

The University of Tennessee
College of Social Work
BSSW Program
Spring 2008

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: BGB 301
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 social workers to help people improve their social functioning in a technologically complex, culturally diverse, and rapidly changing society 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 and prepares students for critical thinking throughout their careers. 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.

BSSW 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 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, and leadership skills to address the needs of a complex, changing world
- 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*. (3rd 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*. (2nd ed.) Boston, MA: Pearson Education, Inc.

American Psychological Association. (2001). *Publication manual of the American Psychological Association*, (5th 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

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, you 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 and attendance/punctuality.

Online Journal Assignments (50 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 (**1-point per sentence will be deducted for each sentence that exceeds the limit**). Each journal entry is worth **10** points. All group journal entries must be posted by *noon* on: **January 24th, February 7th, March 13th, March 25th and April 3rd**, if you post an assignment by noon following the due date(s) **5** pts will be deducted, assignment(s) **will not** be accepted afterwards (*no exception*).

Group Discussion (50 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 (**15 pts**) and developing a written descriptive outline (*10-12 pages*) (**35 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 **10 points** and **will not** be accepted after noon on the day of class, *no exception*. Check blackboard announcements for schedule.

Group Cultural Audit (50 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 world 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; (African
 - 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 24th** at the beginning of class; later papers will be penalized **5** points and will not be accepted after noon on **April 25th**.

Group Presentation (25 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 3rd** through **April 25th**; 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:

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

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 (865-974-6087). 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*).

COURSE OUTLINE & ASSIGNMENTS

January 10 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 15 Video: “Race: The Power of an Illusion”, Media Center Hodges Library

Appleby, Colon & Hamilton, Chapter 15

January 17 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*, (3rd ed.) Topeka: Kansas. Content Communications.

January 22 Carter, R. (1994). The influence of race and racial identity in psychotherapy: Toward a racially inclusive model. *New York*: 100-114.

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.

Peace Corps Cultural Training book, Chapter 1, Understanding Culture [Available on-line @ <http://www.peacecorps.gov/wvs/culturematters/>] **ASSIGNMENT:** Read Chapter 1, *Understanding Culture*. Post a thread to blackboard journal based on the information provided.

January 24 Lum, Chapters 1& 2

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.

January 29 Lum, Chapters 3 & 4

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

Online Reading: Tim Wise –Read one of the commentaries from the website or NiggaSpace.com

January 31 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

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] Take the interactive U.S. Citizenship test. Post a thread to blackboard journal discussing your reaction to the test.

February 5 Lum, Chapters 5 & 6

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 7 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. Post a thread to the blackboard journal discussing your reaction.

February 12 Lum, Chapters 7 & 8

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

February 14 Lum, Chapters 9 & 10

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.

application to

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

February 19

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

February 21

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, pp. 31-44.

Working

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

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

164-

183.

February 28

Lum, Chapter 13 & 14

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

Herd, 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.

March 4 **Video:** Crash, Media Center Hodges Library

Appleby, Colon & Hamilton, Chapters 11 & 13

March 6 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 11 Group Cultural Audit Meeting(s)

March 13 Group Cultural Audit Meeting(s) with Instructor

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 post a thread to the blackboard journal summarizing your reaction.*

March 14, 17-20 Spring Break

March 25 Group Cultural Audit Meeting(s)

Appleby, Colon & Hamilton, Chapter 12

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"; *post a thread on examination of this website to blackboard journal.*

March 27 Read Lum, Chapter 15

April 1-29 Group Cultural Audit Presentations

May 1 Final Class Meeting

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/wws/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* (2nd 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* (9th 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>].
- Samantrai, K. (2004). *Culturally competent public welfare practice*. Belmont, CA: Brooks/Cole.
- 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.