THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
SW 538 Culturally Relevant Practice with Diverse Populations (3 credits)
Spring 2016, On-line Education and Extended Study
Sections #017

Instructor: Jill Cope, LMSW
Class Time: On-line at your discretion

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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 evidenced-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, 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 rules, that may vary within and across cultures/cultural backgrounds (e.g., race, ethnicity, gender, age, abilism, 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-bases 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 Requirements/Plan for Evaluation:
Case Study Assignment Part 1 (client assessment and intervention) – 30 points
   (this covers CC: 1, 2 & 7)
Case Study Assignment Part 2 (community intervention and advocacy) – 30 points
   (this covers CC: 2, 3, 5, & 6)
“Spirit Catches You” Paper – 15 points
   (this covers CC: 1, 2 & 6)
Participation in Discussion Boards – 20 points
   (this covers CC: 1, 2, 4 & 8)
Attendance at the On-line Blackboard Collaborate session – 5 pts
   (this covers CC: 1 & 8)

DISCUSSION BOARDS
   Students are expected to participate in discussion boards. Discussion topics will be posted by the professor. Full credit for participation will be earned through thoughtful contributions to the issues under review. There will be 4 Discussion Boards posted throughout the semester, each worth 5 pts.
   Each student will INDIVIDUALLY answer the question posed in the DB for that period. You do NOT respond to the other students in the class.
   Full credit of 5 pts will be earned by meeting the criteria of 1) personal reflection on the topic/issue and 2) referencing at least one thing from the week(s) readings that is relevant to the topic posted.
   Partial credit of 2.5 pts will be earned if you only do one of the 2 afore mentioned requirements.

Assignments
   ****All papers are to be submitted to the professor via email at jcope6@utk.edu by midnight, EST on the date posted on blackboard.******

Case Study Assignment Part 1 – Client Assessment and Intervention (30 points total)

DUE February 24
You will be assigned a case study to work with throughout the semester. The case studies are highly divergent from one another and vary widely in the information provided. Using your case study you will develop a comprehensive assessment and intervention plan. You will conduct an individual and/or a family assessment, clearly identify the problem/s you will focus on, and develop a multi-
systems plan for intervention, including individual, family, and group. Included in this case study will be a strong emphasis on diversity issues that you will address in your assessment and intervention.

Try and conceptualize a client coming to you for the first time. All you have to work with (initially) is what they tell you and what you know (through the literature) about the population they identify with. All you can do is move forward with your best clinical judgement. Some of the information that you seek in an initial evaluation may be missing….that’s OK! But be sure to identify what it is you are seeking to discover and why it is important to do so in relation to quality client care.

Grading scale:

- **Create an effective initial intake document**, identifying relevant data that is important for developing a comprehensive assessment and intervention. You will use the assessment/intake document you create (which should seek to be comprehensive and identify micro, mezzo and macro aspects of the client's life) to fill out what you need to begin treatment for a client. – 4 pts.
- After using the vignette to complete your intake document, the *assessment of the client should utilize critical thinking and incorporates the literature to gain a better understanding of the client*. – 10 pts
- *The Intervention of the client is based on the evidence found in the literature and includes micro, mezzo and macro strategies for client support* – 10pts
- Uses empowerment/strengths perspective. – 2 pts.
- Grammar/writing/ APA format/a minimum of 6 scholarly references (or select other references that are approved in advance by the professor) . – 4 pts.

****Overall page length will vary due to the creativity involved in the intake/assessment document. But, the written component of the assessment and intervention should be 5-7pgs in length.****

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**Case Study Assignment Part 2 - Community intervention and advocacy** (30 points total)

Due Session 12 (April 6)

This assignment has 2 parts!!! FIRST, create a Powerpoint presentation (20pts) and SECOND a brochure (10pts) that address the needs your client presented with in relation the community (micro, mezzo and/or macro) they live in and their community of origin. Based on the literature and what you know of your client’s case, what would be the best strategy for intervention for the population they represent and what would be beneficial for other practitioners to know in relation to their future work with clients sharing your client’s more broad issues?

***Please be sure that this portion assignment is focusing on the more generalized population that the client represents and not the specific client themselves. This assignment (both the powerpoint
presentation and the brochure) is highly creative. Have fun but be sure to have your work based on the literature and evidence based research.***

**Powerpoint Presentation (20pts)**: Develop a powerpoint presentation that describes, in detail, the community intervention you would recommend on behalf of the population your client represents (if there are multiple populations that your client represents, you can choose one to focus on). Consider the research and literature related to community (micro or mezzo) programs, federal programs or supports that would be beneficial to your client’s population and their specific needs. Be sure in your PP to be clear on not only what you are recommending in terms of community intervention, but why you are recommending it.

***While a typical PP presentation should be concise in the content, you have the benefit of adding the necessary detail through your oration. You will not be able to do that in this format due to the on-line model. So, you need to either add more content (including citations) to your slides OR you need to include the additional content in the notes section for each slide. Either is acceptable, but both require citation following APA guidelines.***

**Grading scale for PowerPoint Presentation:**

- Clearly and succinctly describe your client and the population they represent – 2 pts.
- Identification and clarification on the issues for intervention and why – 4 pts
- The use of a minimum of 6 scholarly resources (or select other resources that are approved in advance by the professor) to support your intervention. The utilization of resources must be logical and comprehensive. – 6 pts.
- Interventions logically follow from assessment and are comprehensive.– 2 pts.
- Professionalism in the development of the Powerpoint Presentation being specific in details, but concise when elaborating on details. – 2 pts.
- Grammar/writing/ APA format. – 4 pts.

**Advocacy Handout (10pts)**: Develop a brochure that is intended to inform and assist a target audience in becoming more culturally aware and sensitive to the population your client represents.

**Grading Scale for the Advocacy Handout:**

- Clear identification of the population you are advocating on behalf – 2pts
- Clear identification of the audience you mean to distribute your advocacy handout to – 2pts
- Identification of relevant and appropriate community (micro, mezzo, macro) referrals –a minimum of 3 - for your target population, with corresponding contact information if possible – 4pts
- The use of culturally sensitive language -1pt
- Creativity and professionalism in design -1pt
The Spirit Catches You and You Fall Down – 15 points
DUE March 23

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.

After reading the book, respond to these items, no more than 5 to 6 pages, double-spaced (number your responses but do NOT rewrite the corresponding question):

1. Identify two systems (individuals, families, groups, organizations) which you would assess as culturally insensitive or ineffective. Provide specific examples related to their interactions with or on behalf of the Lia and her family to support your choices. Discuss the action(s) or behavior(s) and the outcome. – 1.75 points

2. Then do the same by identifying two systems that you found to be culturally sensitive or effective. Provide specific examples of their interactions with or on behalf of Lia and her family to support your choices. Discuss the action(s) or behavior(s) and the outcome. – 1.75 points

3. Using the strengths perspective, identify Lia’s strengths and explain your reasoning for your analysis. – 1.75 points

4. Identify what social work interventions were helpful in the story? Explain why you think so. – 1.75 points

(Note the following are study questions taken directly from The Spirit Catches You and You Fall Down)

5. In her preface, the author says that while she was working on this book, she often asked herself two questions: "What is a good doctor?" "What is a good parent?" How do you think she might have answered her own questions? How would you answer them? – 1.75 points

6. The Spirit Catches You and You Fall Down revolves around a small child who for much of the book is too young to speak for herself, and at the end is unable to. Do you nonetheless feel you know Lia Lee? Do you believe that even though she cannot walk or talk, she is a person of value--and if so, why? – 1.75 points
7. The only American who fully won the Lees' trust was Jeanine Hilt, their social worker. Why did Jeanine succeed where so many others had failed? – 1.75 points

8. Were you surprised by the quality of care and affection given to Lia by her foster parents? How did Lia's foster parents feel about Foua and Nao Kao? Was foster care ultimately to Lia's benefit or detriment? – 1.75 points

9. Discuss any personal reactions that you had as you read this book. What were some of the issues you struggled with? What issues did this book help you to resolve? What questions does this book raise for you? Finally, how has this story affected you overall and what impact will it have on how you think about the social work practice with others? – 1 point

The final course grade will be based on the following:

95 - 100 A Superior performance
90 - 94 B+ Better than satisfactory performance
85 - 89 B Satisfactory performance
80 - 84 C+ Less than satisfactory performance
73 - 79 C Performance well below the standard expected of graduate students
66 - 72 D Clearly unsatisfactory performance, cannot be used to satisfy degree requirements
< 66 F Extremely unsatisfactory performance, cannot be used to satisfy degree requirements

TARDY SUBMISSION POLICY:
Tardy papers will receive a 2 (two) pt deduction per day late, not to be accepted beyond 3 (three) days late.

Required Texts:

Additional readings listed under each Session can be accessed on the course Blackboard site.

Course Content Outline:
Session 1 - Jan 13
Overview of course and assignments; what is “problem-based learning”?; Defining generalist social work practice across systems; tolerating ambiguity.
Review syllabus.
Assign case studies and groups.

Readings:


Session 2 - Jan 20
Integrate cultural competency and gender sensitivity into social work practice principles.
Readings:

Sessions 3 and 4 – Jan 27 and Feb 3
Assessment of and multi-level interventions with complex problems facing individuals from an ecological perspective; identification and critique of best practices in assessing and intervening with individuals, & families; information technology to locate evidence-based assessment tools. Concept Mapping.
Readings:

Session 5 - Feb 10
Assessment of and multi-level interventions with complex problems facing families from an ecological perspective; identification and critique of best practices in assessing and intervening with individuals, & families; information technology to locate evidence-based assessment tools; 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. Genograms.
Readings:

Session 6 – Feb 17
Assessment and multi-level interventions with small groups from an ecological perspective; identification and critique of best practices in assessing and intervening with small groups; information technology to locate evidence-based tools; generalist group work (i.e., group dynamics, processes, roles.
Assessment and multi-level interventions with communities from an ecological perspective; identification and critique of best practices in assessing and intervening with communities; information technology to locate evidence-based assessment tools.
Readings:

Session 7 and 8 – Feb 24 and Mar 2
Assessment and multi-level interventions with communities from an ecological perspective; identification and critique of best practices in assessing and intervening with communities;
information technology to locate evidence-based assessment tools. Advocacy and social change strategies that advance well-being and social and economic justice; models of community practice, grassroots, neighborhood, and community organizing; 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.

**Readings:**

**CASE STUDY ASSIGNMENT (PART 1)... DUE February 24**

**Session 9 - Mar 9**
Identify evidence-based prevention principles and approaches; and, resolve ethical dilemmas that arise in practice.

**Readings:**

**SPRING BREAK MARCH 14-18**

**Session 10 – March 23**
The Spirit Catches You and You Fall Down Discussion

**SPIRIT CATCHES YOU PAPER DUE MARCH 23**

**Session 11 – March 30(Work on your Powerpoint and Pamphlet…..NOTHING DUE)**

**Session 12 – April 6 POWERPOINT and PAMPHLET DUE for Community Intervention**