



1/8/2009

University of Central Florida
School of Social Work

SOW 5132-0004 – Diverse Client Populations

Instructor: Jane James
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Term: Spring, 2009
Class Day: Thursday
Meeting Time: 6:30PM – 9:20 PM
Class Location: HPA 1 0207
Credit Hours: 3

COURSE DESCRIPTION

This course offers a study of human diversity, and is designed to foster understanding of cultural differences in gender, ethnicity, class, religion and sexual orientation. In addition, this course also provides an opportunity to foster Cultural Competency – the development of awareness, knowledge, and skills that allow individuals (and agencies) to increase their abilities to provide effective cross-cultural services.

THE UCF CREED

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

- Integrity:** I will practice and defend academic and personal honesty.
Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity: I will use my talents to enrich the human experience.
Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

POLICIES

In addition to the information below, the student should become familiar with School of Social Work Student Handbook and The Golden Rule Handbook for UCF Students. All polices included in these handbooks apply to this class.

Modification of Syllabus

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure that the student's email address is current in eCommunity.

Cell phones, pagers and recorders

- Students are asked to turn off cell phones and beepers during class sessions.
- Permission to audiotape a class meeting(s) must be obtained from the instructor in advance.
- While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and

responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum

- Side conversations are discouraged because they distract the class.
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Attendance and Participation

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Make-up exams are given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an essay exam. Out-of-town vacations, trips, mild illness (such as a cold), and other similar circumstances do not qualify as extreme. The instructor reserves the option to provide a make up exam in hers or his absence.

Students who miss three (3) or more absences regardless of the reason may have their final grade lowered by one letter grade. The only exception to this is if the student has a **documented** extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor.

Attendance during Finals Week: It is University policy that all classes **MUST** meet during the scheduled final exam session.

Written Assignments

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. ***Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.***

All written assignments must be typed in a 12-font print, in Times New Roman, and all margins must be one inch. The cover page of a paper is not considered a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage may be returned with out a grade. When references are required, they must be in the APA documentation style. It is the student's responsibility to obtain a copy of the APA manual.

Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or <http://www.uwc.ucf.edu/>.

Late Assignments

All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor's mailbox *before class starts on the due date*. *It is the student's responsibility to see to it that her or his assignment is stamped with the date by the social work staff member who then places the assignment in the*

instructor's mailbox. No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. *Late assignments will lose a full letter grade for each day that they are late unless the student gained prior approval from the instructor.* No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

Incomplete Grades

An "Incomplete" is only recorded in exceptional circumstances and in keeping with the School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the due date extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity/Plagiarism

Plagiarism and Cheating of any kind on an examination, quiz, or assignment may result in an "F" for that assignment and may also lead to an "F" for the entire course and referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. Please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

Turnitin.com

The instructor reserves the option to use (turnitin.com); an online system which can determine if work has been copied from another source. You will be expected to submit all assignments in both hard copy and electronic format. For a more detailed look at this process, please visit: <http://www.turnitin.com>.

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the instructor. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the instructor to request them.

COURSE LEARNING OBJECTIVES

By the end of the term, students should be able to:

1. Understand and constructively utilize diversity in social work practice.
2. Discuss why issues such as racism, sexism, and heterosexism need to be considered as special targets for social work intervention.
3. Articulate ethical considerations in regard to working with diverse populations.
4. Discuss the relation between "private troubles" of minorities and the "public issues" of institutional discrimination bearing in mind economic and social justice issues.
5. Assess the impact of oppression and discrimination on the social functioning of racial minorities, women, gays and lesbians, and other diverse populations.
6. Utilize a systems framework that encompasses the Dual Perspective as well a generalist perspective to better understand selected minority client systems on a micro and a macro level.
7. Demonstrate critical thinking and problems solving ability to identify strategies for empowering minority clients through using client strengths with a variety of micro and macro interventions.

REQUIRED TEXTS

1. Sue, D. W. (2006). *Multicultural Social Work Practice*. Hoboken, NJ: John Wiley & Sons.
2. Readings as assigned via Handouts and Reserve. Students are responsible for going to the library or obtaining additional readings through the electronic reserve system.

LIBRARY RESOURCES

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

Students will be expected to utilize UCF library resources to search library databases for required readings.

The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendolsohn

In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask A Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

ASSIGNMENTS AND POINTS

Quizzes: The instructor may provide unannounced quizzes throughout the semester to provide students with additional information to assess their mastery of the course content.

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|-----------------------------------|--------------------------|
| 1. Organizational critique paper | 25 points |
| 2. Group Identity paper | 35 points |
| 3. Three Quizzes (10 points each) | 30 Points |
| 4. Attendance and Participation | 10 points |
| | Total: 100 points |

GRADING SCALE

A	95 - 100	B-	80 - 83	D+	67 - 69
A-	90 - 94	C+	77 - 79	D	64 - 66
B+	87 - 89	C	74 - 76	D-	60 - 63
B	84 - 86	C-	70 - 73	F	59 or less

LEARNING METHODS

Learning will be facilitated by the creation of an inclusive and mutually supportive environment where all students are engaged, feel comfortable and are encouraged to discover different perspectives while being respectful. This course will also help students think critically and analyze how institutionalized racism, classism, sexism, ageism and homophobia serve as impediments to the success of diverse client populations. In addition, learning will be facilitated by infusing a multicultural perspective which will be delivered through pedagogical strategies. The strategies will include personalizing information through vicarious learning and case studies, student and peer experiences, inculcating critical thinking skills, class discussions, literary analysis, simulations and cooperative learning. Students will be encouraged to explore their own cultural identities by reflecting on their own racial/ethnic heritage and to learn how their personal experiences have affected their cross cultural interactions.

COURSE OUTLINE & SCHEDULE

Section I Multicultural practice: Micro and Macro perspectives

Session 1: January 8, 2009

Framework for practice and culture, social class, and social Identity development:

What is the meaning of multicultural social work practice.

Required Readings:

Sue: Chapter 1. Principles and assumptions of multicultural social work practice. 1-21.

Session 2: January 15, 2009

What does culturally competent social work practice mean?

Required Readings:

Sue: Chapter 2. Becoming culturally competent in social work practice. Pp. 23-40.

Chapter 7. Barriers to effective multicultural clinical practice. Pp. 131-152.

Session 3: January 22, 2009

The role and mechanisms of oppression : The role of worldviews.

Required Reading:

Sue: Chapter 3. Understanding the sociopolitical implications of oppression in social work practice. Pp. 43-62.

Chapter 4. Sociopolitical dimensions of worldviews. Pp. 63-86.

Session 4: January 29, 2009

Racial/cultural identity development

Required Readings:

Sue: Chapter 5. Racial/cultural identity development pp. 87-106.

Chapter 6. White identity development pp. 107-130.

Session 5: February 5, 2009

Multicultural intervention approaches

Required Readings:

Sue: Chapter 8 Cultural styles in multicultural intervention strategies

Chapter 9. Multicultural family counseling and therapy

What does healing mean: A cross cultural perspective

Sue Chapter 10. Non-Western and indigenous methods of healing

Quiz #1

Session 6: February 12, 2009

Multicultural organizational change and social justice

Required Reading: Sue Chapter 11. Multicultural organizational change and social justice pp. 227-254.

Section II. What does culturally competent practice mean with specific groups?

Session 7: February 19, 2009

Culturally competent practice with African Americans

Required Readings:

1. Sue: Chapter 12. pp. 258-263.
3. Boyd-Franklin, C. (2003) Chapter 1. Overview. Pp. 3-27. in *Black families in therapy New York:* Guilford Press.
4. Chapter 9. The therapist's use of self and value conflicts. Pp. 177-203.

Session 8: February 26, 2009

Asian Americans.

Required Readings:

1. Sue: Chapter 12. pp. 264-268.
3. Winkelman, M. (1999) Asian and Pacific Americans: The new immigrants. Pp. 383-430. (especially 420-430). In *Ethnic Sensitivity in social work:* Eddie Bowers Pub.

Organizational Critique Paper is Due: February 26, 2009

Session 9: March 5, 2009

Native Americans:

Required Readings:

1. Sue: Chapter 12. pp. 270-276.
2. Yellow-Horse Braveheart, M. (2001) Lakota-Native people's spirituality. Pp. 18-33. In M. Van Hook, B. Huguen & M. Aguilar (Eds.) Spirituality within religious traditions and social work practice. *Pacific Grove: Brooks Cole.*
3. Sutton, C. & Broken Note, M. (1996) American Indian families: An overview. Pp. 31-44. In M. McGolderick, J. Giordano, & J. Pearce (Eds.) *Ethnicity and family therapy*, (2nd ed.). New York: The Guilford Press

Spring Break- NO CLASS

Session 10: March 19, 2009

Hispanic/Latino individuals

Required Readings:

1. Lee: Chapter 13. 285-291.
3. Falicov, C. (1998) Family organization: The safety net of close and extended kin. Pp. 161-186. In *Latino families in therapy: A guide to multicultural practice.* New York: Guilford Press.
4. Madden, L.; Bishop, J. & Kirk, A. (2004) Asset building with rural Haitian immigrants: A psychoeducational group intervention. (pp. 94-103). T. Scales & C, Streeter (Eds.) *Rural social work: Building and sustaining communities.* Pacific Grove: Brooks Cole.
5. Garcia-Preto, N. (1996) Puerto Rican families. In McGolderick, J. Giordano, & J. Pearce (Eds.) *Ethnicity and family therapy*, 2nd ed. New York: The Guilford Press

Session 11: March 26, 2009

Multi racial individuals

Required Readings: Sue: Chapter 13 pp. 277-284

Immigrant and refugee populations

Sue Chapter 13. pp. 291-298.

Session 12: April 2, 2009

Women

Required Readings:

1. Sue: Chapter 14. pp. 299-305
2. Parsons, R. (2001) Specific practice strategies for empowerment-based practice with women: A study of two groups. *Affilia* 16(2) pp. 159-179.

Quiz #2

Session 13: April 9, 2009

Gay, Lesbian, bisexual, Transgendered individuals

Required Readings:

1. Sue Chapter 14. pp. 306-212.
2. Van Den Bergh, N & Crisp, C, (2004) Defining culturally competent practice with sexual minorities: Implications for social work education and practice. *Journal of Social Work Education*. 40(2) 221-238. Brooks-Cole

Session 14: April 16, 2009

Elderly individuals

Required Readings:

1. Sue Chapter 14. pp. 314-322
2. Krause, N. (2004) Lifetime trauma, emotional support, and life satisfaction among older adults. *The Gerontologist* 44(5) 615-623.

Session 15: April 23, 2009

Persons with disabilities

Required Readings:

1. Sue Chapter 14. pp. 213-330.
2. Mackelprang, R & Salsgiver, R. (1999). Guidelines for practice with persons with disabilities/ chapter in *Disability: A diversity model approach in human services*. Pacific Grove: Wadsworth Pub. Pp. 241-258.

Group Identity Paper Due

Final Quiz Last Day of Class (this quiz will be cumulative)

ASSIGNMENT DETAILS

Organizational assessment: Look at your organization (in general or a specific policy). How does this organization or policy promote or limit access to individuals in your community? How culturally responsive is your organization (in your discussion be specific in terms of the elements that either promote or limit cultural responsiveness). If you identify gaps in cultural responsiveness, what changes might promote such responsiveness. **12** pages double spaced, Times new Roman and in (APA format).

Group Identity Paper: Identify an issue that people might face and describe how you would design a culturally appropriate intervention and the nature of this intervention. This intervention can be at the

individual, family, group, or community intervention levels. Identify the specific population that you have chosen and the nature of the problem facing this individual (family, group, or members of the community). How would you address issues of access (perceived or real) in the design of this intervention? For this assignment draw upon the course readings and at least eight (8) additional literature sources.

What might be some of the community barriers to the success of this intervention? Given the fact that we all bring to the professional world our own identity (racial, age, gender, sexual orientation, cultural background, etc), what issues related to the professional self would you need to address in the design and implementation of this program? 15 pages double spaced, Times new Roman and in (APA Format).

Bibliography

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- Griffin, G., & Aitken, L. (1999). Visibility blues: Gender issues in elder abuse in institutional settings. Journal of Elder Abuse & Neglect, 10 (1-2), 29.
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- Littwin, S. (1999). The prejudice nobody talks about. McCall's, 127 (1), 63.
- McDonald, M. G. (1999). Unnecessary roughness: Gender and racial politics in domestic violence media events. Sociology of Sport Journal, 16 (2), 111.
- McFarland, W. P., & Mc Mahon, T. R. (1999). Practical professional practice: Male archetypes as resources for homosexual identity development in gay men. The Journal of Humanistic Education and Development, 38 (1), 47.
- Miller, J. & Garran, A. M. (2008). *Racism in the United States: Implications for the Helping Professions*. Belmont, CA: Thomson Brooks/Cole.
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- Rothman, J. C. (2008). *Cultural Competence in Process and Practice: Building bridges*. Boston, MA: Pearson Education.