

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 538 Culturally Relevant Practice with Diverse Populations (3 credits)
Spring 2018, Section 015

Instructor: Julie Franks, MTS, MSW, CSWA

Phone: Appointments as Needed

Office Hours: By Appointment

Email: jfranks8@utk.edu (preferred contact; 24 hour response guaranteed Monday-Friday)

Required Zoom meetings: Mondays 6 to 7:15 pm CST 1/22, 2/12, 3/5, 3/26, 4/16

Zoom Meeting ID for the Semester: 536 237 286

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 Dimensions:

- Cognitive and Affective Process** (includes critical thinking, affective reactions and exercise of judgment): Critical thinking is an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection and reasoning. Affective reactions refer to the way in which our emotions influence our thinking and subsequently our behavior. Exercise of judgment is the capacity to perceive and discern multiple sources to form an opinion. (Content: Class discussion during lectures, Discussion Boards, Spiritual Diversity Reflection, Spirit Paper, Reflection on Disabling Conditions, Group Case Study Presentation)
- Values: Values pertain to the Code of Ethics and the personal and professional values and any conflict around these topics.** (Content: Class discussion during lectures, Group Case study presentations, Spirit paper, discussion boards)
- Knowledge: Awareness of facts, history concepts, theory etc.** (Content: Class lectures, assigned readings and videos, Group Case Study presentation)
- Skill: Skill refers to the demonstration of the ability to apply theory into practice.** (Content: Reflection on Disabling Conditions, Spiritual Diversity Reflection, Spirit paper, Group Case Study presentation, Discussion Boards)

Course Assignments and Evaluation Plan

Class Preparation and Attendance	10 pts.
Spirituality diversity reflection	15 pts.
Reflection on disabling conditions	15 pts.
<u>Spirit</u> paper	15 pts.
Group Case study Presentation	30 pts.
Discussion Boards	<u>15 pts.</u>
Total	100 pts.

A=95-100
B+=90-94
B=85-89
C+=80-84
C=75-79
D=70-74
F=<69

Class preparation and Electronic Classroom Policy.

Students are required to attend and be fully present for every synchronous course session. This means students are expected to participate in class sessions using a video link into the electronic classroom from a non-distracting location. Joining class via audio connection (e.g. phone) will be considered an absence unless the student notifies the professor in advance of the unavoidable exigency necessitating audio-only attendance. Such an event is an exception and not a permissible alternative to full attendance and participation through Zoom videoconferencing.

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.

Learning Environment:

The student is a co-creator of the learning experience and professional environment. It is the purpose of this class to provide knowledge and access to resources that will serve as a springboard for class collaboration and group projects. The course includes online synchronous classroom sessions, recorded lectures, discussion posts, reading assignments, assignments involving social media, and group presentations. The instructor expects you to be prepared by reading the materials and participating in the discussions PRIOR to attending zoom sessions.

Some material provided in the class may be of a confidential nature since part of the material will involve examination of ongoing human service organizations or personal self-disclosure of the participants. Therefore, all class participants must observe strict rules of professional conduct including treating all information about current human service organizations or colleagues as confidential, not to be discussed with anyone other than classmates or the Instructor.

Group Participation Policy

Active group participation is expected in this course. 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.

Late Work Policy

Late assignments will not be accepted without prior approval by the professor, and this is only granted in emergency situations. Late work will be given a grade of zero. Issues related to technology or confusion about due dates being in EST will not result in extensions. There are no make-up options for group assignments. If you have a serious illness or extenuating circumstances, the instructor *may* make accommodations with proper documentation PRIOR to the due date and time. **If you have questions about any assignment, please reach out to the instructor for clarification prior to the due date.**

Plagiarism and APA Policy

Graduate level writing will be required on all written assignments. Points are designated for graduate level writing/organization on each assignment/presentation and differ per assignment, as the weight of different assignments varies. Grades for papers will take into consideration content, organization of ideas, creativity, and appropriate use of APA citation format, grammar, and spelling. Plagiarism, whether intentional or unintentional, will result in a grade of "zero" on the assignment and may result in other academic penalties.

Eastern Time versus Central Time – ALL DUE DATES ARE IN EASTERN STANDARD TIME

Canvas shows two times—your time as you have set it and system time, which is Eastern Time. Please know that you are ultimately responsible for ensuring you adhere to the time designations in Canvas and within this syllabus. **All due dates are in EST. If you turn it in the next day because you were confused, you will still lose points.**

Assignments:

Attendance (10 Points total; 2 points per synchronous class session):

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.

Because of the interactive nature of this class in enhancing each student's learning, attendance in the zoom synchronous sessions is mandatory. If you are unable to attend zoom sessions because of an illness or emergency, please contact your instructor as soon as possible. Students will be responsible for getting notes on missed material. The experience and feedback during sessions is a crucial piece of learning and will be a portion of your overall grade.

Students are expected to participate in class sessions using a video link into the electronic classroom from a non-distracting location with both video and microphone capability. *Points will be lost if your camera is off for a significant portion of the Zoom session.* Students are expected to keep their cameras on during class, to participate by answering and asking questions, and to support each other the way students would in a traditional face-to-face classroom. Joining class via audio connection (e.g. phone) will be considered an absence unless the student notifies the professor in advance of the unavoidable exigency necessitating audio-only attendance. Such an event is an exception and not a permissible alternative to full attendance and participation through Zoom videoconferencing.

Exploring Spiritual and Religious Diversity in Social Work Practice (15 points)

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 2 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 Bb site under Spiritual and Religious Diversity Assignment (**CC: 1, 4, 5, 6, 7, 8; DI knowledge, values, cognitive & affective processes**).

Reflection and discussion concerning disabling conditions (15 Points)

Each student will write a reflective essay based on the material identified in the assignment details available on Canvas. (**CC:1,2,3,8; DI knowledge, values, cognitive & affective processes**)

The Spirit Catches You and You Fall Down Paper (15 points)

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 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. (**CC: 1, 2, & 6; DI knowledge, values, cognitive & affective processes**)

Discussion Boards (15 points)

Many weeks will include a discussion of a particular case to be read and reflected upon. You will answer an assigned question, often based on the week's cases, and actively engage in the discussion. You will write an initial post and respond to at least 2 classmates. Your initial post should be meaningful and at least ten academic sentences that contain content that contributes to the learning of you and your colleagues. In each discussion, you should reply to at least 2 of your peers with responses that are at least 8 academic sentences in length. You should use APA format and style in your posts, giving credit to sources that help you with your responses. (**C.C. 1-7; DI values, cognitive & affective processes**)

Case Study Groups (30 points)

At the beginning of the semester, students will be assigned randomly to groups of 4 to 5 who 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. (**CC 1-7; DI skills, knowledge, values**).

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 (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 (≤ 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:

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:

(You may want to have your own copy of the Dworkin and Canda and Furman texts. We read a good number of chapters in them and students have indicated this material to be a “keeper” with regard to future practice.)

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.

Expected Course Schedule for Spring. Adjustments may be made to accommodate unexpected schedule changes or student learning needs.

Date indicates when the week starts.

Module 1 Jan 22	Welcome and Orientation; Build on Practice Knowledge; Dimensions of Diversity See Course Materials in BB for links to the following resources BEFORE the class meeting: <u>Light in the Shadows</u> film and conversation guide	Live Zoom Session
Module 2 Jan 29	Group Communication and Relationship Building Tools Reading: Dworkin chapter 1; Beginner's Guide from NCDD; others on Canvas	
Module 3 Feb 5	Who Tells the Stories? Power, Privilege, & Culture Video: Mirrors of Privilege Reading: on Canvas	
Module 4 Feb 12	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	Live Zoom Session
Module 5 Feb 19	LGBT, Compassion & Courage in Practice Film: For the Bible Tells Me So Reading: on Canvas Assignment: Spiritual & Religious Diversity, due Sunday February 25 at 11:59pm EST	Group #1-Sam case study.
Module 6 Feb 26	Explore Dimensions of Disability/Ability Continuum Reading: on Canvas	Group #2-Case study 2.5 (ADHD)
Module 7 Mar 5	Race/Ethnicity/Gender Reading: on Canvas Assignment: Disability Reflection due by Sunday March 11 at 11:59pm EST	Live Zoom Session Group #3-case study 6.3 (health clinic) Group #4-case study 4.1 (woman, DV)
Mar 12	Spring Break – no class assignments	
Module 8 Mar 19	National Origin/Migration Reading: on Canvas	Group #5-case study 5.1 (17 y/o immigrant) Group #6-case study 7.2 (Indian country)

Module 9 Mar 26	Poverty-Wealth Continuum Reading: on Canvas	Live Zoom Session Group #7-case study 7.4 (health clinic) Group #8-case study 2.4 (homeless man)
Module 10 Apr 2	Youth Reading: on Canvas Assignment: The Spirit... paper due by Sunday April 8th at 11:59pm EST	Group #9-case study 3.2 (homeless youth) Group #10- case study 3.1 (parenting students)
Module 11 April 9	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	Group #11-case study 6.1 (end of life)
Module 12 April 16	Aging Reading: on Canvas	Live Zoom Session Group #12-case study 7.3
Module 13 April 22	TBA (we may not utilize this module, but will keep it available depending on the needs of the class)	