

PROGRAM GOALS

Provision of education and training that enable students to become generalist social work practitioners who:

1. are committed to advancing social and economic justice and the principles, values, and ethics that guide the social work profession;
2. are grounded in systems theory and operate within a person-in-the-environment framework;
3. use the problem-solving process to intervene in multiple-level client systems;
4. have an understanding of human diversity and special populations that informs practice interventions;
5. use critical thinking, evaluative, and leadership skills to address the needs of a complex, changing society; and
6. are committed to continuous development of professional self.

CODE OF CONDUCT

It is the students responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work BSSW Handbook (www.csw.utk.edu).

DISABILITY SERVICES

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 191 Hoskins Library at 974-6087. This will ensure that you are properly registered for services.

COURSE DESCRIPTION

Social work practice with diverse populations. Variables including race, ethnicity, gender, class and sexual orientation as they relate to generalist social work practice. Students develop self-awareness of their own culture and the culture of others, acquire knowledge and understanding of the impact of oppression on diverse groups.

RATIONALE

This course is designed to help prepare students for entry-level social work practice. The focus on working with diverse populations will expand the foundation of students' knowledge and skills, enabling graduates to apply a broad range of practice interventions with a broad range of populations while understanding the strengths of marginalized groups.

COURSE OBJECTIVES

Upon completion of this course students are expected to be able to:

1. Identify and analyze the major dynamics related to racism, sexism and classism;
2. Demonstrate an understanding of the impact of poverty, oppression, and

- discrimination on diverse populations;
3. Identify resources within the local community to empower and help ethnic minorities, women and homosexuals;
 4. Demonstrate the ability to work within social work ethics and values specific to diverse populations;
 5. Demonstrate advocacy, social action, planning and intervention skills with multiple cultures and diverse groups using a generalist social work practice perspective;
 6. Demonstrate knowledge of diversity *within* diverse populations;
 7. Communicate knowledge effectively in verbal and written forms.

PREREQUISITES

Initial progression in the program.

TEXT

Lum, D. (2000). Social work practice and people of color: A process stage approach. Belmont, CA: Wadsworth/Thomson Learning.

RESERVE READINGS

Collins, P. H. (1993). Toward a new vision: Race, class and gender as categories of analysis and connection. Race, Sex & Class, 1 (1), 25-45.

Gutierrez, L., Fredricksen, K. & Soifer, S. (1999). Perspectives of social work faculty on diversity and societal oppression content: Results from a national survey. Journal of Social Work Education, 35 (3), 409-419.

Harknett, K. (2001). Working and leaving welfare: Does race or ethnicity matter? Social Service Review, 75 (3), 359-385. [available on Proquest]

Mallon, G. P. (ed). (1998). Foundations of social work practice with lesbian and gay persons. New York: The Harrington Park Press.

Romero-Delgado, E. A. (2001). Counseling a Hispanic/Latino client. Journal of Mental Health Counseling, 23 (3), 207-221. [available on Proquest]

Tsang, A. K.T. (2001). Representation of ethnic identity in North American social work literature: A dossier of the Chinese people. Social work, 46 (3), 229 - 243.

Van Wormer, K., Wells, J. & Boes, M. (2000). Social work with lesbians, gays, and bisexuals: A strengths perspective. Boston: Allyn and Bacon.

Waller, M. A. & Patterson, S. (2002). Natural helping and resilience in a Dine' (Navajo) community. Families in Society: The Journal of Contemporary Human Services, 83 (1), 73- 84. [available on Proquest]

RECOMMENDED READINGS

Bean, R. A., Perry, B. J. & Bedell, T. M. (2002). Developing culturally competent marriage and family therapists: Treatment guidelines for non-African-American therapists working with African-American families. Journal of Marital and Family Therapy, 28 (2), 153-164.

Colmant, S. A. & Merta, R. J. (1999). Using the sweat lodge ceremony as group therapy for Navajo youth. Journal for Specialists in Group Work, 24 (1), 55-73.

Goldberg, M. (2000). Conflicting principles in multicultural social work. Families in Society, 81 (1), 12-21.

Negy, C. & Snyder, D. K. (2000). Relationship satisfaction of Mexican American and non-Hispanic White American interethnic couples: Issues of acculturation and clinical intervention. Journal of Marital and Family Therapy, 26 (3), 293-304.

Nelson, G., Prilleltensky, I. & MacGillivray, H. (2001). Building value-based partnerships: Toward solidarity with oppressed groups. American Journal of Community Psychology, 29 (5), 649-677.

BLACKBOARD

This course utilizes many Blackboard features through Online@UT. Please make sure the email address listed in the course is your current one. If additional help is needed accessing Blackboard contact helpdesk@utk.edu.

COURSE INFORMATION

The course will combine lecture, videos, discussion, guest speakers, and group exercises. Students are expected to read, critically analyze, and discuss assigned readings.

ATTENDANCE

Students are expected to attend all classes and to arrive punctually. If you will be missing a class or will be late the instructor must be notified prior to the beginning of the class you will be missing or late for in order to be excused. Each unexcused absence or tardiness will result in 5 points being deducted from your final grade.

INSTRUCTOR'S POLICY

Assignments and tests that are not completed will be recorded as "0"; therefore, a missed test or assignment will not result in a grade of "I" (incomplete). Only in

cases of an emergency will make-up tests or extensions for the assignments be given. If there are extenuating circumstances, the instructor must be informed prior to the date of the test or the due date of the assignment.

OFFICE HOURS

Tuesdays from 3:30-5:30 p.m.
and by appointment

322 Henson Hall
974-8109

EVALUATION

Students' grades will be determined on the basis of performance on one quiz, two written assignments, one presentation and class participation.

GRADING CRITERIA

Reaction Paper	25 Points
Class Participation	10 Points
Quiz	20 Points
Community Paper	20 Points
Group Project	25 Points

GRADING SCALE

89-100	A
85-89	B+
79-84	B
75-79	C+
70-74	C
60-69	D
0-59	F

TENTATIVE TIMETABLE

WEEK	TOPIC
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Aug. 22	Introduction and Overview of the Course. Review of the syllabus
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Aug. 27 & 29	CULTURALLY DIVERSE SOCIAL WORK PRACTICE <u>Readings:</u> Gutierrez, L., Fredricksen, K. & Soifer, S. (1999). Perspectives of social work faculty on diversity and societal oppression content: Results from a national survey. Lum, D. Social work practice and people of color. Chapter 1
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Video: The price of racism

August 29 – Room 129 at Hodges Library

Sept. 3 & 5

PEOPLE OF COLOR

Readings:

Lum, D. Social work practice and people of color. Chapter 2

Guest Speaker: Jeannine Ugarte, Hispanic Ministries,
discussion on Hispanic issues and immigration

Sept. 10 & 12

CULTURALLY DIVERSE VALUES

Readings:

Lum, D. Social work practice and people of color. Chapter 3

Romero-Delgado, E. A. Counseling a Hispanic/Latino client.

Video: Arredondo: Cultural consideration for working more
effectively with Latin American individuals

September 12 - Room 129 at Hodges Library

Sept. 17 & 19

SOCIAL WORK KNOWLEDGE THEORY

Readings:

Lum, D. Social work practice and people of color. Chapter 4

Tsang, A. K.T. Representation of ethnic identity in North
American social work literature: A dossier of the Chinese
people.

Video: Guidelines for counseling Asian American clients,
Derald Wing Sue.

September 19 - Room 129 at Hodges Library

Sept. 24 & 26

A FRAMEWORK FOR SOCIAL WORK PRACTICE WITH
PEOPLE OF COLOR

Readings:

Lum, D. Social work practice and people of color. Chapter 5

Guest Speaker: Mary Ann Lieberman, Bridge Inc.,
discussion on Refugee status/issues

Oct. 1 & 3 **CONTACT**
 Lum, D. Social work practice and people of color. Chapter 6
 Waller, M. A. & Patterson, S. (2002). Natural helping and
 resilience in a Dine' (Navajo) community.
 Video: Counseling and therapy with Native Americans, Teresa
 LaFromboise
**REACTION PAPER due the beginning of class on Oct. 1
 October 3 - Room 129 at Hodges Library**

Oct. 8 **QUIZ**

Oct 10 **FALL BREAK - NO CLASS**

Oct. 15 & 17 **POVERTY; SEXISM**
Readings:
 Collins, P. H. Toward a new vision: Race, class and gender as
 categories of analysis and connection.
 Harknett, K. Working and leaving welfare: Does race or
 ethnicity matter?
October 17 - Room 129 at Hodges Library

Oct. 22 & 24 **GAYS, LESBIANS, BISEXUALS & TRANSGENDER**
Readings:
 Mallon. Foundations of social work practice with lesbian and
 gay persons. Pp. 8-12;
 Van Wormer, et al. Social work with lesbians, gays, and
 bisexuals: A strengths perspective_Chapters 1& 2
 Video: From a secret place
October 24 - Room 129 at Hodges Library

Oct. 29 & 31 **GAYS, LESBIANS, BISEXUALS & TRANSGENDER**
Readings:
 Mallon. Foundations of social work practice with lesbian and
 gay persons. Chapter 2
 Van Wormer, et al. Social work with lesbians, gays, and
 bisexuals: A strengths perspective_Chapter 3 & 11.
 Video: Pride divide
October 31 - Room 129 at Hodges Library

Nov. 5 & 7

Presentations
Both dates - Room 129 at Hodges Library

Nov. 12 & 14

PROBLEM IDENTIFICATIONReadings:

Lum, D. Social work practice and people of color. Chapter 7

Video: Reading people: The unwritten language of the body

Nov. 19

ASSESSMENTReadings:

Lum, D. Social work practice and people of color. Chapter 8

Nov. 21

THANKSGIVING DAY - NO CLASS

Nov. 26 & 28

INTERVENTIONReadings:

Lum, D. Social work practice and people of color. Chapter 9

Dec. 3 & 5

TERMINATION; EPILOGUEReadings:

Lum, D. Social work practice and people of color. Chapter 10

& 11

Community Paper due the beginning on class Dec 3.

WRITTEN ASSIGNMENTS**#1 REACTION PAPER (25 points)**

Go to www.us-immigration.org to determine what forms you need to gather for a *Spouse/Fiancée Visa*. Carefully read all requirements. After you have written down the necessary forms, go to www.ins.usdoj.gov, and find and download, from Adobe Acrobat Reader if applicable, every form. **DO NOT MAIL FORMS**. Complete all the forms using fictitious information and turn in to the instructor with a three-page reaction paper. Include, at minimum, the following information:

- a. Note any difficulties or ease with the process that you experienced in obtaining the application;
- b. Note the length of time it took for the entire process (e.g., reading the

- requirements and completing the application);
- c. Any costs that are associated;
 - d. Were there any questions or terms that you did not understand on the application;
 - e. How did you feel when you interacted with an employee from the department, if applicable;
 - f. Based on your familiarity and understanding of “our” system, discuss possible difficulties that might develop as a result of not knowing or understanding certain American cultural expectations, the language or service access;
 - g. What types of choices are there for entering the U.S. (e.g., fiancée Visa);
 - h. How long can someone who is not from the U.S. stay and what action must be taken if they want to obtain residency;
 - i. Discuss in detail how you felt going through the process and how it might feel to go through the process as someone from another country who may be facing prosecution or circumstances.

Grades will be based on:

1. Completion of form(s);
2. Ability to address the minimum components (superior papers will exceed the minimum requirements);
3. Good writing skills;
4. Use of APA style.

The student's paper must be in APA format (include a title page, abstract, reference page and the application as an appendix) and include at least three references. Grading will be based upon inclusion of the above components, plus the demonstration of good writing skills (e.g., grammar). Late papers will be penalized 5 points. **Due October 1, 2002 at the beginning of class.**

#2 Quiz (20 points)

A quiz will be given online **October 8, 2002**. Quiz material will be reviewed in class.

#3 GROUP PROJECT (25 points)

Students will be assigned to small groups. Each group will then be assigned a population to study (e.g., Cuban-Americans). Several agencies have been contacted and have agreed to allow an assigned group to interview someone to discuss cultural practices. Group members will obtain and report in a presentation to the class, at minimum, the following information (**Due dates will be assigned, but are tentatively scheduled to begin November 5, 2002**):

- a. Cultural “norms” concerning communication styles;

- b. Cultural “norms” concerning nonverbal communication (body language);
- c. Cultural “norms” for parenting styles;
- d. Cultural “norms” for gender roles;
- e. Problems typically identified for the population ;
- f. Strengths of the population;
- g. Possible issues concerning generalist practice with population.

A group grade will be provided for this project. However, if a person does not live up to his/her obligations, I reserve the right to individualize grades. Each person in the group is to indicate in writing what he/she specifically did regarding the interview and the class presentation. This report is also due on the assigned date. Please note a vague accounting of one’s individual involvement will not be acceptable. Other members of the group will verify the person’s declarations by their signatures. Students from each group will present their findings (in 10-15 minutes) to the class and grades for the group project will be based on:

1. Each student assigned to a specific group must be present for the agency interview;
2. Each student must actively contribute to the presentation;
3. The presentation must respond to the preceding components - presentations that exceed the requirements are more likely to receive superior grades;
4. Each group must provide a one-page summary for the instructor and each student.

A group activity will incorporate the various summaries at a later date.

#4 COMMUNITY PAPER (20 points) – Due December 3, 2002

- A. Using reading materials, class content, and guest speakers provide a clear description of the community in which you grew up OR the community in which you have spent most of your time. Include such demographic information as regional location, rural/urban setting, population statistics and the year dates (ex: 1967-1977). Be sure to address the influence of meso and macro factors on your “identity.” Anecdotal examples could be used to illustrate various points of your description. (5 points).
- B. Interview an individual who is of a different ethnicity or other group than your own, regarding their experience in growing up in their community. This individual may be a peer or someone in a different developmental period than your own. The interview should be conducted according to the same informational format as in section A. It is expected the student will review literature regarding cultural information relevant to the ethnicity or other form human diversity of the interviewee. (5 points).

- C. Briefly summarize the results of the above two sections, reflecting on how the information is similar or different. Identify an aspect in EITHER community description, which in your perception, represents a meso or macro deficit or weakness. Develop an intervention based on how you, as a social worker, would intervene to change this deficit for the community. Support your intervention by appropriate reference material. Use APA formatting for your paper including a title page, abstract, and reference page. Students should have a minimum of five (5) references. (15 points)

GRADE MONITORING SHEET

Assignment	Maximum Score	Your Score
Reaction Paper	25 points	
Class Participation	10 points	
Quiz	20 points	
Community Paper	20 points	
Group Project	Total - 25 points a. 5 b. 5 c. 15	

Course Total: 100 points

Your Total _____

100 - 90 points=A
89 - 85 points=B+
84 - 80 points=B
79 - 75 points=C+

74 - 70 points=C
69 - 60 points=D
59 - 0 points=F

HONOR STATEMENT

An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. By enrollment in this class, you pledge that you will neither knowingly give, nor receive, any inappropriate assistance in academic work in SW 316, thus affirming your own personal commitment to honor and integrity (Hilltopics, 2002).

Your Name _____