THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 538 Culturally Relevant Practice with Diverse Populations (3 credits)
Spring 2016, Section 014

Instructor: April Mallory, LCSW
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Section: Section 014
Phone: 615-782-6135
Office hours: Wednesday 12-1p (Others by appt.)
Office: 275
Class Time: Wednesday 1p-4p
Class Room: 233

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 Office of Disability Services 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 evidence-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, 3.1 (content: definitions of culture and diversity; the dimensions, such as gender roles, family structure, social roles, 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. 3.3, 3.4, 4.3 (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-based and culturally affirmative elements; assessing family dynamics, roles, and patterns; information technology to locate evidence-based assessment tools).

3. 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. 3.5, 4.1, 2.4 (content: generalist group work (i.e., group dynamics, processes, roles); intra-, inter- and inter-disciplinary teams; generalist family-centered, strengths-based, evidence supported interventions; using information technological resources to identify evidence-based interventions; family configurations (e.g., single parent, step-, aging, GLBTQ) and issues (e.g., child maltreatment and abuse, mental and physical health, immigration/legal status, death and dying, disability(ies), poverty, violence); intra-, inter- and inter-disciplinary teams).

4. Recognize, analyze, and tolerate ambiguity in resolving ethical dilemmas that arise in practice with individuals, families, groups, and communities. 1.2, 1.3 (content: NASW Code of Ethics, International 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 wellbeing and social and economic justice across client systems. 2.3, 4.5, 3.3 (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 and economic justice in communities, and how and when to apply such generalist strategies across larger systems. 2.4, 2.2, 3.4 (content: 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; 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. 3.4, 2.4 (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. 3.5, 4.5 (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).

Course Assignments and Evaluation Plan

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Class preparation &amp; participation</td>
<td>10 pts.</td>
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<tr>
<td>Spirituality diversity reflection</td>
<td>15 pts.</td>
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<tr>
<td>Reflection on disabling conditions</td>
<td>15 pts.</td>
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<tr>
<td>Spirit paper</td>
<td>15 pts.</td>
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<tr>
<td>Group Case study Presentation</td>
<td>30 pts.</td>
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<tr>
<td>Weekly Case study Reflections</td>
<td>15 pts.</td>
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<tr>
<td>Total</td>
<td>100 pts.</td>
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</table>

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 process 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.

You may bring your laptops to class to take notes and for other appropriate classroom work. It is not appropriate to surf the Internet, check your email, or use electronic devices for any non-class related activity while in class. The instructor reserves the right to disallow the use of laptops in class if students use them inappropriately (e.g., instant messaging, typing emails, or web surfing). Participation points may be deducted or students asked to leave the classroom if laptops, phones or other electronic devices are used inappropriately. All cell phones and smart phones must be silenced and put away during class. Text messaging is strictly prohibited. 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 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, check email and Blackboard for any assignments posted in lieu of class attendance.

Students are expected to attend every class. Especially because much of the learning in this course is through active learning, you are expected to attend all class meetings. If you miss a class, you are still responsible for what you missed. It is essential that you notify me by e-mail (amallor3@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. Any absence may result in a loss of participation points.
Group Project Policy
Be aware, if one group member is not pulling their own weight, not showing up on time or at all for meetings, being difficult to deal with, or simply refusing to do work, then this member will receive a lower grade than the rest of the group, possibly a zero, for the project. This is a professional program in which the goal is to prepare students to lead an organization. If students are not acting professionally, it brings the whole group down and this will not be tolerated here or in the workforce.

Participation

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>9-10</td>
<td>Consistent and relevant statements reflecting a clear understanding of required readings. Always prepared for class. Attendance is 100% but may have had to leave early/arrive late on a single occasion. Answers to questions posed during class time are provided with exceptional insight into course content overall and consistently exceeds expectations without dominating class time.</td>
</tr>
<tr>
<td>7-8</td>
<td>Consistent statements reflecting a clear understanding of required readings. Always prepared for class. Attendance may be less than 100% or left early/arrived late on a single occasion. Answers to questions posed during class time are provided with insight into course content overall and at times exceeds expectations without dominating class time.</td>
</tr>
<tr>
<td>5-6</td>
<td>Inconsistent and/or irrelevant statements that reflect limited understanding of the required readings. Not always prepared for class. Has missed 2 class sessions or left early/arrived late on more than two occasions. Answers to questions posed during class time are not always provided or when they are, reflect limited insight into course content overall.</td>
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<tr>
<td>1-4</td>
<td>Attendance overall has not been consistent. When present, demonstrates some mastery of general/core concepts but clearly does not understand the required readings. Rarely prepared for class. Struggles to apply knowledge in the classroom and frequently demonstrates a lack of insight into course content.</td>
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<tr>
<td>0</td>
<td>Attendance overall has been a significant issue and student has missed 3 or more classes. Never prepared for class. There is no demonstration of understanding or insight into core concepts, required readings, course materials, and/or content.</td>
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</tbody>
</table>

Assignments:

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. For this assignment, each student will compose 2 reflection essays that address aspects of selected chapters in Canda and Furman (2010) and an assigned video. Additional guidance and grading criteria for this assignment is on the Bb site under Spiritual and Religious Diversity Assignment (CC: 1, 4, 5, 6, 7, 8).

Reflection and discussion concerning disabling conditions
Each student will write a reflective essay based on the material identified in the assignment details available on Blackboard. (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 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 Blackboard. (CC: 1, 2, & 6)

Case Study Reflections
Many weeks will include a discussion of a particular case to be read and reflected upon. You will answer an assigned question based on each case and be prepared to actively engage in the class discussion. (C.C. 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 and present this case to the class. The presentation/workshop should include a bit of information about the population/topic central to the case as well as facilitation of the class interaction about the case. Additional guidance and grading criteria for this assignment is on Blackboard. (CC 1-7).

**Grading Scale**
The following 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 Text:**

Additional required readings can be accessed on the course Blackboard site.

**Recommended Texts:**
*I highly recommend that you have your own copy of the Dworkin and Canda and Furman texts. We read a good number of chapters in them and students have indicated this material to be a “keeper” with regard to future practice.*


**Additional Readings and Resources:**
Required readings other than Dworkin (2005), Canda and Furman (2010) are listed in the Course Outline below and are available in “Course Materials” on the SW538 Blackboard 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 other useful resources:*

Course Content Outline: **schedule may be revised based on guest speaker availability and the learning needs of the class. All changes will be made by announcement in Blackboard**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Welcome and Orientation; Build on Practice Knowledge; Dimensions of Diversity</th>
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<tbody>
<tr>
<td></td>
<td>See Course Materials in BB for links to the following resources BEFORE the class meeting:</td>
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<tr>
<td></td>
<td>Mind-mapping video and activity; create your own mind map and bring to class</td>
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<td></td>
<td>Light in the Shadows film and conversation guide</td>
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<tr>
<th>Week 2</th>
<th>Group Communication and Relationship Building Tools</th>
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<tbody>
<tr>
<td></td>
<td>Reading: Dessel &amp; Rogge article; Dworkin chapter 1; Beginner’s Guide from NCDD</td>
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<tr>
<th>Week 3</th>
<th>Who Tells the Stories? Power, Privilege, &amp; Culture</th>
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<tbody>
<tr>
<td></td>
<td>Video: Mirrors of Privilege</td>
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<td></td>
<td>Reading: Yossi; Knaus</td>
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<td></td>
<td>Additional reading: Andersen &amp; Collins (two sections)</td>
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<tr>
<th>Week 4</th>
<th>Religion, Spirituality, Compassion, &amp; their Intersection in Practice</th>
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<tbody>
<tr>
<td></td>
<td>Reading: Canda &amp; Furman, Chapters 7, 9, &amp; 10, Appendix A &amp; C</td>
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<td></td>
<td>Video: Beyond our Differences</td>
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<td>Websites: On Being and the Charter for Compassion</td>
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<tr>
<th>Week 5</th>
<th>LGBT, Compassion &amp; Courage in Practice</th>
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<tr>
<td></td>
<td>Film: For the Bible Tells Me So</td>
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<tr>
<td></td>
<td>Reading: Logie &amp; Bridge article</td>
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<td></td>
<td>Sam case study. Group 1 will lead presentation and workshop on this case.</td>
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<td></td>
<td><strong>Assignment:</strong> spiritual and religious diversity, due Saturday February 27</td>
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<tr>
<th>Week 6</th>
<th>Explore Dimensions of Disability/Ability Continuum</th>
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<tbody>
<tr>
<td></td>
<td>Reading: Gilson &amp; DePoy article</td>
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<td></td>
<td>Case Study Dworkin 2-5. Group 2 will lead presentation &amp; workshop on this case.</td>
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<tr>
<th>Week 7</th>
<th>Race/Ethnicity</th>
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<tbody>
<tr>
<td></td>
<td>Reading: Constantine article</td>
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<td></td>
<td>Case 6-3. Group 3 will lead presentation and workshop on this case.</td>
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<tr>
<td>Week 8</td>
<td>Spring Break</td>
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</tbody>
</table>
| Week 9 | **National Origin/Migration**  
Reading: Yakushko, Watson & Thompson article  
Case 5-3. Group 4 will lead presentation & workshop on this case.  
Write reflection based on activity #4. |
| Week 10 | **Poverty-Wealth Continuum**  
Reading: Liu, et al. article.  
Case 2-4. Group 5 will lead presentation and workshop on this case.  
Write reflection on 2-4 based on activity number 2. |
| Week 11 | **Rural-Urban Continuum**  
Reading: Humble, et al. article  
Case 2-3. Group 6 will lead presentation and workshop on this case.  
Write reflection on 2-3, based on activity number 2  
**Assignment:** The Spirit... paper due Saturday, April 9 |
| Week 12 | **Health-Illness-Wellness issues plus The Spirit Catches You...**  
Reading: Articles on the Social Construction of Illness (Brown; Conrad & Barker)  
Case 6-1. Group 7 will lead presentation and workshop on this case.  
Write reflection on case 6-1 based on activity #1. |
| Week 13 | **Criminal Justice**  
Reading: Texas ReEntry article  
Case 4-3. Group 8 will lead presentation and workshop on this case.  
Write reflection paper for 4-3 based on activity number 6. |
| Week 14 | **Age as an aspect of diversity**  
Reading: articles on BB  
Case 7-3. Group 9 will lead presentation and workshop on this case.  
Write a reflection on case 7-3 using activity #4 |

**Additional Online Resources**

Community Toolbox, retrieved December 17, 2011, from [http://ctb.ku.edu/en](http://ctb.ku.edu/en)

Information for Practice, retrieved December 17, 2011, from [http://blogs.nyu.edu/socialwork/ip/](http://blogs.nyu.edu/socialwork/ip/)


Living Proof Podcast Series, University of Buffalo School of Social Work, retrieved December 17, 2011, from [http://www.socialwork.buffalo.edu/podcast/](http://www.socialwork.buffalo.edu/podcast/)


**Additional Readings**


### Case study: 3-2 Outreach to homeless youth at-risk (pp. 37-39).

**Readings**


### Case study: 2-4 Assessment challenges with an adult homeless male (pp. 25-28).

**Readings**


### Case study: 4-1 Multilevel solutions to violence with an African-American family using Opposition and Feminist theories (pp. 46-48).

**Readings**


**Case study: 7-4 Restoring organizational functioning: Challenge for a new executive director (pp. 93-95).**

**Readings**


**Case study: 5-3 Interventions with recent Hmong immigrants (pp. 65-67).**

**Readings**


**Websites**


Please note the calendar is designed to keep all sections on the same schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Begins</th>
<th>In-Class Group</th>
<th>Assignments Due on Saturdays in BB by midnight (Eastern)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 25</td>
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<tr>
<td>2</td>
<td>February 1</td>
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<td>3</td>
<td>February 8</td>
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<td>4</td>
<td>February 15</td>
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<tr>
<td>5</td>
<td>February 22</td>
<td>1 (Sam)</td>
<td>Spiritual reflection due February 27</td>
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<tr>
<td>6</td>
<td>February 29</td>
<td>2 (2-5)</td>
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<tr>
<td>7</td>
<td>March 7</td>
<td>3 (6-3)</td>
<td>Disability reflection due March 12</td>
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<tr>
<td>8</td>
<td>March 14</td>
<td></td>
<td>Spring Break</td>
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<tr>
<td>9</td>
<td>March 21</td>
<td>4 (5-3)</td>
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<tr>
<td>10</td>
<td>March 28</td>
<td>5 (2-4)</td>
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<tr>
<td>11</td>
<td>April 4</td>
<td>6 (2-3)</td>
<td>The Spirit... paper due April 9</td>
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<tr>
<td>12</td>
<td>April 11</td>
<td>7 (6-1)</td>
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<td>13</td>
<td>April 18</td>
<td>8 (4-3)</td>
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<td>14</td>
<td>April 25</td>
<td>9 (7-3)</td>
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