THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK

SW 538 Culturally Relevant Practice with Diverse Populations
Section 006
(3 credits)
Spring 2019

Instructor: Christy Hickman, LCSW  Class Time: Wednesdays at 12:20 – 3:20pm
Email: chickma1@utk.edu  Class Location: 322 Henson Hall
Office: 310 Henson Hall
Office Hours: Mondays at 2pm and by appointment

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 evidenced-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, 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, 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. 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; 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 9</td>
<td>Week 1</td>
</tr>
<tr>
<td>Jan 16</td>
<td>Week 2</td>
</tr>
<tr>
<td>Jan 23</td>
<td>Week 3</td>
</tr>
<tr>
<td>Jan 30</td>
<td>Week 4</td>
</tr>
<tr>
<td>Feb 6</td>
<td>Week 5</td>
</tr>
<tr>
<td>Feb 13</td>
<td>Week 6</td>
</tr>
<tr>
<td>Feb 20</td>
<td>Week 7</td>
</tr>
<tr>
<td>Feb 27</td>
<td>Week 8</td>
</tr>
<tr>
<td>Mar 6</td>
<td>Week 9</td>
</tr>
<tr>
<td>Mar 13</td>
<td>Week 10</td>
</tr>
<tr>
<td>Mar 20</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Mar 27</td>
<td>Week 11</td>
</tr>
<tr>
<td>Apr 3</td>
<td>Week 12</td>
</tr>
<tr>
<td>Apr 10</td>
<td>Week 13</td>
</tr>
<tr>
<td>Apr 17</td>
<td>Week 14</td>
</tr>
<tr>
<td>Apr 24</td>
<td>Week 15</td>
</tr>
</tbody>
</table>

Course Assignments and Evaluation Plan

<table>
<thead>
<tr>
<th>Assignment/Expectation</th>
<th>Points</th>
<th>Course Competencies</th>
<th>Dimensions of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class preparation &amp; participation</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spiritual diversity reflection</td>
<td>15</td>
<td>1, 4, 5, 6, 7, 8</td>
<td>knowledge, values, cognitive &amp; affective processes</td>
</tr>
<tr>
<td>Reflection on disabling conditions</td>
<td>15</td>
<td>1,2,3,8</td>
<td>knowledge, values, cognitive &amp; affective processes</td>
</tr>
<tr>
<td>Spirit paper</td>
<td>15</td>
<td>1, 2, &amp; 6</td>
<td>knowledge, values, cognitive &amp; affective processes</td>
</tr>
<tr>
<td>Group Case study Presentation</td>
<td>30</td>
<td>1-7</td>
<td>skills, knowledge, values</td>
</tr>
<tr>
<td>Mind map &amp; case study activities 3 @ 5points each</td>
<td>15</td>
<td>1-7</td>
<td>values, cognitive &amp; affective processes</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students are expected to attend every class. Because much of the learning in this course is through active learning, you are expected to attend all class meetings and actively engage in class discussions/activities. Students are responsible for material covered in class even when absent. It is essential that you notify me by e-mail (chickma1@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 class, 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.

Students may bring your laptops to class to take notes and other appropriate classroom work. It is not appropriate to use electronic devices for any non-class activity while in class. The instructor reserves the right to disallow the use of laptops in class if students use them for purposes other than class activities. Participation points may be deducted or students asked to leave the classroom if laptops, phones or other electronic devices are used for purposes other than class activities. All cell phones and smart phones must be silenced and put away during class. 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 if the University is closed due to inclement weather. If class is cancelled due to inclement weather, the instructor will announcement via Canvas changes to class schedule of activities.

A rubric for class preparation/participation is available on Canvas.

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 addressing 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. (CC: 1, 4, 5, 6, 7, 8)

Discussion concerning disabling conditions
Please review the material found at this link www.unitedspinal.org/disability-etiquette
Then write a reflective essay (500-750 words) that addresses the following: What has been your experience in engaging others with disabling conditions? Considering the reading on Disability Etiquette, what did you learn? What stood out to you from the reading? 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)

**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. (CC 1, 2, & 6)

**Case Study Reflections**

Students will complete a brief reflection on each case study covered in class. You will be required to answer an assigned question based on each case. The reflection will be based on question(s) provided and will be 1 to 2 double-spaced pages in length. References should be cited according to APA format. Each case study reflection is listed as a separate assignment in Canvas. (CC 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 any group member is not pulling their own weight, not showing up on time or at all for meetings, being difficult to deal with, not completing work within agreed timeline, or simply refusing to do work, then this member will receive a lower grade than the rest of the group, and possibly a zero, for the project. This is a professional program in which the goal is to prepare students to be leaders. 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 (< 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):**

Additional required and recommended 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 & Furman texts, though you may be interested. They are difficult to find and sometimes expensive. You will be provided with the required readings via Canvas.)*


**Additional Readings and Resources:**
Required readings other than Dworkin (2005), and Canda & 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 useful resources:*

- The University of Buffalo School of Social Work Self-Care Starter Kit

- Purdue University Online Writing Lab (OWL) on APA Style
  [https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

- The American Psychological Association (2012). Frequently Asked Questions about AP
  [http://www.apastyle.org/previoustips.html](http://www.apastyle.org/previoustips.html)

- The University of Tennessee Libraries. (2012). Understanding Plagiarism

**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. Any changes will be made by announcement in Canvas.*
January 9  Week 1 - Welcome and Orientation
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; cultural humility; intersectionality; “at-risk” clients/populations (individuals, families, groups, organizations, communities)]

Required materials to prepare for this class session available on Canvas under Module Week 1
- Video: Melanie Tevalon on Cultural Humility
- Video: Kimberle Crenshaw—The Urgency of Intersectionality TED Talk
- It will be helpful to review the basic texts you used in SW512 and SW522 last semester.

January 16  Week 2 – Build on Practice Knowledge; Dimensions of Diversity
Introduction/review of MindMapping, task groups, dialogue and deliberation as practice tools.

Required materials to prepare for this class session available on Canvas under Module Week 2
- Watch Light in the Shadows (2003) video. Take notes on key points of information and your reactions.
- Dialogue and Deliberation Beginner’s Guide
- MindMapping video and mapping activity
  **Due in class: A hard copy of your mind map. I will collect them for review/grading.**

January 23  Week 3 - Group Communication and Relationship Building Tools
Assessment, planning, and intervention with complex client systems; Analyze practice models and interventions; Identify evidence-based prevention principles and approaches; Identify at-risk populations and culturally appropriate best practices.

Required readings to prepare for this class session available on Canvas under Module Week 3
- Dworkin, Chapter 1 Problem-Based Learning
- Dessel, Rogge, and Garlington (2006) Using intergroup dialogue to promote social justice and change
- Dialogue and Deliberation Beginner’s Guide

January 30  Week 4 - Who Tells the Stories? Power, Privilege and Culture
Critique 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.

Required and recommended readings to prepare for this class session available on Canvas under Module Week 4
- Yossi (2005) Whose culture has capital: Critical race theory

Recommended readings:
- Moore (2010). Racist stereotyping in the English language, 368-379

February 6  Week 5 - Religion, Spirituality, Compassion, and their intersection in Practice
Exploration of 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.

Required Readings to prepare for this class session available on Canvas under Module Week 5
- Hodge & Holtrop, Spiritual Assessment: A review of spiritual assessment models
  o Chapter 1 Guiding Principles (p. 3-29)
  o Chapter 3 Meaning of Spirituality (p. 59-97)
  o Chapter 7 Creating a Spiritually Sensitive Context for Practice (p. 213-242)
  o Chapter 9 Ethical Guidelines for Spiritually Sensitive and Culturally Appropriate Practice (p. 286-313)
  o Chapter 10 Spiritually Oriented Transformational Practice (p. 314-359)

**February 13**   **No class meeting**

**February 20**   **Week 6 - LGBTQIA+, Compassion and Courage in Practice**
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 LGBTIQQAA.

**Required Readings to prepare for this class session available on Canvas under Module Week 6**
- Watch video *For the Bible Tells Me So* (2007)
- Case study on Sam

**Assigned group presents and leads discussion on this case.**

**SUBMIT Spiritual and Religious Diversity Assignment via Canvas by 11:59pm on February 23.**

**February 27**   **Week 7: Dimensions of Disability/Ability Continuum**
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.

**Required Readings to prepare for this class session available on Canvas under Module Week 7**
- Dworkin Case 2-5
- Disability Etiquette Article

**Assigned group presents and leads discussion on case 2-5**
**Case study reflection 1 is due by 11:59pm**

**March 6**   **Week 8 - 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.

**Required Readings to prepare for this class session available on Canvas under Module Week 8**
- Dworkin Case 6-3
- PBS: What is Race Webpage
- Racial Equity Tools: Glossary

**Assigned group presents and leads discussion on case 6-3**
**March 13  Week 9 - National Origin/Migration**
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.

**Required Readings to prepare for this class session available on Canvas under Module Week 9**
- Dworkin Case 5-1
- Asylum Seekers, Immigrants, and Refugees
- SSWAA Statement on DACA
- SSWA Calls for End to Family Separation at the Border

*Assigned group presents and leads discussion on case 5-1*
*Case study reflection 2 is due by 11:59pm*

**March 20  Spring Break**

**March 27  Week 10 - 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.

**Required Readings to prepare for this class session available on Canvas under Module Week 10**
- Dworkin Case 2-4
- Read article found on Module Week 12 Poverty in Canvas

*Assigned group presents and leads discussion on case 2-4*

**April 3  Week 11 - 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.

**Required Readings to prepare for this class session available on Canvas under Module Week 11**
- Read case 2-3
- Read article found on Module Week 13 in Canvas

*Assigned group presents and leads discussion on case 2-3*

**SUBMIT: “The Spirit Catches You and You Fall Down” paper via Canvas by 11:59pm on April 1**

**April 10  Week 12 – 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.

**Required Readings to prepare for this class session available on Canvas under Module Week 12**
- Read Case 4-3
- Read article found on Module Week 14 on Canvas
Assigned group presents and leads discussion on case 4-3

April 17  Week 13 - 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.
Required Readings to prepare for this class session available on Canvas under Module Week 13
  • Read case 7-3
  • Read article found on Module Week 15 on Canvas

Assigned group presents and leads discussion on case study 7-3

April 24  Week 14 – Course wrap-up
Wrap up any remaining presentations/content.
Required Readings to prepare for this class session available on Canvas under Module Week 14

Online Resources

Amnesty International  http://www.amnesty.org/
Community Toolbox  http://ctb.ku.edu/en
Information for Practice  https://www.pdknox.org/
Knox County Public Defender’s Community Law Office  http://socialworkpodcast.blogspot.com/
The Social Work Podcast  http://www.socialwork.buffalo.edu/podcast/
Living Proof Podcast Series  http://www.helpstartshere.org/
NASW “Help Starts Here”  http://www.spcenter.org/
Southern Poverty Law Center  http://www.tcsw.org/
Tennessee Conference on Social Welfare  http://www.tnimmigrant.org/
The Social Work Podcast  https://www.tnjustice.org/
http://www.ohchr.org/