials"). Take notes on key points of information and your reactions:**

Butler, S. (2003). *Light in the Shadows*. Oakland, CA: World Trust.

Butler, S. (2003). *Light in the Shadows Conversation Guide*. Oakland, CA: World Trust.

2. **MindMapping video and mapping activity:**

- Watch the short video on Mind Mapping at <http://www.youtube.com/watch?v=MlabrWv25qQ>
- Create your own mind map of the key concepts that you learned in SW 522 "Introduction to Social Work Practice" last semester, using your budding knowledge of mind mapping. Doing so will refresh your recollection of your work last semester and help to conceptualize the case studies that we'll analyze. Please note there is no one "correct" way to create your map. Use your own good thinking and creativity to capture your learning.
- **Bring a hard copy of your mind map to class on Jan. 12. I will collect them.**

Tony Buzan is largely credited with the development of mind maps, which in turn are a variation of "concept" maps. For a free subscription to Buzan's IMindMap software, which is a user friendly tool, go to http://www.thinkbuzan.com/us/?utm_nooverride=1&gclid=CJuH67OWj60CFcOP7QodnTDTkw.

Of the many other videos on mind mapping, you may find the following one useful: [Using a Mind Map to Organize Study Notes](http://www.youtube.com/watch?v=4kj6DrkygyE&feature=related), retrieved December 16, 2012, from <http://www.youtube.com/watch?v=4kj6DrkygyE&feature=related>.

Week 4 - Group Communication and Relationship Building Tools

Comment: We'll discuss how to: 1) assess and plan for intervention with complex client systems, 2) critique practice models and interventions, 3) identify evidence-based prevention principles and approaches, and 4) identify at-risk populations and culturally appropriate best practices.

Required Readings and Sources:

Dessel, A., Rogge, M.E., & Garlington, S.B. (2006). Using intergroup dialogue to promote social justice and change. *Social Work*, 51(4), 303-316.

National Coalition for Dialogue and Deliberation. (2010). Beginner's Guide. Retrieved December 22, 2011, from <http://ncdd.org/rc/beginners-guide>

In Dworkin, J. (2005). *Advanced Social Work Practice: An Integrative, Multilevel Approach*. Boston, MA: Pearson, Ch. 1, Problem-based learning and the case study method, 1-10.

Week 5 - Who Tells the Stories? Power, Privilege and Culture

Special Note: *Come prepared to critique and apply content from required readings.*

Comment: We turn to a critique of the role of power and privilege in institutionalized oppression and discrimination, social construction and social influences. We focus on the concepts of critical race theory, gender and white privilege as entry points to this critique. We will discuss this in light of the NASW Code of Ethics. (CC 1, 4, 6).

Homework:

1. Required Readings and Sources:

Yossi, T.J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, 8(1), 69-91.

Knaus, C.B. (2009). Shut up and listen: Applied critical race theory in the classroom. *Race Ethnicity and Education*, 12(2), 133-154.

2. Recommended Readings and Sources:

In Andersen & Collins (2010). *Race, Class, and Gender*, Part III: Mantsios, Media magic: Making class invisible, 386-394.

In Andersen & Collins (2010). *Race, Class, and Gender*, Part III: Moore, Racist stereotyping in the English language, 368-379.

Week 6 - Religion, Spirituality, Compassion, and their intersection in Practice

Comment: We explore the intersection of religion, spirituality and compassion.

We first explore the breadth and depth of spirituality, religion as expression for some aspects of spirituality, and approaches for social workers to understand and work skillfully with this important dimension of diversity. We'll discuss and constructively challenge ourselves to address some difficult, essential questions, such as how might we recognize when people – including ourselves - operate from fear, and how we might move from a place of fear to a place of compassion and courage in our professional practice.

Homework:

1. Required Readings and Sources:

- In Canda, E.R., & Furman, L.D. (2010). *Spiritual Diversity in Social Work Practice: The Heart of Helping*. 2nd Ed., NY: Oxford
 Ch. 7, Creating a Spiritually Sensitive Context for Practice, 213-242;
 Ch. 9, Ethical Guidelines for Spiritually Sensitive and Culturally Appropriate Practice, 286-313.
 Ch. 10, Spiritually Oriented Transformational Practice, 314-359.
 Appendixes A, Discussion Guide for Detailed Spiritual Assessment, 379-385; and C, Resources for Addressing Spirituality in Various Fields of Practice, 389-390.
2. **Video:** *Beyond Our Differences* (2008). Peter Bezan (see also <http://www.beyondourdifferences.com/index.html>)
 3. <https://onbeing.org/programs/his-holiness-the-14th-dalai-lama-of-tibet-jonathan-sacks-katharine-jefferts-schori-seyyed-hosseini-nasr-pursuing-happiness/>
 4. **Websites:**
On Being. (2010). American Public Media. Retrieved December 22, 2010, from <http://being.publicradio.org/>
 The Charter for Compassion. (2011), retrieved December 22, 2011 from <http://charterforcompassion.org/site/>

Week 7 - LGBTQIA+, Compassion and Courage in Practice

SUBMIT *Spiritual and Religious Diversity Assignment* through email to professor, sbryan27@utk.edu by 12 a.m. (midnight) February 23.

We'll critique the documentary "For the Bible Tells Me So" and review core information with regard to those of us in our community who are LGBTIQQA. (CC: 1, 4, 5, 6, 7)

Homework:

1. **Watch Video:** *For the Bible Tells Me So* (2007).
<http://www.forthibletellsmeso.org/resources.htm>
2. Read case (Sam) for this class session on Canvas.
3. Reflect on how you would handle the situation (first weekly reflection).
4. Group #1 presents and leads discussion on this case.

Week 8: Dimensions of Disability/Ability Continuum

SUBMIT disability reflection to sbryan27@utk.edu by 12 midnight on March 2.

We will discuss issues and concerns related to disability and varying ability, from all different perspectives including exploring how advocacy and social change efforts have led to policy changes as well as practice on the individual, family and community levels.

Homework:

1. Read Case 2-5 in Dworkin (BE SURE TO READ THIS!!!)
2. Write reflection on Case 2-5
3. Group #2 presents and leads discussion on case 2-5
4. Read Disability-Ability article on Canvas under course materials

Week 9 - Spring Break**Week 10 - Race/ Ethnicity**

We will discuss issues of race, ethnicity, culture, racism, strength based perspectives, evaluation of practice models with various ethnicities. We will utilize information from World Trust to further our discussion.

Homework:

1. Read Case 6-3
2. Write reflection on Case 6-3
3. Group #3 presents and leads discussion on case 6-3
4. Read article on Race on Canvas under course materials

Week 11 - National Origin/Migration

SUBMIT: "The Spirit Catches You and You Fall Down" paper through email to professor, sbryan27@utk.edu by 12 a.m. (midnight) March 23.

We will address issues of national origin and migration as they relate to social work practice from a strengths-based perspective. This will include policy issues related to migration, culturally affirming assessments and communication. We will learn about resources, natural support systems and referral sources.

Homework:

1. Read case 5-3
2. Write reflection on case 5-3
3. Group #4 presents and leads discussion on case 5-3
4. Read article on Immigration from Canvas course materials

Week 12 - Poverty-Wealth Continuum

We will discuss social economic status and how this aspect of human life can be considered as part of the diversity discussion. We will take a strength based approach and how wealth affects social work practice. We will address issues of ethics and the ambiguity in resolving ethical dilemmas in social work practice in all dimensions of diversity.

Homework:

1. Read case 2-4
2. Write reflection on case 2-4
3. Group #5 presents and leads discussion on case 2-4
4. Read article on Poverty under course materials in Canvas

Week 13 - Rural-Urban Continuum

This week the class will discuss prevention principles as related to the client systems that exist across the rural-urban continuum. Approaches to wellbeing and social and economic justice will be addressed.

Homework:

1. Read case 2-3
2. Write reflection on case 2-3
3. Group #6 presents and leads discussion on case 2-3
4. Read article on Rural-Urban continuum under course materials in Canvas

Week 14 – Youth and Criminal Justice

This week, the class will discuss various aspects of the criminal justice system from the perspective of individuals and families who have been affected by this system. This will involve addressing a complex client system at all levels.

Homework:

1. Read Case 4-3
2. Write reflection on case 4-3
3. Group #7 presents and leads discussion on case 4-3
4. Read article on Criminal Justice on Canvas under course materials

Week 15 - Aging and End of Life Issues

We will discuss how issues of physical/emotional/psychological/neurological wellbeing affect social work practice, particularly with regard to creating wellness in the aging population. We will address concepts of age, and how various cultures view this topic. We will also address death/dying and the role of social workers in hospice care.

Homework:

1. Read case 7-3
2. Write a reflection on case 7-3
3. Group #8 presents and leads discussion on case study 7-3
4. Read article on Canvas under course materials on aging

Additional Online Resources

Community Toolbox, retrieved December 17, 2011, from <http://ctb.ku.edu/en>

Information for Practice, retrieved December 17, 2011, from <http://blogs.nyu.edu/socialwork/ip/>

The Social Work Podcast, retrieved December 17, 2011, from <http://socialworkpodcast.blogspot.com/>

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