

**The University of Tennessee  
College of Social Work  
BSSW Program  
Spring 2007**

**Social Work 316 - Culturally Responsive Social Work Practice  
(3 credits)**

**Instructor:** J. Camille Hall, Ph.D., LCSW  
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**Time:** T/R 9:40 - 10:55  
**Location:** JHB 114  
**Office hours:** T/TH 11:00 – 12:00

**Program Mission**

The BSSW program at the University of Tennessee exists to fulfill a need for disciplined, highly educated and trained generalist social workers to help people improve their social functioning in a technologically complex, culturally diverse, and rapidly changing world without borders. 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 today's complex pluralistic world. 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:

- are committed to advancing social and economic justice and the principles, values, and ethics that guide the social work profession;
- are committed to evidence-based practice
- are grounded in systems theory and operate within a person-in-the-environment framework;
- use the problem-solving process to intervene in multiple-level client systems;
- have an understanding of human diversity, special populations, and domestic and international challenges, that informs practice interventions;
- use critical thinking, evaluative skills, and leadership skills to address the needs of a complex, changing global world; and
- 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.

**Prerequisite**

Initial progression

### **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**

The objectives of this course are to provide students the opportunity 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.

### **Required Text:**

Lum, D. (2007). *Culturally competent practice: A framework for understanding diverse groups and justice issues*, (3<sup>rd</sup> ed). Belmont, CA: Thomson/Brooks Cole.

### **Recommended Text:**

Appleby, G. A., Colon, E. & Hamilton, J. (2007). *Diversity, oppression and social functioning: Person-in-environment assessment and intervention* (2<sup>nd</sup> ed). Boston, MA: Pearson Education, Inc.

American Psychological Association. (2001). *Publication manual of the American Psychological Association*, (5<sup>th</sup> ed). Washington, DC: APA.

### **Other required readings:**

In addition to assigned readings from our texts, there are several articles designated in our syllabus, which are required readings. They are on reserve in Hodges Library and can be accessed through [Online@UT](#).

### **Blackboard:**

This course utilizes Blackboard available through [Online@UT](#) for announcements, online assignments, testing, and grade recording. Please make sure the email address listed in the course is your current one. Please check the site regularly. If additional help is needed accessing Blackboard contact [helpdesk@utk.edu](mailto:helpdesk@utk.edu)

### **Attendance Policy:**

Students are expected to attend all scheduled classes and arrive promptly to group meeting(s). Attendance will be taken during each class and group meeting(s) and you will be marked absent if not present when attendance is taken. Each unexcused absence/tardiness will result in **5** points being deducted from your final grade. *Three* or more excused absences will lower your final grade by one letter grade. You are expected to fully participate in class discussions and demonstrate completion of the assigned readings. The instructor must be notified of your absence **prior** to the beginning of the class you will be absent from. In addition, your group leader must also be notified prior to the beginning of group meeting(s) if you will be absent from it.

**NOTE:** This course will consist of classroom, online, and group meeting(s). Students are expected to participate in all ONLINE components and to **ATTEND ALL** group meeting sessions. Group assignment(s), face-to-face, and interactive (online) meeting(s) list will be posted on Blackboard.

### **Course Requirements:**

The course will utilize a variety of formats: lecture, large and small group discussion, exercises, presentations, and videotapes. Students are expected to review, critically analyze, and discuss assigned readings. Grades will be based on written assignments, online journal assignments, oral presentation/group discussion, exam, and attendance/punctuality.

### **Group Online Journal Assignments (25 points)**

Students will discuss reactions to course materials. You must incorporate personal, professional, and theoretical material in your journal entries. Each entry should respond to at least one assigned reading and have 10-15 complete sentences. Each journal entry is worth **5** points. All group journal entries must be posted by *noon* on: **January 23<sup>rd</sup>**, **February 8<sup>th</sup>**, **March 1<sup>st</sup>**, **March 27<sup>th</sup>** and **April 3<sup>rd</sup>**; if you post an assignment by noon following the due date(s), **2** points will be deducted, assignment(s) **will not** be accepted afterwards (*no exception*).

### **Reaction Papers (25 points)**

Each student will complete **5** written essays/reaction papers due throughout the semester. The paper is to be in APA format. Each paper is worth up to **5** points. You will be graded on the basis of the quality of your analysis, use of concepts from the course, organization of material, and writing skills. All papers are due at the beginning of class. Late papers will be penalized **1** point and will not be accepted after *noon* of the following due date (see dates and readings in unit sections).

### **Group Discussion (30 points)**

Student groups will lead a classroom discussion on the assigned readings as they relate to the weekly course goals and objectives. Each group participant is responsible for facilitating the discussion (**10pts**) and developing a written descriptive outline (*10-12 pages*) (**20 pts**) that should include: a detailed discussion assigned readings as they relate to the weekly course objectives and goals; and the development of **10-15** open-ended questions. Electronic submissions of the outline(s) are due *noon* the **day** before class (email a copy to the instructor and place a copy in the Digital Drop box). Late papers will be penalized **3 points** and **will not** be accepted after noon on the day of class. Check blackboard announcements for schedule.

### **Cultural Audit (30 points)**

Each student will complete a Cultural Audit. This paper consists of two parts. **Part 1:** Break into pairs and interview one another. Ask how your partner's racial and ethnic identity was formed: were there "critical incidents" or experiences that shaped their awareness of their identity; how has their racial/ethnic identity affected their lives; what elements of their identity enhance their ability and what elements inhibit their ability as a cross-cultural social worker. How does their racial/ethnic identity intersect with other aspects of their identity? In what ways do they experience themselves as being both targeted and privileged? Write a reaction to your interview describing anything you learned about yourself from interviewing your partner (2-3 pages).

**Part 2:** Do a field trip and observe the world around you. The trip can be anywhere where there is cultural markers (symbols, signs, art, architecture, images, preferences, etc.) downtown, around campus, the dorms and dining rooms, the library, the media, etc. Do a cultural audit and find **5** examples of cultural, ethnic, or racial bias and **5** examples of cultural, racial/ethnic sensitivity or empowerment. Reflecting back on your audit, what generalizations would you make about how cultural markers can be constructed in an empowering and respectful fashion? Did you notice any stereotypes or hidden assumptions? What was visible and invisible? Did you encounter anything surprising? Write up your findings in a 3-4 page paper.

You will be graded on the basis of the quality of your analysis, use of concepts from the course, organization of material, and writing skills. The paper is due by the beginning of class on **March 29<sup>th</sup>**. Late papers will be penalized **3-points** and will not be accepted after noon on **March 30<sup>th</sup>**.

### **Group Cultural Audit (40 points)**

To understand what it means to live as a member of a (disability; racial/ethnic; religious; sexual orientation; socioeconomic; and gender) group unlike the one(s) of which any group members belong; to gain an insider's view of the word of the informant:

1. Members will select person(s) (known as an informant) who is not related to them; who is not a student, instructor, and whom known of you know very well at all;
  - a. explain that you are doing an assignment for your course, Culturally Responsive Social Work Practice;
  - b. emphasize that you will keep the conversation **CONFIDENTIAL**;
  - c. emphasize that you will not disclose in anyway the identity of the person;
  - d. emphasize that you will not tape record the conversation;
  - e. briefly explain that your intent is to understand what it is like to be a person with his/her demographic characteristics and her/his experiences in school, at work, in his/her neighborhood, at shopping centers, dating, buying groceries, on the street, applying for a job, etc., (i.e., in her/his life in general)
  - f. if the person agrees to be interviewed, proceed with setting up the interview
  - g. this is not a social work interview—you are not assessing, intervening and/or problem-solving
2. Group members should equally divide the interview responsibilities and engage respective person(s) around the issues noted in #1e. above.
  - b. **REMEMBER** this is not a social work interview—you are not assessing, intervening and/or problem-solving.
  - c. Group members should meet to critique progress.
3. The assignment has two parts; first the written part which will result in a typed, 20-25-page maximum, per area, double-spaced paper utilizing APA format and must cover the following: Summarize the areas of your interview(s); What did you learn that surprised you? What did you learn in relation to the concepts of this course? Reflect upon what you now wish you had asked, experienced, etc. but did not. The paper is due on **April 26<sup>th</sup>** at the beginning of class; later papers will be penalized **5** points and will not be accepted after noon on **April 27<sup>th</sup>**.

### **Group Presentation (10 points)**

The group will make a class presentation to include factors such as: art, food, dress, language, music, etc. that best describe the racial/ethnic group you interview. Class presentations are scheduled for **April 19<sup>th</sup>** through **April 26<sup>th</sup>**; no makeup assignment(s).

### **Field Practicum Audit (40 points)**

Each student will complete a Field Practicum Audit. This assignment has two parts, a written paper and oral report.

### **Paper (30 points)**

Select and visit one agency (you may use your internship agency). Make arrangements to interview the agency administrator, a direct service worker, and one consumer of agency services (with permission of both the agency administrator and the consumer). In-depth interviews should be planned so that the following information is obtained:

**Agency Administrator (10 points)**

- a. What are the Agency's mission and the nature and scope of its services?
- b. What special populations does the agency serve?
- c. How does the agency reach out to meet the needs of women, ethnic-racial minorities, aged, disabled, mentally ill, etc?
- d. Does the agency have formal linkages to other local agencies?
- e. What roles do social workers play in the agency? If none, is there a need for a social work component?
- f. What is the administrator's assessment of the impact of the agency's services on special at-risk populations?
- g. What are the most critical problems facing special at-risk persons living in this community? How well are those problems being addressed by current programs and services available to community residents?
- h. What new services or additional resources are needed to provide for the unmet needs of special at-risk populations?

**Direct Service Worker (10 points)**

- a. What are the worker's program, service, and/or treatment responsibilities?
- b. What types of special at-risk client population needs or problems does the worker deal with?
- c. What are the special challenges or issues encountered in working with their client groups?
- d. How effective does the worker feel the agency's services are in meeting the needs of members of these populations?
- e. What are the most critical problems facing these populations living in this community? How well are those problems being met by current programs and services?
- f. What new services or additional resources are needed to provide for the unmet needs of special at-risk population members?

**Agency Client (Service Consumer) (10 points)**

Students are to stress to prospective agency client-respondents that participation in this interview is strictly voluntary and should carefully explain that all information obtained will be treated in the strictest of confidence.

- a. Why did the client originally seek agency services?
- b. Does the client know about or use other services available to persons of their membership group who live in the community?

- c. What impact has the agency's services and services provided by other agencies had on the quality of the client's life?
- d. What does the client feel are the most critical problems affecting persons of their membership group living in this community?
- e. What new services or additional resources are needed to provide for the unmet needs of the community's special at-risk population?

### **Student Assessment of Agency (10 points)**

Based upon your observations and the information that you have gained from your interviews; discuss your assessment of the agency. In your opinion, what do you think are the agency's strengths and weaknesses? Are there additional programs or services that you think the agency should consider adding so that the needs of older persons in the community would be better served? If you were the administrator in charge of the agency are there aspects of the agency's administration, staffing or programming that you would change? You will be graded on the basis of the quality of your analysis, use of concepts from the course, organization, of material, and writing skills. Write up your findings in an 8-10 page paper. The paper is due by the beginning of class on **April 17<sup>th</sup>**. Later papers will be penalized **5** points and will not be accepted after noon on **April 18<sup>th</sup>**.

### **Oral Report (10 points)**

Conduct an analysis of your field practicum. Observe the agency and make of note of where there are cultural markers (art work, magazines, furniture, location, staff, agency policy/procedures, etc.). Do a cultural audit and find **5** examples of cultural, ethnic, or racial bias and **5** examples of cultural, racial/ethnic sensitivity or empowerment. Reflecting back on your audit, what generalizations would you make about how cultural markers can be constructed in an empowering and respectful fashion? Did you notice any stereotypes or hidden assumptions? What was visible and invisible? Did you encounter anything surprising? Write up your findings in a 2 - 3 page outline due noon day before scheduled presentation; **2 points** will be deducted for assignments submitted by **noon** the day after the due date(s). Presentations of students' findings will be made to the class on **April 3<sup>rd</sup> through April 17<sup>th</sup>**; no makeup assignment(s).

### **Grading Scale**

Students will be evaluated on the total points earned in this course as outlined below; the grading scale by total points is as follows:

<b>186-200</b>	<b>A</b>	<b>144-153</b>	<b>C</b>
<b>174-185</b>	<b>B+</b>	<b>134-143</b>	<b>D</b>
<b>164-173</b>	<b>B</b>	<b>133- below</b>	<b>F</b>
<b>154-163</b>	<b>C+</b>		

### **Inclement Weather Policy**

Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified so that appropriate announcements may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

### **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 2227 Dunford Hall at 974-6087. This will ensure that you are properly registered for services.

### 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*).

### TENTATIVE COURSE OUTLINE & ASSIGNMENTS

- January 11** Complete-Baseline Survey [Available on line @ <http://www.understandingprejudice.org/>] within the first week of the semester; we will discuss the range of answers in the second class session.
- AAA statement on race (1998). *American Anthropologist*, 100(3), 712-715.
- McIntosh, Peggy (1998). White privilege: Unpacking the invisible knapsack. *Re-Visioning Family Therapy: Race, culture, and gender in clinical practice*.
- Piper, A. (1993). Passing for white, passing for black. *Transition*, (58), 4-33.
- January 16-18** **Video:** “Race: The Power of an Illusion”, Media Center Hodges Library
- Appleby, Colon & Hamilton, Chapter 15
- January 23** Introduction
- Lum, Chapters 1 & 2
- January 25** Carter, R. (1994). The influence of race and racial identity in psychotherapy: Toward a racially inclusive model. *New York*: 100-114.
- Peace Corps Cultural Training book, Chapter 1, Understanding Culture [Available on-line @ <http://www.peacecorps.gov/wws/culturematters/>] **ASSIGNMENT: *Read Chapter 1, Understanding Culture. Write and bring to this class a (2) page reaction paper to the information provided.***
- Jan 30- Feb 1** **Video:** “The Color of Fear”, Lee Mun Wah, Media Center Hodges Library
- Hanson, M.J. (1992). Families with Anglo-European roots. In E.W. Lynch & M.J. Hanson (Eds.) *Developing cross-cultural competence: A guide for working with young children and their families*, 65-87.
- Helms, J. E. (2000). *A race is a nice thing to have: A guide to being a white person or Understanding the white person in your life*, (3<sup>rd</sup> ed.) Topeka: Kansas. Content Communications.
- February 6** Lum, Chapters 3 & 4
- Bahls, J. E. (1997). Make room for diverse beliefs. *HR Magazine*, August. 89-95.
- Cose, E. (1993). *The rage of a privileged class*. New York: Harper.

Danticat, E. (2001). Seven. *The New Yorker*, October 1, 88-97.

Harrell, S. (2000). A multidimensional conceptualization of racism-related stress: Implications for the well-being of people of color. *American Journal of Orthopsychiatry* 70 (1), 42-57.

Perlman, H. H. (1995). Casework is dead. *Families in Society*, 76 (1), June, New York.

Staveteig, S. and Wigton, A. (2000). Racial and ethnic disparities: Key findings from the national survey of America's families. Urban Institute.  
[http://newfederalism.urban.org/html/series\\_b/b5/b5.html](http://newfederalism.urban.org/html/series_b/b5/b5.html)

**Online Reading:** Tim Wise –Read one of the commentaries from the website or [NiggaSpace.com](http://NiggaSpace.com)

## February 8

Kivel, P. (1996). Being an ally. In uprooting racism: How white people can work for racial justice. Philadelphia: *New Society*, 86-108

Finnegan, W. (1996). A reporter at large: The new Americans. *The New Yorker*, March, 52-71.

Appleby, Colon & Hamilton, Chapter 14 Humanities Commission, 225-236.

Immigration and Naturalization Services: [Available on-line  
<http://www.bcis.gov/graphics/index.htm>]

<http://www.immigration.gov/graphics/exec/natz/natztest.asp>[Available on line] Prior to class take the interactive U.S. Citizenship test. **Bring to class a completed (2) page reaction essay to your experience.**

## February 13

Lum, Chapters 7 & 8

Beatty, Paul (1996). Taken out of context. *Granta* 53, Spring, 167-194.

Boehm, A. & Staples, L. (2002). The functions of the social worker in empowering: The voices of consumers and professionals. *Social Work*, 47 (4), October. New York.

Carter, R. (1994). Visible racial/ethnic identity theories. In the influence of race and racial identity in psychotherapy: Toward a racially inclusive model. New York: Wiley.

Congress, E. (1994). The use of culturagrams to assess and empower culturally diverse. *Families in Society*, 75(9), November. New York

Cross, E. Y., Katz, J. H. Miller, F.A., and Seashore, E.W. (Eds). (1994). The promise of diversity: Over 40 voices strategies for eliminating discrimination in organizations, New York: Irwin Professional Publishing, 47-51 and 157-169.

**February 15**

Lipsitz, G. (1998). The possessive investment in whiteness: How white people profit from identity politics. Philadelphia: Temple University Press, 1-23.

Native American Times [Available on-line at <http://www.nativetimes.com> ]

**ASSIGNMENT: Read the articles in the “General News” section on the front page and write a (2) page reaction essay to the news**

**February 20-22**

Lum, Chapters 9 & 10

Brucker, P & Perry, B. (1998) American Indians: Presenting concerns and considerations for family therapists. *The American Journal of Family Therapy* 26(4), October-December.

Cheshire, T.C. (2001). Cultural transmission in urban American Indian families. *The American Behavioral Scientist*. May. Thousand Oaks, 1528-1535

Danticat, E. (2001, October 1). Seven. *The New Yorker*, 88-97.

Geron, S. (2002). Cultural competency: How is it measured? Does it make a difference? *Generations* 26(3) Fall, 39-45.

Hale, J.C. (1993). Bloodlines: Odyssey of a Native daughter. (Daughter of winter). New York: Random House, 25-87.

Harrison, L. Jr. and Harrison, C. K. African American racial identity: Theory and application to education, race and sport in America. *Perspectives*, 35-46.

**February 27**

McMillan, T. (1990). Ma' Dear. In T. McMillan (Ed.). *Breaking ice: An anthology of contemporary African-American fiction*. New York: Penguin, 457-465.

Watts-Jones, D. (2002). Healing internalized racism: The role of a within-group sanctuary among people of African descent. *Family Process* 41(4), Winter. Rochester; N.Y.

**Video:** “Lalee’s Kin”, HBO documentary-Media Center Hodges Library

**March 1**

Lum, Chapters 11 & 12

Berg, I. K. and Miller, S.D. (1992) Working with Asian American clients: One person at a time. *Families in Society: The Journal of Contemporary Human Services*.

Kingston, M.H. (1991). No name woman. In *Braided lives*. St. Paul: Minnesota

Rodriguez, A. (1992). No more war games. In A. Rodriguez Jr. *The boy without a flag: Tales of the south Bronx*. Minneapolis: Milkweed Editions, 31-44.

Rotter, J. & Casado, M. (1998). Promoting strengths and celebrating culture: Working with Hispanic families *Family Journal* 6(2) April.

Sue, D.W. and Sue, D. (1999). *Counseling the Culturally Different: Theory and Practice*, (3<sup>rd</sup> ed.) Dimensions of worldviews. New York: John Wiley & Sons, 164-183.

**March 6**

Lum, Chapter 13 & 14

Harrison, T. (2003). Adolescent homosexuality and concerns regarding disclosure *The Journal of School Health* 73(3), 107-112.

Herdt, G. and Boxer, A. (1992). Introduction: Culture, history, and life course of gay men. In "Gay culture in America essays from the field, 1-28, Boston: Beacon Press.

Martinez, D.G. and Sullivan, S.C. (1998) African American gay men and lesbians: Examining the complexity of gay identity development. *Journal of Human Behavior in the Social Environment*, 1(2/3), 243-264.

Merghi, J.R. and Grimes, M.D. (2000). Coming out to families in a multicultural context. *Families in Society*, 81 (1), 32-41.

Morales, E. (1990). Ethnic minority families and minority gays and lesbians. *Marriage and Family Review*, 14 (3/4), 212-239.

Palmore, E. (2001). The ageism survey: First findings/response. *The Gerontologist* 41(5) October, 572-575.

**March 8**

**Video:** Crash, Media Center Hodges Library

Appleby, Colon & Hamilton, Chapters 11 & 13

**March 13**

Reid, P.T., & Comas-Diaz, L. (1990). Gender and ethnicity: Perspectives on dual status. *Sex Roles*, 22(7), 397-407.

Appleby, Colon & Hamilton, Chapter 6

Feminist Majority Foundation On-line [Available at <http://www.feminist.org/>]

**ASSIGNMENT: Read the articles in the "Feminist News" this Week section on the front page and write a (2) page reaction essay to the news.**

**March 15**

Group Cultural Audit Meeting(s)

Appleby, Colon & Hamilton, Chapter 12

**March 19-23**

Spring Break

**March 27**

Goldberg, M. Conflicting principles in multicultural social work. 12-20

Hines, P. M., Garcia-Preto, N., McGoldrick, M., Almedia, R., and Weltman, S. (1992). Intergenerational relationships across cultures. *Families in Society: The Journal of Contemporary Human Services*.

NASW Code of Ethics [Available on-line at <http://www.naswdc.org>] Standards for Cultural Competence; **Bring to class a completed (2) page (typed, double-spaced, 12 point font size) reaction essay to your examination of this web site**

- March 29**                    Read Lum, Chapter 15
- Group Cultural Audit Meeting(s)
- April 3-17**                Field Audit Oral Presentations
- April 19-26**              Group Cultural Audit Presentations

**Recommended Readings:**

- Bureau of Citizenship and Immigration Services. Naturalization Self Test. [Available on-line at <http://www.immigration.gov/graphics/exec/natz/natztest.asp> ]
- Bureau of Citizenship and Immigration Services [Available on-line at <http://www.bcis.gov/graphics/index.htm> ]
- Coverdell, P. Worldwide Schools Peace Corps [Available on-line at <http://www.peacecorps.gov/www/culturematters> ]
- De Anda, D. (Ed.). (1997). *Controversial issues in multiculturalism*. Boston, MA: Allyn & Bacon.
- Devore, W., & Schlesinger, E. (1999). *Ethnic-sensitive social work practice*. Boston, MA: Allyn & Bacon.
- Dhooper, S. S., & Moore, S. E. (2001). *Social work practice with culturally diverse people*. Thousand Oaks, CA: Sage.
- Erera, P. I. (2002). *Family diversity: Continuity and change in the contemporary family*. Thousand Oaks: Sage.
- Ewalt, P. L., Freeman, E. M., Fortune, A. E., Poole, D. L., & Witkin, S. L. (Eds.) (1999). *Multicultural issues in social work: Practice and research*. Washington, DC: NASW Press.
- Ferguson, A. & King, T. (1997) There but for the grace of God: Two black women therapists explore privilege. *Women & Therapy 20(1)* New York
- Feminist Majority Foundation On-line [Available at <http://www.feminist.org/> ]
- Fong, R., & Furuto, S. (2000). *Culturally competent practice: Skills, interventions, and evaluations*. Boston: Allyn & Bacon.
- Freire, P. (1971). *Pedagogy of the oppressed*. New York: Herder & Herder.
- Gilmore, M. (1991). *Family album*. *Granta*, (37), (Autumn), 11-52.
- Green, J. (1999). *Cultural awareness in the human services: A multi-ethnic approach*. Boston, MA: Allyn & Bacon.

- Hogan-Garcia, M. (2003). *Four skills of cultural diversity competence: A process of understanding and practice*. (2<sup>nd</sup> ed.). Thousand Oaks, CA: Brooks/Cole.
- Kozol, Jonathan (1991). *Savage Inequalities*. New York: Crown, 7-39.
- Kotlowitz, A. (1991). There are no children here. New York: *Anchor*, 43-56.
- Laird, J. (1996) Family-centered practice with lesbian and gay families. *Families in Society*, 77(9).
- LATino News Network [Available on-line at <http://www.latnn.com>]
- Leigh, J. W. (1998). *Communicating for cultural competence*. Boston: Allyn & Bacon.
- Mallon, G. P. (Ed.). (2000) *Social services with transgendered youth*. Binghamton, NY: Haworth.
- Miller, S. M. & Ferroggiaro (1996). Respect. *Poverty & Race*, 5(1) 1-4, 14.
- Minors, A. (1996). *From uni-versity to poly-versity: Organizations in transition to anti-racism*. In C.E. James (Ed.) *Perspectives on racism and the human services sector*, (196-208). Toronto: University of Toronto Press.
- Moreales, A. T. and Sheafor, B. W. (2001) *Social work: A profession of many faces* (9<sup>th</sup> ed). Boston: Allyn & Bacon.
- National Association of Social Workers [Available on-line at <http://www.naswdc.org>]
- Perlman, H. H. (1995). Casework is dead. *Families in Society* 76(1), January.
- Pinderhughes, E. (1989). *Understanding race, ethnicity, and power: The key to efficacy in clinical practice*. New York, NY: Free Press.
- Plous, S. (2003). Understanding Prejudice. *Social Psychology Network* [Available on-line at <http://www.understandingprejudice.org>].
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