This document does not constitute a contract with the University. It contains guidelines only.

Academic Term and Year: **Spring 2013**

Course Prefix and Number: **SW 540.E01**

Course Title: **Diversity: Micro, Mezzo, & Macro**

Days, Time and Location of class: Online

Professor: **Mohammad Rafiqul Hoque, Ph.D.**

Office Location: Social Work Suite # 213,
                                     William Sutton Administration Building

Office Hours: **By appointment only**

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Prerequisite: **Admission to MSW Program**

Required Technology Skills:
Students in this class are expected to be efficient in the use of computers, especially the internet.

CATALOG COURSE DESCRIPTION
Preparation for culturally competent social work practice with diverse populations and advocacy for social and economic justice

COURSE DESCRIPTION
This course is designed to provide the student with a comprehensive understanding of diversity at the micro, mezzo, and macro levels of practice. Emphasis is placed on practice with culturally diverse groups and populations at risk within a rural environment. Students learn how to design, and implement strategies for culturally competent practice with persons from diverse backgrounds. A primary focus is on promoting social and economic justice for minorities and

other populations at risk. Students learn how to recognize injustice and strategies to promote social and economic justice.

DEPARTMENT OF SOCIAL WORK/MSW PROGRAM MISSION
The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations-at-risk in rural areas. The Master of Social Work (MSW) Program prepares students for professional social work practice at the micro, mezzo, and macro levels. Through the curriculum, the program instills in students advanced social work knowledge, values and skills in a manner which enables students to work with diverse populations in a wide rage of settings. Concurrently, special emphasis is place on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta which the University is located and committed to serve, as well as rural areas globally. Within the framework of rural social work, the area of concentration is Child and Family Welfare.

PROGRAM GOALS
The goals of the Master of Social Work Program are:
1. Educate students for social work positions for advanced levels of practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity and the values and ethics of the profession.

COMPETENCIES
1. **EPAS Competency: 2.1.1** Identify as a professional social worker and conduct oneself accordingly.
2. **EPAS Competency: 2.1.2** Apply social work ethical principles to guide professional practice.
3. **EPAS Competency: 2.1.3** Apply critical thinking to inform and communicate professional judgments**.**
4. **EPAS Competency: 2.1.4** Engage diversity and difference in practice.
5. **EPAS Competency: 2.1.5** Advance human rights and social and economic justice.
6. **EPAS Competency: 2.1.6** Engage in research-informed practice and practice-informed research.
7. **EPAS Competency: 2.1.7** Apply knowledge of human behavior and the social environment.
8. **EPAS Competency: 2.1.8** Engage in policy practice to advance social and economic well-being and to deliver effective social work practice
9. **EPAS Competency: 2.1.9** Respond to contexts that shape practice
10. **EPAS Competency: 2.1.10(a)–(d)** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
11. Utilize appropriate practice interventions within a rural setting.

EXPECTED CORE COMPETENCIES AND PRACTICE BEHAVIORS

After completion of the course students are expected to demonstrate the following core competencies and practice behaviors:

Core Competencies	Practice Behaviors	Assessment of Practice Behavior
Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice	*2.1.2(b) Students make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics[2] and, as applicable, of the International Federation of Social Workers /International Association of Schools of Social Work Ethics in Social Work, Statement of Principles*	Diversity Paper & Participation in Discussion Board
2.1.2d	*2.1.2(d) Students apply strategies of ethical reasoning to arrive at principled decisions*	Participation in Discussion Board
Educational Policy 2.1.4—Engage diversity and difference in practice	*2.1.4(a) Students recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power*	Diversity Paper & Participation in Discussion Board
2.1.4b	*2.1.4(b) Students gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups*	Diversity Paper & Participation in Discussion Board
2.1.4c	*2.1.4(c) Students recognize and communicate their understanding of the importance of difference in shaping life experiences*	Diversity Paper & Participation in Discussion Board
Educational Policy 2.1.5—Advance human rights and social and economic justice	*2.1.5(a) Students understand the forms and mechanisms of oppression and discrimination*	Participation in Discussion Board
2.1.5b	*2.1.5(b) Students advocate for human rights and social and economic justice*	Diversity Paper & Participation in Discussion Board
2.1.5c	*2.1.5(c) Students engage in practices that advance social and economic justice*	Diversity Paper & Participation in Discussion Board
Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research	*2.1.6(b) Students use research evidence to inform practice*	Diversity Paper
2.1.11. Utilize appropriate practice interventions within a rural setting	*11a. Students recognize the impact of the rural environment on service delivery in rural communities*	Diversity Paper & Participation in Discussion Board

	11b. Students utilize knowledge of rural communities to develop appropriate interventions and services for clients in rural communities	Diversity Paper & Participation in Discussion Board

COURSE REQUIREMENTS

Required Textbooks:
Lum, D. (2011). *Culturally competent practice: A framework for understanding diverse groups & justice issues.* Belmont, CA: Cengage Learning.

Appleby, George A.; Colon, E. & Hamilton, J. (2011). Diversity Oppression and Social Functioning. Needham Heights, MA: Pearson/ Allyn and Bacon

Devore, Wynetta and Schlesinger, Elfriede, G. (1999 or later). *Ethnic-Sensitive Social Work Practice,* 5th or later edition. Needham Heights, MA: Allyn and Bacon.

Class Attendance Policy:

Each student is required to participate, using Blackboard Communication Tools, in taking online quizzes, discussions, and in other aspects of the course.

Students are expected to log in regularly (perhaps several times per week) to submit assignments, check grades, personal messages, and view course materials. However, please note that the Challenge, Mid-term and Final Examination for this course will be conducted in classroom setting. Please look for the announcements on the Blackboard as well as in the department.

Student(s) who fail to participate in the online course activities during a week will be deemed absent for that week. The absence will be annotated as <u>absent unexcused</u> (AU), unless the instructor has been informed beforehand and deemed the absence as <u>absent excused</u> (AE). The instructor shall report all absences to the Office of Student Records as required. A student who has not participated for 7 consecutive days regardless of the absences deemed AU or AE shall be recommended for administrative withdrawal to the Office of Student Records. As in a traditional classroom just because a student contacts the instructor and is excused from a scheduled class meeting does not mean the student is given credit for participation or attendance; the student is still annotated as AU or AE for a particular week**. The online class shall be no different in this respect.** It is the instructor's sole discretion as to what he/she shall consider AU or AE.

Cheating and plagiarism policy:
When a faculty member responsible for a course has reason to believe that an action of a student involves cheating or plagiarism, the faculty member will initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the charge, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a score of "0" or a grade of "F" for the work submitted, assigning an "F" for the entire course, or recommending another penalty including dismissal from the University. In the event the student does not admit to the charge, or that no mutually agreeable settlement is reached between the faculty member and the student, the faculty member will refer the case to the department chair (MVSU Graduate Catalog, 2006-2008).

Make-up Examination Policy:
Generally, **NO** opportunities will be available for making up online class activities or assignments. Make up maybe allowed, depending on the circumstances with an acceptable excuse. It is at the instructor's discretion.

It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

Teaching/Learning Strategies:
The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: assigned readings and assigned individual or group tasks, both inside and outside of classroom. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students, read the assigned material, and submit assignments and be prepared to participate in class discussions. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

Required Readings
It is essential that students complete the reading assignments within the scheduled week. Students should use the Discussion Board within Blackboard to clarify the materials in reading assignments.

Writing Style
All required written assignments will be evaluated on the clarity of expression and strength of the writing (including spelling, punctuation, and syntax) following the APA style.
Required Writing Style can be found in: Publication Manual of the American Psychological Association (2010) or visit http://www.apastyle.org/manual/index.aspx or http://owl.english.purdue.edu/owl/resource/560/01/ References in all assignments should be formatted in APA style.

Cheating and plagiarism policy
Cheating, including but not limited to plagiarizing another's words, work or ideas on individual class assignments, in any fashion will not be tolerated.

The University has implemented *Turnitin* to fight plagiarism and improve reading, writing, and research skills. *Turnitin* is a comprehensive plagiarism prevention system that lets faculty quickly and effectively check all students' work. Results are based on exhaustive searches of billions of pages from both current and archived instances on the Internet.
Plagiarism will result in at least a failing grade for the assignment(s) and/or course.

Online Communication Etiquette

Students MUST use Blackboard mail for contact with the instructor and other members of the class. They also should check announcements regularly as the instructor may announce any change in the schedule.

All your online communications should be composed with respect, fairness, honesty and tact. What you put into an online course reflects on your level of professionalism. Please explain professionally the purpose of the communication and expectations from the instructors, if any, clearly in the email message area, not in an attached file.

Technical Problems

If you experience technical/computer difficulties (*need help downloading browsers or plug-in, logging into your course, using your course web site tools, or experience errors or problems while in your online course*), contact **PRESIDIUM LEARNING, INC.** 1-877-654-8333 as well as your instructor.

Submission of Assignments

All scheduled assignments, activities and examinations MUST be completed and successfully submitted online through the Blackboard Assignment and Evaluation Tools (drop box) by due date and time. Assignments automatically become unavailable after the due date/and time expire.

All assignments MUST be keyed using MS Word with font size of 12. **M**ultiple submissions will not be allowed. All assignments are to be submitted within MVSU Blackboard as an attached file on Upload Assignment page for each specific assignment**.**

To complete the course, access Blackboard course at http://mvsu.blackboard.com or at www.mvsu.edu click on Blackboard, log in for the course, and follow detailed instructions regarding assignments, activities and examinations.

Student must proofread the material prior to submission of the assignment. Students must also arrange materials in a logical order together with a title page.

Required Tasks/Activities:

Completion of this course requires students to demonstrate the mastery of the contents, outlined later, through performance in tests as well as completion of one diversity paper and analysis of two articles (Please see the rubrics or grading criteria presented later that will be used to grade each of the assignments):

1. Article Analyses: (Due February 10 and March 17, 2013)

Analyze two (2) articles on **two different minority groups or population-at-risk in the USA, not in any other country,** published in a **professional/scientific journal, that are likely to make you more competent and sensitive social worker in the USA**. The minority groups should be different from your own group.

The following format should be used for the narratives of analysis of article:
1. Summary: Write a summary of the article in your own words. Do not "cut and paste" from the article. Let me learn from your summary what you have learned from the article. Please do not write, for example, "This article discusses the

characteristics of Asian Americans", rather summarize these characteristics of these people.

2. Consistency of the message: Discuss how consistent or inconsistent is the message of the article with other literature you have read, and provide citations (in-text) and references (at the end).

3. Relevance for Socio-Economic Justice: Explain how social workers could utilize the message for social and economic justice. It cannot be "None."

4. Relevance for Social Policy: Discuss which specific social policies/laws need to be revised, if any, in which specific way.

- Please make the **full reference to your selected article for analysis as the title of your paper**.
- Include a cover page containing the Title of the paper, Student's Name, Course Number & Course Title, and Date.

For further clarification on the requirements, please refer to the Rubrics for this assignment that will be used to grade it.

2. Diversity Paper: (Due April 28, 2013)

Students are to write a five to seven page diversity paper on a racial, ethnic, religious or other type of minority group. The chosen minority group should be one other than one's own. Topic must be approved by the instructor. The content of the paper should include the following:

- Treatment of the minority group by the dominant group including (a) patterns of discrimination and (b) government policies affecting the minority group.
- Cultural patterns of the minority group including (a) language and paralanguage differences, (b) norms and values, (c) spiritual beliefs, (d) traditions and lifestyles.
- Conclusions about the present day experience of the minority group in the U.S.A.
- Implications for culturally competent social work practice.

Instructions:

- Submit your choices of two groups to the instructor who will assign you one of your choices.
- Research your topic. **A minimum of 10 references is required.** Appropriate sources include books, professional journal articles, newspaper, the internet articles and personal interviews.
- Write the paper in your own words covering the aforementioned contents under appropriate headings and subheadings.
- Include appropriate citations in the text and references at the end of the paper in APA style.
- Submit the paper including a title page with title of the paper, your name, course and section number and course title and date.

3. Participation on Discussion Board:

- Please learn how to participate in Discussion Board, and please participate there.
- You have the opportunity to earn 50 points by posting your views or replying to other's views on the Thread on Discussion Board in a timely manner.

- Each Thread will be open for limited time, No more than a week from the time of posting.
- Each student will be able to edit her/his postings, reply to others' postings, but will not be able to delete one.
- Students will not get any credit for an idea that has already been posted by someone else! You cannot just agree or disagree with an issue; you must provide new arguments for or against the issue.

Rubric or Criteria for Grading Article Analysis

Criteria	Points	Scale			
		1. Student exhibits a little level of achievement	2. Student exhibits a moderate level of achievement	3. Student exhibits an accomplished level of achievement	4. Student exhibits an exemplary level of achievement
1.Writes a summary of the article in own words.	24	Cut and paste	Summarizes the method of generating the message	Summarizes the message	Summarizes the method of generating the message as well as the message
2.Discusses the consistency of the message in the article with other literature on the topic	8	No comparison	Compares with general understanding	Compares with general understanding as well as with one specific literature	Compares with general understanding as well as with two specific literature
3.Discusses how the message in the article can be used by social workers	20	Discusses the some general use	Discusses the use for research	Discusses the use for micro and macro practice	Discusses the use for micro and macro practice, and for research
4.Discusses the implications of the message for social and economic justice	20	General discussions of some consequences	Identifies the victims	Discusses the consequences for victims	Identifies the victims and discusses the consequences for victims
5. Discusses the implications of the message for specific social policy changes	8	Makes general recommendations for social policies	Makes specific recommendations for social policies	Makes specific recommendations for changes in specific policies	Makes specific recommendations for specific changes in specific policies
6. The title page with title of topic, your name, course and section number and	4	Two elements are missing	One required information is missing	All required information is there but not logically arranged	All required information has been logically arranged

course title and date					
7. Correct grammar	4	Errors in spelling and sentence structure	Errors in spelling	Errors in sentence structure	No error
8. Format and physical appearances meet professional standard	4	Three appropriate headings or sub-headings are missing	Two appropriate headings or sub-headings are missing	One appropriate heading or sub-heading is missing	Used appropriate headings and sub-headings
9. Citations (APA style) for factual claims	4	Two or more citations are missing	One citation is missing	Not exactly in APA format	No error in citations
10. References (APA style) cover citations	4	Two or more references are missing	One reference is missing	Not exactly in APA format	No error in references
Total	100				

Rubric or Criteria for Grading the Diversity Paper					
Criteria	Weight	Scale			
		1. Student exhibits a level of little achievement	2. Student exhibits a moderate level of achievement	3. Student exhibits an accomplished level of achievement	4. Student exhibits an exemplary level of achievement
1. Treatment of the minority group by the dominant group including patterns of discrimination and government policies affecting the minority group.	20	Discusses some elements of treatment of the selected minority group by the dominant group including patterns of discrimination and government policies affecting the minority group.	Discusses some elements of treatment of the selected minority group with appropriate citations and references	Compares some elements of treatment of the selected minority group as opposed to treatment of other groups	Compares some elements of treatment of the selected minority group as opposed to treatment of other groups with appropriate citations and references
2. Special paralanguage or language of the minority group	4	Discusses some special paralanguage or language of the minority group	Discusses some special paralanguage or language of the minority group with appropriate	Compares some special paralanguage or language of the selected minority group	Compares some special paralanguage or language of the selected minority group with

			citations and references		appropriate citations and references
3.Norms and values of the minority group	8	Discusses some elements of norms and values of the minority group	Discusses some elements of norms and values of the minority group with appropriate citations and references	Compares some elements of norms and values of the minority group with those of other groups	Compares some elements of norms and values of the minority group with those of other groups with appropriate citations and references
4. Spiritual beliefs of the minority group	8	Discusses some elements spiritual beliefs of the minority group	Discusses some elements of spiritual beliefs of the minority group with appropriate citations and references	Compares some elements of spiritual beliefs of the minority group with those of other groups	Compares some elements of spiritual beliefs of the minority group with those of other groups with appropriate citations and references
5. Traditions and lifestyles of the minority group	8	Discusses some elements of traditions and lifestyles of the minority group	Discusses some elements of traditions and lifestyles of the minority group with appropriate citations and references	Compares some elements of traditions and lifestyles of the minority group with those of other groups	Compares some elements of traditions and lifestyles of the minority group with those of other groups with appropriate citations and references
6. Conclusions about present day experience of the minority group.	8	Conclusions are not related to the minority group	Majority of the conclusions are not related to the facts presented in the paper	One or two conclusions are not related to the facts presented in the paper	Conclusions are related to the facts presented in the paper
7. Implications for culturally competent social work practice – Micro, Mezzo, Research and Education.	12	Recommendations are not based on specific conclusions	Recommendations are based on specific conclusions for one level of SW practice	Recommendations are based on specific conclusions for two levels of SW practice	Recommendations are based on specific conclusions for three or more different levels of SW Practice
8. The paper is written in own words under	12	Most materials are not in one's own sentences	Materials are paraphrased appropriately	Materials are paraphrased appropriately and	Materials are paraphrased appropriately,

		logically arranged	logically arranged and are presented under appropriate headings and subheadings
appropriate headings.					
9. The title page with title of topic, your name, course and section number and course title and date	4	The title page with three of these missing (title of topic, your name, course and section number and course title and date)	The title page with two of these missing (title of topic, your name, course and section number and course title and date)	The title page with one of these missing (title of topic, your name, course and section number and course title and date)	The title page with title of topic, your name, course and section number and course title and date
10. Correct grammar	4	More than four spelling or grammatical errors	Three or four spelling or grammatical errors	One or two spelling or grammatical errors	No spelling or grammatical errors
11. Format and physical appearances meet professional standard	4	Unfastened and no cover page	Inappropriately fastened together with a cover page	Appropriately fastened together without a cover page	Appropriately fastened together with a cover page
12. Citations (APA style) for factual claims	4	More than five in-text citations for factual claims are not in APA style	Three or four in-text citations for factual claims are not in APA style	One or two in-text citations for factual claims are not in APA style	In-text citations for factual claims are in APA style
13. References (APA style) cover citations	4	More than five references at the end are not in APA style or citations are left uncovered	Three or four references at the end are not in APA style or citations are left uncovered	One or two references at the end are not in APA style or citations are left uncovered	References at the end are in APA style and cover citations
Total	100				

Evaluation Procedures:
Students will be evaluated on the basis of performances in online discussions, assignments, mid-term and final examination. Students will be expected to complete satisfactorily the assigned activities as listed above. Student evaluation will have the following components with the corresponding points:

1. Mid-term Examination	= 100 points
2. Final Examination	= 100 points
3. Article Analyses (50 points X 2)	= 100 points
4. Diversity Paper	= 100 points
5. Quizzes	= 50 points
6. Participation	= 50 points

Total   500 points

Performance Standards:
The final letter grade for each student will be determined on the basis of **all of the above components or the last four components** using the following scale, though **students must score at least 60% in the final test to get a passing grade**:

90-100%	= A
80-89%	= B
70-79%	= C
60-69%	= D
Below 60%	= F

SPECIAL NEED POLICY (Americans With Disabilities Act)
Students who believe that they may need special accommodations in this class are encouraged to contact the Americans with Disabilities Act (ADA) Coordinator at 662-254-3446. They should also inform the instructor at the beginning of the course.

COURSE ACTIVITIES

Date	Contents	Reading Assignments:
Week 1	**Review of Course outlines** Majority and Minorities: Definitions **Challenge Examination** Syllabus Quiz (Bonus)	SW540 Course outlines
Week 2	**I. Diversity and Social Context** Quiz 1 on Required Readings for the week Due on Jan 27, 2013	**Required Reading:** Lum, D., C*ulturally Competent Practice,* Ch. 1 – Culturally Competent Practice & Ch. 2 – Social Context Appleby, G. A.; Colon, E. & Hamilton, J., *Diversity Oppression and Social Functioning.* Chapter 2 - Culture, Social Class and Social Identity Development, & Chapter 3 – Ethnic Identity Development Devore & Schlesinger, *Ethnic-Sensitive Social Work Practice* Ch. 2 – The Ethnic Reality **Recommended Reading:** Conde, E., & Gorman, D. M. (2009). Krieger's conceptualization and measurement of discrimination and internalized oppression in studies of adverse health outcomes. *Geojournal*, *74*(2), 131-142. doi:10.1007/s10708-009-9262-0

		Greif, G. L. (2009). Understanding Older Men And Their Male Friendships: A Comparison Of African American And White Men. *Journal Of Gerontological Social Work*, *52*(6), 618-632. Doi:10.1080/01634370902914711
		Vazsonyi, A. T., & Pan, C. (2010). Entry Risk Into The Juvenile Justice System: African American, American Indian, Asian American, European American, And Hispanic Children And Adolescents. *Journal Of Child Psychology & Psychiatry*, *51*(6), 668-678. Doi:10.1111/J.1469-7610.2010.02231.X
		Bandyopadhyay, S. K., & Pardasani, M. (2011). Do Quality Perceptions Of Health And Social Services Vary For Different Ethnic Groups? An Empirical Investigation. *International Journal Of Nonprofit & Voluntary Sector Marketing*, *16*(1), 99-114. Doi:10.1002/Nvsm.404
Week 3	**II. Social and Economic Justice Issues** Quiz 2 on Required Readings for the week Due on February 3, 2013	**Required Reading:** Lum, D., *Culturally Competent Practice, C*h. 3 – Human Rights and Social and Economic Justice Appleby, G. A.; Colon, E. & Hamilton, J., *Diversity Oppression and Social Functioning.* Chapter 5 – Dynamics of Oppression and Discrimination, & Chapter 4 – Risk and Resilience: Impact of Early Trauma on Psychological and Physiological Functioning Devore & Schlesinger, *Ethnic-Sensitive Social Work Practice,* Ch.12 - Ehnic-Sensitive Practice in the Public Sector: From AFDC to TANF **Recommended Reading:** Burnes, T. R., & Ross, K. L. (2010). Applying Social Justice to Oppression and Marginalization in Group Process: Interventions and Strategies for Group Counselors. *Journal For Specialists In Group Work*, *35*(2), 169-176. doi:10.1080/01933921003706014 Coussée, F., Roets, G., & De Bie, M. (2009). Empowering the powerful: Challenging hidden processes of marginalization in youth work policy and practice in Belgium. *Critical Social Policy*, *29*(3),

		421-442.
		Lynam, M., & Cowley, S. (2007). Understanding marginalization as a social determinant of health. *Critical Public Health*, *17*(2), 137-149. doi:10.1080/09581590601045907
Weeks 4 and 5	**III. Framework for Cultural Competence** **Analysis of Journal Article 1** **Due February 10, 2013** Quiz 3 on Required Readings for the week Due on February 17, 2013	**Required Reading:** Lum, D., *Culturally Competent Practice, C*h. 5 – Cultural Awareness, Ch. 6 – Knowledge Acquisition & Ch. 7 – Skill Development Devore & Schlesinger, *Ethnic- Sensitive Social Work Practice,* Ch. 5 – Approaches to Social Work Practice and the Ethnic Reality, & Ch. 6 – Assumptions and Principles for Ethnic-Sensitive Practice Appleby, G. A.; Colon, E. & Hamilton, J., *Diversity Oppression and Social Functioning.* Chapter 1 – Framework for Practice with Diverse and Oppressed Clients Balcazar, F. E., Suarez-Balcazar, Y., & Taylor-Ritzler, T. (2009). Cultural competence: Development of a conceptual framework. *Disability & Rehabilitation*, *31*(14), 1153-1160. doi:10.1080/09638280902773752 Collins, S., & Arthur, N. (2010). Culture-infused counseling: A model for developing multicultural competence. *Counseling Psychology Quarterly*, *23*(2), 217-233. doi:10.1080/09515071003798212 Jenks, A. (2011). From 'Lists of Traits' to 'Open-Mindedness': Emerging Issues in Cultural Competence Education. *Culture, Medicine & Psychiatry*, *35*(2), 209-235. doi:10.1007/s11013-011-9212-4
Week 6	**IV. Social Work Practice with First Nation People**	**Required Reading:** Lum, D., *Culturally Competent Practice,* ch. 8 – Cultural Competence with First Nation People Appleby, G. A.; Colon, E. & Hamilton, J., *Diversity Oppression and Social Functioning.* Chapter 9 – Native Americans **Recommended Reading:**

		Dahre, U. (2010). There are no such things as universal human rights - on the predicament of indigenous peoples, for example. *International Journal Of Human Rights*, *14*(5), 641-657. doi:10.1080/13642980902920727 www.choctaw.org
Week 7	**V. Social Work Practice with European Americans**	**Required Reading:** Lum, D., *Culturally Competent Practice,* ch. 9 – Cultural Competence with European Americans
Week 8	**MID-SEMESTER EXAMINATION**	
Week 9	**V. Social Work Practice with African Americans**	**Required Reading:** Lum, D., *Culturally Competent Practice,* ch. 10 – Cultural Competence with African Americans Appleby, G. A.; Colon, E. & Hamilton, J., *Diversity Oppression and Social Functioning.* Chapter 6 – African Americans: Consequences of Discrimination **Recommended Reading:** Gilbert, D. J., Harvey, A. R., & Belgrave, F. Z. (2009). Advancing The Africentric Paradigm Shift Discourse: Building Toward Evidence-Based Africentric Interventions In Social Work Practice With African Americans. *Social Work*, *54*(3), 243-252. Bennett Jr., M. (2007). Racial Socialization And Ethnic Identity: Do They Offer Protection Against Problem Behaviors For African American Youth?. *Journal Of Human Behavior In The Social Environment*, *15*(2/3), 137-161. Doi:10.1300/J137v15n02_09 The Southern Rural Black Women's Initiative for Economic and Social Justice. (2007). *"The rain don't fall to the ground her": The status of Human rights for southern rural women.* Jackson, MS: Children's Defense Fund, Southern Regional Office
Week 10	**VI. Social Work Practice with Latino/Latina Americans**	**Required Reading:** Lum, D., *Culturally Competent Practice,* ch. 11 –

	Analysis of Journal Article 2 Due on March 17, 2013 Quiz 4 on Required Readings for the week Due on March 31, 2013	Cultural Competence with Latino Americans Appleby, G. A.; Colon, E. & Hamilton, J., *Diversity Oppression and Social Functioning.* Chapter 8 – A Multi-Diversity Perspective on Latinos **Recommended Reading:** Dunham, R., & Wilson, G. (2007). Race, Within-Family Social Capital, And School Dropout: An Analysis Of Whites, Blacks, Hispanics, And Asians. *Sociological Spectrum*, *27*(2), 207-221. Doi:10.1080/02732170601123435 Furman, R., Negi, N., Iwamoto, D., Rowan, D., Shukraft, A., & Gragg, J. (2009). Social Work Practice With Latinos: Key Issues For Social Workers. *Social Work*, *54*(2), 167-174. Weaver, C. N. (2011). Hispanic Prejudice In The United States. *Journal Of Applied Social Psychology*, *41*(11), 2723-2738. Doi:10.1111/J.1559-1816.2011.00836.X
Week 11	**VII. Social Work Practice with Asian Americans**	**Required Reading:** Lum, D., *Culturally Competent Practice,* ch. 12 – Culturally Competent Practice with Asian Americans Appleby, G. A.; Colon, E. & Hamilton, J., *Diversity Oppression and Social Functioning.* Chapter 10 – Asian Americans **Recommended Reading:** Ngo, B. (2006). Learning From The Margins: The Education Of Southeast And South Asian Americans In Context. *Race, Ethnicity & Education*, *9*(1), 51-65. Doi:10.1080/13613320500490721 Chung, I.W. (2006). A cultural perspective on emotions and behavior: An empathic pathway to examine intergenerational conflicts in Chinese immigrant families. *Families in Society,* 87(3), 367-376. Okazaki, S., & Saw, A. (2011). Culture In Asian American Community Psychology: Beyond The East-West Binary. *American Journal Of Community*

		Psychology, *47*(1/2), 144-156. Doi:10.1007/S10464-010-9368-Z
Week 12	**VIII. Social Work Practice with Muslim Americans** Quiz 5 on Required Readings for the week Due on April 14, 2013	**Required Reading:** Lum, D., *Culturally Competent Practice,* ch. 13 – Cultural Competence with Muslim Americans. Bushfield, S., & Fitzpatrick, T. R. (2010). Therapeutic Interventions With Immigrant Muslim Families In The United States. *Journal Of Religion & Spirituality In Social Work*, *29*(2): 165-179. Doi:10.1080/15426431003708311 Graham, J. R., Bradshaw, C., & Trew, J. L. (2009). Adapting Social Work in Working with Muslim Clients. Social Work Education, 28(5), 544-561. doi:10.1080/02615470802400729 Graham, J. R., Bradshaw, C., & Trew, J. L. (2009). Addressing Cultural Barriers with Muslim Clients: An Agency Perspective. Administration In Social Work, 33(4), 387-406. doi:10.1080/03643100903172950 **Recommended Reading:** Abu-Ras, W., & Laird, L. (2011). How Muslim and Non-Muslim Chaplains Serve Muslim Patients? Does the Interfaith Chaplaincy Model have Room for Muslims' Experiences? *Journal Of Religion & Health*, *50*(1), 46-61. doi:10.1007/s10943-010-9357-4 Malik, M. (2009). Anti-Muslim Prejudice in the West, Past and Present: An introduction. *Patterns Of Prejudice*, *43*(3/4), 207-212. doi:10.1080/00313220903109144 Bloul, R. D. (2008). Anti-discrimination Laws, Islamophobia, and Ethnicization of Muslim Identities in Europe and Australia. *Journal Of Muslim Minority Affairs*, *28*(1), 7-25. doi:10.1080/13602000802011036
Week 13	**IX. Social Work Practice with Lesbian, Gay and Bisexual People**	**Required Reading:** Lum, D., *Culturally Competent Practice,* ch. 15 – Cultural Competence with Gay and Lesbian Persons of Color Appleby, G. A.; Colon, E. & Hamilton, J., *Diversity Oppression and Social Functioning.* Chapter 11 –

		Lesbian, Gay, Bisexual, and Transgender People …
	Diversity Paper Due on April 21, 2013	**Recommended Reading:** Needham, B. L., & Austin, E. L. (2010). Sexual Orientation, Parental Support, and Health During the Transition to Young Adulthood. *Journal Of Youth & Adolescence*, *39*(10), 1189-1198. doi:10.1007/s10964-010-9533-6 Roseborough, D. (2006). Coming out stories framed as faith narratives, or stories of spiritual growth. *Pastoral Psychology*, *55*(1), 47-59. doi:10.1007/s11089-006-0031-4 Stotzer, R. (2009). Straight Allies: Supportive Attitudes Toward Lesbians, Gay Men, and Bisexuals in a College Sample. *Sex Roles*, *60*(1/2), 67-80. doi:10.1007/s11199-008-9508-1
Week 14	**X. Social Work Practice with People with Disabilities**	**Required Reading:** Lum, D., *Culturally Competent Practice,* ch. 16 – Cultural Competence with Persons with Disabilities Appleby, G. A.; Colon, E. & Hamilton, J., *Diversity Oppression and Social Functioning.* Chapter 12 – Ableism Guscia, R., Harries, J., Kirby, N., Nettelbeck, T., & Taplin, J. (2006). Construct and criterion validities of the Service Need Assessment Profile (SNAP): A measure of support for people with disabilities. *Journal Of Intellectual & Developmental Disability*, *31*(3), 148-155. doi:10.1080/13668250600876442 Salvador-Carulla, L. L., Poole, M. M., Gonzalez-Caballero, J. L., Romero, C. C., Salinas, J. A., & Lagares-Franco, C. M. (2006). Development and usefulness of an instrument for the standard description and comparison of services for disabilities (DESDE). *Acta Psychiatrica Scandinavica*, *114*19-28. doi:10.1111/j.1600-0447.2006.00916.x
Week 15	**XI. Social Work Practice with Refugees and New Immigrants**	**Required Reading:** Devore & Schlesinger, *Ethnic-Sensitive Social Work Practice,* ch. 10 – Ethnic Sensitive Practice with Refugees and New Immigrants

		Appleby, G. A.; Colon, E. & Hamilton, J., *Diversity Oppression and Social Functioning.* Chapter 14 – Social Work Practice with Immigrants Shandy, D.J. & Fennelly, K. (2006). A comparison of the integration experiences of two African immigrant populations in a rural community. *Journal of Spirituality in Social Work,* 25(1), 23-46. Bushfield, S., & Fitzpatrick, T. R. (2010). Therapeutic Interventions With Immigrant Muslim Families In The United States. *Journal Of Religion & Spirituality In Social Work*, *29*(2), 165-179. Doi:10.1080/15426431003708311
Week 16	**Final Examination** **(Covering everything studied for the course)**	

Recommended Additional Readings

Armstrong, S. M. (2011). Encouraging conversations about culture: Supporting culturally responsive family dispute resolution. *Journal Of Family Studies*, *17*(3), 233-248.

Balcazar, F. E., Suarez-Balcazar, Y., & Taylor-Ritzler, T. (2009). Cultural competence: Development of a conceptual framework. *Disability & Rehabilitation*, *31*(14), 1153-1160. doi:10.1080/09638280902773752

Banks, M. E. (2008). Women with Disabilities: Cultural competence in rehabilitation psychology. *Disability & Rehabilitation*, *30*(3), 184-190. doi:10.1080/09638280701532243

Burlingame, G. M., & Beecher, M. E. (2008). New directions and resources in group psychotherapy: introduction to the issue. *Journal Of Clinical Psychology*, *64*(11), 1197-1205. doi:10.1002/jclp.20534

Collins, S., & Arthur, N. (2010). Culture-infused counseling: A fresh look at a classic framework of multicultural counseling competencies. *Counseling Psychology Quarterly*, *23*(2), 203-216. doi:10.1080/09515071003798204

Collins, S., & Arthur, N. (2010). Culture-infused counseling: A model for developing multicultural competence. *Counseling Psychology Quarterly*, *23*(2), 217-233. doi:10.1080/09515071003798212

Cunningham, P. B., Foster, S. L., & Warner, S. E. (2010). Culturally relevant family-based treatment for adolescent delinquency and substance abuse: understanding within-session processes. *Journal Of Clinical Psychology*, *66*(8), 830-846.

Deakins, E. (2009). Helping students value cultural diversity through research-based teaching. *Higher Education Research & Development*, *28*(2), 209-226. doi:10.1080/07294360902725074

Dettlaff, A. J., & Fong, R. (2011). Conducting Culturally Competent Evaluations of Child Welfare Programs and Practices. *Child Welfare*, *90*(2), 49-68.

Everett, J.E., Homestead, K. & Drisko, J. (2007). Frontline worker perspective of the empowerment process in community-based agencies. *Social Work,* 52(2), 161-170.

Ford, D. Y., & Whiting, G. W. (2008). Cultural Competence: Preparing Gifted Students for a Diverse Society. *Roeper Review*, *30*(2), 104-110. doi:10.1080/02783190801955087

Freire, P. (1971). *Pedagogy of the oppressed.* New York: Herder & Herder.

Glosoff, H. L., & Durham, J. C. (2010). Using Supervision to Prepare Social Justice Counseling Advocates. *Counselor Education & Supervision*, *50*(2), 116-129.

Guy-Walls, P. (2007). Exploring Cultural Competence Practice In Undergraduate Social Work Education. *Education*, *127*(4), 569-580.

Hess, D. J., Lanig, H., & Vaughan, W. (2007). Part III: Creating Multicultural Classrooms: Educating for Equity and Social Justice: A Conceptual Model for Cultural Engagement. *Multicultural Perspectives*, *9*(1), 32-39. doi:10.1080/15210960701334037

Hogan-Garcia, M. (2012). Four skills of cultural diversity competence: A process of understanding and practice (4th ed.). Thousand Oaks, CA: Brooks/Cole.

Hoop, J. G., DiPasquale, T., Hernandez, J. M., & Roberts, L. (2008). Ethics and Culture in Mental Health Care. *Ethics & Behavior*, *18*(4), 353-372. doi:10.1080/10508420701713048

Jenks, A. (2011). From 'Lists of Traits' to 'Open-Mindedness': Emerging Issues in Cultural Competence Education. *Culture, Medicine & Psychiatry*, *35*(2), 209-235. doi:10.1007/s11013-011-9212-4

Lewis, A., Bethea, J., & Hurley, J. (2009). Integrating cultural competency in rehabilitation curricula in the new millennium: Keeping it simple. *Disability & Rehabilitation*, *31*(14), 1161-1169. doi:10.1080/09638280902773760

Nelson, J. A., Bustamante, R. M., Wilson, E. D., & Onwuegbuzie, A. J. (2008). The School-Wide Cultural Competence Observation Checklist for School Counselors: An Exploratory Factor Analysis. *Professional School Counseling*, *11*(4), 207-217.

Ortega, R. M., & Coulborn, K. (2011). Training Child Welfare Workers from an Intersectional Cultural Humility Perspective: A Paradigm Shift. *Child Welfare*, *90*(5), 27-49.

Pecukonis, E., Doyle, O., & Bliss, D. (2008). Reducing barriers to interprofessional training: Promoting interprofessional cultural competence. *Journal Of Interprofessional Care*, *22*(4), 417-428. doi:10.1080/13561820802190442

Reich, S. M., & Reich, J. A. (2006). Cultural Competence in Interdisciplinary Collaborations: A Method for Respecting Diversity in Research Partnerships. *American Journal Of Community Psychology*, *38*(1/2), 51-62. doi:10.1007/s10464-006-9064-1

Seeleman, C., Suurmond, J., & Stronks, K. (2009). Cultural competence: a conceptual framework for teaching and learning. *Medical Education*, *43*(3), 229-237. doi:10.1111/j.1365-2923.2008.03269.x

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Suarez-Balcazar, Y., Balcazar, F., Taylor-Ritzler, T., Portillo, N., Rodakowsk, J., Garcia-Ramirez, M., & Willis, C. (2011). Development and Validation of the Cultural Competence Assessment Instrument: A Factorial Analysis. *Journal Of Rehabilitation*, *77*(1), 4-13.

The Southern Rural Black Women's Initiative for Economic and Social Justice. (2007). *"The   rain don't fall to the ground her": The status of Human rights for southern rural women.* Jackson, MS: Children's Defense Fund, Southern Regional Office.

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