

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
SW 316 Culturally Responsive Social Work Practice
Spring 2004**

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Time: T/R 9:40-10:55
Location: 209 Henson Hall
Office hours: as arranged in class

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 BSSW Handbook (www.csw.utk.edu)

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*, 2003).

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 191 Hoskins Library (865-974-6087). This will ensure that you are properly registered for services.

BSSW PROGRAM MISSION STATEMENT AND GOALS

The BSSW Program at the University of Tennessee exists to fulfill a need for disciplined, highly educated and trained social workers to help people improve their social functioning in a technologically complex, culturally diverse, and rapidly changing society. There is a focus on the reciprocal relationships between persons and their environments. Social workers are doers; they are problem-solvers who are able to intervene in multiple-level systems and perform various professional roles. Their actions are guided and informed by a broad knowledge-base, code of ethics, and professional values. Social workers are educated and trained to do things right as well as to do the right thing.

The mission of the BSSW Program is to develop generalist social workers who are strategic thinkers, life-long learners and opinion shapers. The knowledge-base, skills, and values necessary for generalist practice are taught in an environment that fosters professional development, critical thinking, and leadership and prepares students to take appropriate action guided by the best available scientific evidence. We are dedicated to preparing practitioners for the challenges of the twenty-first century. Since the amount of knowledge doubles approximately every five years, what is taught today may soon be obsolete. Our challenge, therefore, lies in the on-going development and implementation of a curriculum that prepares and energizes students for generalist practice today and in the future.

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 committed to evidence-based practice;
3. are grounded in systems theory and operate within a person-in-the-environment framework;
4. use the problem-solving process to intervene in multiple-level client systems;
5. have an understanding of human diversity and special populations that informs practice interventions;

6. use critical thinking, evaluative, research, and leadership skills to address the needs of a complex, changing society; and
7. are committed to continuous development of professional self.

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.

Course 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.

Required Texts:

Lum, D. (2004). *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 and societal oppression content; Results from a national survey. *Journal of Social Work Education*, 35, 409-419.

Harknett, K. (2001). Working and leaving welfare: Does race or ethnicity matter? *Social Service Review*, 75, 359-385.

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, 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, 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, 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, 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, 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, 293-304.

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

Blackboard

This course utilizes many Blackboard features through Online@UT. 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 that 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 are due at the beginning of class. Any assignment that is accepted after the beginning of class is late and will result in the loss of a letter grade. 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.

Evaluation

Students' grades will be determined on the basis of performance on two quizzes, two papers, homework, and class participation.

Grading Criteria

Reaction Paper	25 Points
Community Paper	25 Points
Homework	20 Points
Quizzes (2)	20 Points
Class Participation	10 Points

Grading Scale

A	90-100
B+	85-89
B	80-84
C+	75-79
C	70-74
D	60-69
F	0-59

Course Outline

Week	Topic
January 13 - January 15	Introduction and Overview of the Course. Review of the Syllabus.
January 20 – January 22	CULTURALLY DIVERSE SOCIAL WORK PRACTICE <u>Readings:</u> Gutierrez, L., Fredricksen, K. & Soifer, S. (1999). Perspectives of social work faculty and societal oppression content; Results from a national survey. Lum, D. (2004). Social work practice and people of color. Chapter 1 Video: The Price of racism
January 27 – January 29	PEOPLE OF COLOR <u>Readings:</u> Lum, D. (2004). Social work practice and people of color. Chapter 2
February 3 – February 5	CULTURALLY DIVERSE VALUES <u>Readings:</u> Lum, D. (2004). Social work practice and people of color. Chapter 3 Romero-Delgado, E.A. (2001). Counseling a Hispanic/Latino client. Video: Arredondo: Cultural consideration for working more effectively with Latin American individuals.
February 10 – February 12	SOCIAL WORK KNOWLEDGE THEORY <u>Readings:</u> Lum, D. (2004). Social work practice and people of color. Chapter 4 Tsang, A. K.T. (2001) 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.
February 17 – February 19	A FRAMEWORK FOR SOCIAL WORK PRACTICE WITH PEOPLE OF COLOR <u>Readings:</u> Lum, D. (2004). Social work practice and people of color. Chapter 5
February 24 – February 26	CONTACT Lum, D. (2004). 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.
March 2 – March 4	POVERTY ; SEXISM <u>Readings:</u> Collins, P.H. (1993). Toward a new vision: Race, class, and gender as categories of analysis and connection. Harknett, K. (2001). Working and leaving welfare: Does race or ethnicity matter? REACTION PAPER due at the beginning of class on March 4, 2004
March 9 – March 11	SPRING BREAK

March 16 – March 18	<p>GAYS, LESBIANS, BISEXUALS & TRANSGENDER</p> <p><u>Readings:</u> Mallon, G.P. (ed). (1998). Foundations of social work practice with lesbian and gay persons. Pp. 8-12. Van Wormer, K., Wells, J., & Boes, M. (2000). Social work with lesbians, gays, and bisexuals: A strengths perspective. Chapters 1 & 2. Video: From a secret place</p>
March 23 – March 25	<p>GAYS, LESBIANS, BISEXUALS & TRANSGENDER</p> <p><u>Readings:</u> Mallon, G.P. (ed). (1998). Foundations of social work practice with lesbian and gay persons. Chapter 2. Van Wormer, K., Wells, J., & Boes, M. (2000). Social work with lesbians, gays, and bisexuals: A strengths perspective. Chapters 3 & 11. Video: Brian McNaught: Growing up gay.</p>
March 30	QUIZ 1
April 1	<p>PROBLEM IDENTIFICATION</p> <p><u>Readings</u> Lum, D. (2004). Social work practice and people of color. Chapter 7 Video: Reading People: The unwritten language of the body</p>
April 6 – April 8	<p>ASSESSMENT</p> <p><u>Readings:</u> Lum, D. (2004). Social work practice and people of color. Chapter 8</p>
April 13 – April 15	<p>INTERVENTION</p> <p><u>Readings:</u> Lum, D. (2004). Social work practice and people of color. Chapter 9</p>
April 20 – April 22	<p>TERMINATION; EPILOGUE</p> <p>Lum, D. (2004). Social work practice and people of color. Chapter 10 & 11</p>
April 27	<p>QUIZ 2 Community Paper due at the beginning of class on April 27, 2004.</p>
April 29	Study Day
May 3 – May 7	Final Exam Week

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 of the forms using fictitious information and turn in to the instructor with a three page reaction paper. Include at minimum, the following information:
- Note any difficulties or ease with the process that you experienced in obtaining the application;
 - 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 other circumstances.

Grades will be based on:

- 8. Completion of form(s);
- 9. Ability to address minimum components (superior papers will exceed the minimum requirements);
- 10. Good writing skills;
- 11. Use of APA style.

The student's paper must be in APA format including a title page, abstract, reference page and the application as an appendix) and include at least three references. Grading will be based upon the inclusion of the above components, plus the demonstration of good writing skills (e.g., grammar). Late papers will be penalized 5 points. **Due March 4, 2004 at the beginning of class.**

#2 QUIZZES (20 Points)

Quiz material will be reviewed in class.

#3 COMMUNITY PAPER (25 points)

- 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) reference (15 points).

#4 HOMEWORK (20 Points)

As assigned.