THE UNIVERSITY OF TENNESSEE COLLEGE OF SOCIAL WORK

Culturally Relevant Practice with Diverse Populations

Fall 2016

ONLINE – SW 538, CRN 48310, Section #001 (3 credit hours)

Prerequisites: SW 510, 512, 513, 517, 519, 520, 522, 537, 538, 539

Comment(s): Advanced Standing satisfies prerequisites.

Instructor: Nicoll Hannaway, MSSW, LCSW

Phone: 615-969-6873

Email: ehannawa@utk.edu

Office Hours: By appointment.

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.

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).

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

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/.

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.

Learning Environment

This class is an online, asynchronous class. The student is a co-creator of the learning experience and environment. It is the purpose of this class to provide knowledge and access to resources that will serve as a springboard for class collaboration. This course is designed to balance the maximum flexibility in scheduling with a high degree of academic rigor. To accomplish this, the course utilizes multiple technologies to ensure that you receive the most from your education. The course may include PowerPoint, discussion boards, reading assignments, assignments involving social media, online activities, and online presentations. This format also requires that the learner structure their time to ensure that all course readings are completed by the class for which they are assigned. It should also be noted that due to the absence of actual in-class time, the reading requirements are often larger than those of a face to face class.

The Office of Information Technology (OIT) is available to assist students with Blackboard and other computer-related issues. OIT’s phone number is 865-974-9900. Additionally, if this is your first time taking an online class, a Blackboard tutorial is available at the following website: https://oit.utk.edu/instructional/tools/online/blackboard-tutorial/Pages/default.aspx

Once you are on Blackboard, at the top right there is a link “Technology@UTK” that can provide additional guidance. Students will need speakers for this class. A microphone is optional. Many computers have these capabilities built into the computer.

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.

Required Readings
For each week, required papers will provide greater depth or breadth and address specific issues. These papers are available as .pdf files and can be downloaded from the Blackboard site. Due to the nature of the course, the instructor reserves the right to add or amend readings as needed. New readings and amendments will also be available on the course website. Because we can only scratch the surface of the important literature, a supplemental bibliography is provided at the end of the syllabus so that you can peruse areas of further interest to you.

Student Responsibilities

When working with diverse individuals, practitioners can do far more harm than good if they are naïve to the knowledge base. As such, students are expected to prepare adequately for discussion board and collaborative components of the class. This entails that students not only read the required material, but that they also critically consider the material.

Other student responsibilities include: (1) active participation; (2) completion of all required readings; (3) preparation for and participation in activities contributing to knowledge; (4) timely completion of assignments; and (5) feedback to the instructor.

Policies

1. Participation is considered a vital part of the learning experience in this class. As such, when there is a planned discussion, it is an expectation that students will come prepared to discuss and critically analyze the required readings. If you are unable to participate in a timely manner, please email me as soon as possible at ehannawa@utk.edu.

2. Other expectations that will be reflected in your participation grade are participation in learning environment, including but not limited to online class discussions. Discussions will begin with the assumption that you have read the articles, as I consider the required readings a jumping off point for further discussions. As such, I will not always mention all required readings during the class. This, however, does not relieve you of the responsibility for knowing this material, as it will put you at a disadvantage for the class work, the assignments, and for your practice.

3. The class learning environment depends upon student willingness to take responsibility for the class culture. Vibrant and exciting class learning environments are those in which students consistently contribute positive behaviors conducive to a positive class culture (e.g., active involvement in class discussions, a curious and querying state of mind, respect for others in the class), and hence learning environment, and consistently refrain from behaviors that detract from such a culture and environment (e.g., being unprepared).

4. All written work must be typewritten and double-spaced. Assignments are to be presented in a scholarly manner and well-documented by referencing the supporting literature. Papers are to be free of mechanical flaws, including errors in grammar or spelling. Bibliographic references must conform to American Psychological Association (APA) style, 6th edition. Points will be deducted for grammatical errors—please proofread your work. Both presentation and content will be considered in evaluating assignments.

5. The quickest way to get in touch is by email (ehannawa@utk.edu). I am happy to set up a meeting with you in person, over the phone or through Skype at any time to discuss your work, the class, or issues in this area. Please feel free to utilize me, especially if you are having problems in the class or if you need more
guidance on a paper.

**Sensitive Nature of Class**

Because of the sensitive nature of this class, issues of a personal nature may arise for students during the semester. Students who were themselves victims of discrimination or otherwise traumatized or who have a close relationship with a victim may find some of the content especially difficult. Because of the difficulty of some of the topics, students who have not personally suffered mistreatment may also experience some distress during the course of the semester. Because the personal affects practice, it is essential that students have methods for addressing issues that arise.

We will address the difficulty of the material in a number of ways. In our first class period, we will talk about how you can take care of yourself while taking this class. Here are some suggestions, both for what you can do this semester and what you can do in the future to take care of yourself.

1. Pair up with another person (or persons) in this class (or outside of this class) with whom you are comfortable sharing sensitive and personal material. Plan a time weekly when you can address issues that arise for you from taking this class. Alternately, you might want to find a group of individuals with whom you can occasionally process material from this class. Remember as well that this material may also be difficult for the person with whom you talk.

2. Keep a journal to allow time to process the material in this class and its effect upon you.

3. Plan some downtime after doing the readings so that you can distance yourself from the material before going to sleep.

4. Make sure that significant others in your life are aware that you are taking this course and that it often deals with very hard material. Let them support you when you need it.

5. Make sure to plan some time each week that allows you to get away from this material. This could be "silly" time, sports time, physical exercise, or any method that allows you a release.

6. Set up a time to meet with me so we can strategize about how to attend to your needs over the semester. We will also have certain practices in class designed to allow for the difficulty of the material. Because part of what we must learn as clinicians working with survivors is how to maintain appropriate boundaries with our clients, however, class time will be devoted to the development of the professional. This practice is not meant to negate or minimize your experience, but to stress the importance of setting up in advance ways of taking care of yourself this semester. If you need help considering how to do this, please set up an appointment with me.

**Plagiarism**

It is assumed that all of your work is original and that you are aware of appropriate citation rules. If you are not completely familiar with citation rules, please review them at the UT Library web site: http://www.lib.utk.edu/instruction/learnhow/. This web site has other tutorials as well on how to use the library effectively, search strategies, etc., that may be of help. Please be aware that copying material verbatim from the web is considered plagiarism unless it is appropriately cited as verbatim material. Blackboard now provides the means for submitted papers, through SafeAssign, to be automatically scanned to determine if they include plagiarized material. Please plan to submit your paper through SafeAssign.
Course Competencies
By the completion of this course, 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, ablism, 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

Weekly discussions (6@5pts. each): 30 points
*Fulfills core competencies 1, 2, 4, and 5

Personal Development Plan for Cultural Competency: 10 points
*Fulfills core competency 8

Assessment Paper/ Case Study: 25 points
*Fulfills core competencies 2-7

Community Service in a diverse setting: 10 points
*Fulfills core competency 8

Reflection paper on The Spirit Catches You and You Fall Down: 15 points
*Fulfills core competencies 4, 6, and 7

Participation: 10 points

Assignments Explained

****All papers are to be submitted on blackboard by class time. In the event of a blackboard malfunction, please send your paper as an attachment via email.****

Weekly Discussions

6 discussions, 5 points each. Ongoing throughout term. 30 points total.

For 6 of the 13 weeks, you will participate in a peer-led and instructor-facilitated discussion on the content for that week as specified in the syllabus. In advance of the discussion period, you will be expected to develop an initial 2-3 paragraph summary with discussion questions. The discussion will include a brief review of the readings for that week, your reflection on them as well and 2-3 questions for your fellow classmates. If you desire, you can also reflect on the class material from the previous week. To get full credit for each discussion board, you must have a minimum of 4 posts (your original post plus at least 3 replies to others).
your classmates’ posts). The purpose of this assignment is to help you integrate the readings and develop a better understanding of the content. These due dates are listed in the course outline below.

NOTE: The following subjects should be addressed in your discussions:

1. Culturally competent sensitive theories and models of practice with diverse populations.

2. Social work values and ethics as they relate to working with diverse populations.

Please utilize the labeled forums corresponding to each week in order to post your individual threads. Your initial post is due by 11:59 p.m. central time (CST) on the due date listed below and in your syllabus. Your responses are due by 11:59 p.m. on the Monday before the new discussion board opens. For example, discussion 1 will run from Monday, February 1 until Monday, February 8 at 11:59 p.m. Although you are allotted a full week to complete this assignment, I encourage you to participate early in order to get the most out of the experience.

Discussion 1 is due February 1, 2016
Discussion 2 is due February 15, 2016
Discussion 3 is due February 29, 2016
Discussion 4 is due March 21, 2016
Discussion 5 is due April 4, 2016
Discussion 6 is due April 18, 2016

Personal Development Plan for Cultural Competency (10 points)
Due February 8, 2016

Write a 5 page paper that will address the following topics:
- past and present beliefs about race and culture - 2 pts,
- how you learned these and the significant influences on your race and cultural beliefs - 2 pts,
- the use of at least 3 scholarly references that shed light on the issues you deal with regarding cultural competence, correct APA format and appropriate graduate level writing - 4 pts
- your specific plan to increase your Cultural Competence over the next five years (the plan must include specific actions, timelines, agencies, personal or professional supports, etc... to receive full credit) - 2 pts.

Assessment Paper (25 points):
Due March 7, 2016

You will be provided with a vignette of a client with multiple issues from which you will write a neurophysiological and biopsychosocial assessment. Please use the following format.

A. Brief (1 - 2 pages) overview of the client’s needs prior to the time they received treatment, as well as attachment strengths and concerns with significant people in their life.

B. Assessment of the effect of any diversity related concerns on the client within the following domains: physical, social, psychological, and neurophysiological.

C. Brief (one page or less) summary of the treatment you recommend based on your assessment.

*I want you think of this assignment as if you are meeting with the client in your office for the first time and you need to try to formulate a list of needs and then a treatment plan. Please make sure that your paper is easy to follow and logical. Outside sources are not required, but please feel free to add if you feel that they will enhance your understanding of the client and your paper. There will be examples of sample assessment
papers posted on BlackBoard.

Grading criteria include:

• Correct identification of primary concerns in the client’s life that contributed to her maladaptive behavior and dysregulation.
• Correct identification of the effects of diversity-related issues across physical, social, psychological, and neurophysiological domains.
• Insight-oriented understanding of the complexity of the effects of discrimination on the client.
• Interventions that logically follow the assessment.
• Well-written paper without grammatical and spelling errors.
• Correct use of APA 6th edition style in formatting of paper.

Community Service in a Diverse Setting (10 points)
Due March 28, 2016

For this assignment, I want you to find an opportunity in the community to broaden your knowledge on a particular group and then write a 1-2 page reflection paper on the experience.

Examples include:
Attending a religious celebration other than your own primary religion.
Working in a soup kitchen.
Tutoring a person who is blind or deaf.
Working at a Room in the Inn location, or something similar.

Please email me with questions about the appropriateness of your choice if you have questions. I would like for you to spend a minimum of 2 hours at the event that you choose.

The Spirit Catches You and You Fall Down Paper (15 points)
Due April 11, 2016

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.

Participation (10 points total, with the opportunity for 2 extra credit points if you attend all sessions)

Even though this is an online course, participation is expected and will primarily be assessed based on Zoom session attendance. Our class is scheduled for zoom sessions on the following dates:

Live Zoom Sessions (worth 1.5 points each):

Monday, January 25, 2016 at 5:30pm CST
Monday, February 22, 2016 at 5:30pm CST
Monday, March 21, 2016 at 5:30pm CST
Monday, April 18, 2016 at 5:30pm CST

Recorded zoom sessions will be posted by: (worth 2 points each)

Monday, February 8, 2016 at 5:30pm CST
• Discussion Board response due by 5:30pm Sunday, February 21.
Monday, March 7, 2016 at 5:30pm CST
• Discussion Board response due by 5:30pm Sunday, March 20.
Monday, April 4, 2016 at 5:30pm CST

- Discussion Board response due by 5:30pm Sunday, April 17.

I will send out an invitation for each zoom session via an announcement on BlackBoard. Please let me know in advance if you are unable to attend a session.

If you are unfamiliar with zoom, please familiarize yourself prior to our first meeting. Here is a link to the University’s tutorial on how to use zoom.
https://oit.utk.edu/instructional/tools/liveonline/Pages/zoom-participant-guide.aspx

Late Assignments

Late assignments will not be accepted for credit without prior authorization of the course instructor.

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) points penalty per day late, not to be accepted beyond 3 (three) days late.

Required Texts:

Course Outline:

** Please note that readings listed are due on the date listed. For example, all of the readings listed under Week 1 in the “Weekly Course Materials Section” in BlackBoard are due on January 25, 2016.

**ALL readings are listed in BlackBoard under the “Weekly Course Materials Section”. Instructor may add readings/ videos if deemed relevant to the course.

Week 1: January 25, 2016
Live Zoom Session
Introductions; Review syllabus; Overview of Cultural Competence and why it is important

Week 2: February 1, 2016
Integrate cultural competence into social work practice principles; Discussion about language and the media and how they affect society’s views on culture.

Discussion Board #1 Due Today
Week 3: February 8, 2016

Recorded Zoom Session
Concept mapping; overview of generalist social work practice
Cultural Competence Plan Due today

Week 4: February 15, 2016
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.
Discussion Board #2 due today

Week 5: February 22, 2016
Live Zoom Session
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.

Week 6: February 29, 2016
Discussion Board #3 due today

Week 7: March 7, 2016
Recorded Zoom Session
Identify evidence-based prevention principles and approaches; and, resolve ethical dilemmas that arise in practice.
Assessment Paper due today

Week 8: March 14-18 SPRING BREAK!
NO CLASS OR ASSIGNMENTS!

Week 9: March 21, 2016
Live Zoom Session
Discussion Board #4 due today

Week 10: March 28, 2016
Community Service Reflection Paper due today

Week 11: April 4, 2016
Recorded Zoom Session
Discussion Board #5 due today

Week 12: April 11, 2016
Spirit Catches You and You Fall Down paper due today

Week 13: April 18, 2016 LAST CLASS
Live ZOOM Session
Discussion Board #6 due today