THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK

SW 538 Culturally Relevant Practice with Diverse Populations
Section 005
3 Credit hours
Spring, 2019

Instructor: Julie Franks, MTS, MSW, CSWA
Phone: Appointments as Needed
Email: jfranks8@utk.edu (preferred contact; 24 hour response guaranteed Monday-Friday)
Required Zoom meetings: Mondays 1/14, 2/4, 2/25, 3/11, 4/8 from 8:00pm to 9:00pm CST
Zoom Meeting ID for the Semester: See Canvas Site

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, Knoxville Student Disability Services office 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:

1. 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)

2. 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)

3. Knowledge: Awareness of facts, history concepts, theory etc. (Content: Class lectures, assigned readings and videos, Group Case Study presentation)

4. 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

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Class Preparation and Attendance</td>
<td>10 pts.</td>
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<tr>
<td>Spirituality diversity reflection</td>
<td>15 pts.</td>
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<tr>
<td>Reflection on disabling conditions</td>
<td>15 pts.</td>
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<tr>
<td>Spirit paper</td>
<td>15 pts.</td>
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<tr>
<td>Group Case study Presentation</td>
<td>30 pts.</td>
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<tr>
<td>Discussion Boards</td>
<td>15 pts.</td>
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<tr>
<td>Total</td>
<td>100 pts.</td>
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</tbody>
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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. For this reason, students will self-report their own contributions/ contributions of others in their group to the professor at the time work is submitted. It is encouraged that students reach out to the professor as soon as problems arise to obtain maximum support from the professor.

**Late Work Policy**
*Late assignments will not be accepted without prior approval by the professor and in the case of a documented emergency.* 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. Reaching out early generally results in gaining the most support from the professor.*

**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 – 1 point for attendance and 1 point for preparation):**

**Preparation:** Each student is expected to review the course material and/or group presentations prior to the class session. The Canvas module will clearly explain which presentations and/or course material are addressed at each class session. In response to the presentations/course material for the week, please write at least one question on the topic of the presentation that you would like to have addressed in class; you can also share comments or explain things you are confused about or appreciated. For example, if the class is on the topic of Natural Origin/Migration, you might ask a question such as, “what are our ethical obligations for reporting immigration status to the authorities when we learn that a client is undocumented?”. I will design class lectures that address themes that arise from the class questions to ensure our time together is meaningful and useful for your learning. This will be due the Friday prior to the LIVE zoom sessions; dates are displayed in Canvas.

**Attendance in the 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 a reflection essay that addresses 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 related to presentations (15 points; 10 Discussions at 1.5 points each)**

There will be one discussion connected with each group presentation. Some weeks will have 2 discussions while others will have no discussion assignments – please see canvas for specific due dates. The group presenting each week will design the discussion and be in charge of monitoring the posts throughout the week. The group leaders are expected to be checking the posts daily and to be responding to classmates as appropriate (and at least 5 responses that week for each presenter). Learners will answer the assigned question, based on the week’s cases, and actively engage in the discussion. If it is not the week you are presenting, 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 to partners (and in some cases, trios) 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:

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.)


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:

(Courtesy of Drs. Margaret Casado and Ellie Read)


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.** The professor may make changes prior to our first class session and/or changes may be made to accommodate unexpected schedule changes or student learning needs.

**Date indicates when the week starts.**

| Module 1 | Welcome and Orientation; Build on Practice Knowledge; Dimensions of Diversity  
See the module in canvas for links to the following resources, which you should prepare to review before class:  
Kimberle Crenshaw TED TALK  
Film: Little White Lies  
Pulliam, R. M. (2017)  
Anderson and Collins (2003)  
Please purchase and begin *The Spirit Catches You and You Fall Down*; it is recommended you complete this reading as soon as possible for the paper due.  
DB for participation is due 1/13 and does not require reading the materials like all other discussions – please participate!  
**Live Zoom Session on 1/14** |
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| Module 2 | Group Communication and Relationship Building Tools  
Film: The Light in the Shadows (and conversation guide)  
Dworkin chapter 1  
Beginners Guide from NDCC  
Additional readings on Canvas  
**The Spirit Paper is Due Sunday January 27th at 11:59pm EST** |
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| Module 3 | Who Tells the Stories? Power, Privilege, & Culture  
Film: Mirrors of Privilege  
Yoso, J.J. (2005)  
Solórzano, D. G., & Yosso, T. J. (2002)  
Additional readings on Canvas  
DB for participation in next week’s class session is due by Fri 2/1 |
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| Module 4 | Religion, Spirituality, Compassion, & their Intersection in Practice  
- Canda & Furman, Chapters 7, 9, & 10, Appendix A & C  
Additional readings on Canvas  
**Spiritual & Religious Diversity Essay is Due 2/10 at 11:59 pm EST** |
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<td>Spring Break</td>
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<td>Module 10</td>
<td>Poverty-Wealth Continuum</td>
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<td>March 25 to March 31</td>
<td>Readings on canvas</td>
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<th>Group #8-case study</th>
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<tr>
<td>April 1 to April 7</td>
<td>Film: How do you respond to macroaggressions? Race the Power of an Illusion Part I and Part II</td>
<td>Group #9 – case study</td>
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<td>Discussion 9 Due 4/7</td>
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<td>Discussion for participation in next week’s live zoom session is due 4/5</td>
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