



University of Central Florida
School of Social Work

SOW 3620. 0001 – Social Work with Diverse Populations

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Office Hours: Thursday 10:30-1:30
Wednesday 10:00-12:00

Term: Spring, 2009
Class Days: Thursday
Class Hours: 1:30-4:20pm
Class Location HPA 1 Rm. 272

COURSE DESCRIPTION: Study and involvement of oppressed groups and social work with members of those groups; direct development of skills in working with, and in behalf of, diverse populations.

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

1. Discuss why social oppression such as racism, sexism, heterosexism, and ageism need to be considered as special targets for social work intervention.
2. Describe the historical development of social work perspectives and focus on diversity.
3. Build on experience through learning in area communities with diverse populations.
4. Discuss the relation between "private troubles" of minorities and the "public issues" of institutional discrimination.
5. Assess the impact of oppression and discrimination on the social work profession.
6. Articulate ethical considerations in regard to working with oppressed populations.
7. Understand and constructively utilize diversity in given professional situations.
8. Critically assess mainstream theories on diversity and discrimination.
9. Demonstrate application of theory in assessing discriminatory practices.
10. Utilize a "Dual Perspective" when working with minority clients.
11. Critically evaluate research and evidence-based interventions with oppressed groups.
12. Demonstrate skills for empowering minority clients in given situations.
13. Assess and acknowledge the strengths and resiliency in oppressed groups.
14. Exhibit critical thinking and analysis in recognizing discriminatory practices.

This course will be taught using the following methods: 1) lecture/discussion, 2) analysis of readings and websites, 3) short papers, 3) small group activities, and 4) community based interviewing activities. Multi-media and guest speakers will be incorporated based on availability and appropriateness. Assigned readings are listed for each class session in the course outline. Students must read the material PRIOR to attending that class session. Reserve Readings that are listed as required must also be read prior to attending the specific class session where they are noted. Reserve Readings listed as recommended are not required but will be helpful for completing the group project.

Text Required:

Lum, D. (2007). *Culturally competent practice: A framework for understanding diverse groups and justice issues* (3rd Ed.). Belmont, CA: Thomson/Brooks-Cole.

Required Library Reserve Readings and Web-Sites:

Al-Krenawi, A. & Graham, J.R. (2000). Islamic theology and prayer: Relevance for social work practice. *International Social Work*, 43(3), 289-304. Available as full-text from the UCF Library Catalog. Go to the Library Home Page <http://www.library.ucf.edu/> Click on Web Luis. Type in *International Social Work* as the Journal title. Use the link to the electronic source to find the article.

Barrow, F.H. (2006). The international classification of functioning, disability, and health (ICF), a new tool for social workers. *Journal of Social Work in Disability and Rehabilitation*, 5(1), 65-73.

Corrigan, P. (2004). How stigma interferes with mental health care. *American Psychologist* 59(7), 614-625. [Available as full-text from the Academic Search Premier database <http://library.ucf.edu/Databases/TitlesAL.htm>]. Go to the Library Home Page <http://www.library.ucf.edu/> Click on Web Luis. Type in *American Psychologist* as the Journal title. Use the link to the volume and issues in the electronic source to find the article

Lashley, M. (2000). The unrecognized social stressors of migration and reunification in Caribbean families. *Transcultural Psychiatry*, 37(2), 203-217. [Available on-line: UCF Library]

McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. [Available on-line: <http://www.cwru.edu/president/aaction/UnpackingTheKnapsack.pdf>

Morris, A. D. (1999). A retrospective on the civil rights movement: Political and intellectual landmarks. *Annual Review of Sociology*, 25, 517-39. [Available on-line from UCF Library. Type in Annual Review of Sociology as the Journal title. Use the link to the volume and issues in the electronic source to find the article].

National Association of Social Workers. (2001) NASW Standards for Cultural Competence in Social Work Practice. [Available on-line: <http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf>

National Association of Social Workers. Code of Ethics
[Available as full-text online from the NASW web site [Code of Ethics](http://www.socialworkers.org/pubs/code/code.asp) <http://www.socialworkers.org/pubs/code/code.asp>

Nelson, T.D. (2005). Ageism: Prejudice against our feared future self. *Journal of Social Issues*, 61(2), 207-221. [Available on-line: via databases at UCF Library]

Southern Poverty Law Center (2004). Teaching Tolerance. Web Tutorial: Hidden Bias: A Primer. [Available on-line:
http://www.tolerance.org/hidden_bias/tutorials/index.html

Sue, D.W. (2006). *Multicultural social work practice*. Chapter 5. Racial/cultural minority identity development. Hoboken, NJ: John Wiley & Sons. [Book available at Library Reserve Desk. Call Number HV 3176. S84, 2006]

Sue, D.W. (2006). *Multicultural social work practice*. Chapter 6. White racial identity development. Hoboken, NJ: John Wiley & Sons. [Book available at Library Reserve Desk. Call Number HV 3176. S84, 2006]

EVALUATION OF LEARNING: Achievement of learning objectives will be measured through the assignments and examinations listed below: Mid-term and final examinations will consist of a combination of multiple choice, matching, short answer and/or essay questions. Material for the exam will be drawn from the assigned readings and class lectures.

Web Exercise Paper: (5 points). Hidden Bias and Tutorial about Stereotypes & Prejudice Review the Web Tutorial from the *Southern Poverty Law Center: Hidden Bias--A Primer*
http://www.tolerance.org/hidden_bias/tutorials/index.html

After you have finished the tutorial you might find it fun to try out the interactive tests about hidden bias available from the Implicit Association Tests on the Project Implicit website.

<https://implicit.harvard.edu/implicit/>

Turn in a 2-page (double-spaced) paper that describes at least two new pieces of information you have learned about hidden bias, prejudice, stereotyping, stigma, or discrimination as a result of reviewing the tutorial. DO NOT simply recopy what you have read on the website. Instead, write, in your own words, how this new information helped you better understand an experience you have had personally or an experience someone else has encountered with hidden bias.

Reaction Paper: *Personal Identity and Social Work Practice*, (20 points). In four double-spaced pages, explore your own racial/cultural identity formation. Apply information from your assigned readings to your own life and your understanding of prejudice and privilege. Identify and describe a plan to improve at least two aspects of your cultural competence (from the list of NASW Standards for Cultural Competence). Use APA style and references on a separate page.

Case Study 1: Randy Conway and Angelica Hernandez (20 points) and

Case Study 2: The Abdullah Family (20 points). These case study assignments require the student to critically analyze the theoretical perspectives and practice applications associated with the two assigned case studies after reviewing the assigned sections of the Lum (2007) text.

Difference Interview Paper: (20 points) - Students will interview a person representing a group different from themselves. Guidelines for the assignment will be distributed in class. The final paper 3-4 page paper is to be typed, double-spaced, and adhere to APA style. A cover sheet and

reference page (in addition to the 3-4 pages) is required. Use of references from the text, reserve, and outside sources should support the paper.

Group Presentation: (group grade), 15 points of grade (5 points individual performance; 10 points group performance). Each student will participate in a panel group presentation. Each student will work in a 4-5 person *Group Study Team* to plan and deliver a 50-minute presentation. The presentation will focus on one of the following groups, gay or lesbian families, Asian-American families, African-American families, Latino families, First Nation families or Caribbean families. Guidelines will be distributed in class and students will devote portions of some class sessions to prepare their presentation.

Assignment dates:

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| Web Exercise Paper: | January 15th |
| Reaction Paper: | January 29th |
| Case Study 1 | February 12th |
| Case Study 2 | March 5th |
| Difference Interview Paper | March 26th |
| Group Presentations: | April 2 nd (African Americans/Caribbean Peoples) |
| (Latino Americans) | April 9 th (Asian Americans/First Nations Peoples) |
| | April 16 th (GLBT families) |
| | April 23 rd (Latino Americans) |

FINAL GRADE. The final grade will be calculated based on completion of the assignments listed above plus attendance and participation:

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| A = 95-100 (4.0) | B- = 80-83 (2.75) | D+ = 67-69 (1.25) |
| A- = 90- 94 (3.75) | C+ = 77-79 (2.25) | D = 64-66 (1.00) |
| B+ = 87-89 (3.25) | C = 74-76 (2.00) | D- = 60-63 (0.75) |
| B = 84-86 (3.00) | C- = 70-73 (1.75) | F = 59 or less (0.00) |

Course Policies: Policies for all social work classes can be found in the School of Social Work Student Handbook and The Golden Rule Book.

Course and Classroom Policies and Procedures:

See the BSW Student Handbook for a detailed discussion of the School of Social Work's course policies and procedures and UCF's Golden Rule for a description of the University's class policies and procedures. Please note below general guidelines concerning the shared responsibilities of the instructor and students in this course:

1. Completion of Assignments: All examinations and case assignments must be completed in order to pass the course. Students may NOT elect to skip any of the exams or assignments and accept a lower grade.

2. Policy on Incompletes, Late Assignments, Extra Credit, Faxes & Emails:

All written assignments must be handed to the instructor at the start of class on the date indicated in the syllabus. In practice, both social work practitioners and administrators face absolute deadlines. That will be true for this course as well. Late papers are strongly

discouraged. In case of a documented, dire, life threatening emergency, a late paper may be accepted at the discretion of the instructor. For all late papers, regardless of the reason, the grade will be reduced 10 percent per day, including weekends. Therefore, a paper that would merit a grade of 100 on Tuesday will receive on a grade of 70 if it is submitted on Friday without prior arrangements with the instructor. To obtain permission to submit a paper after the deadline, the student must seek approval from the instructor before the beginning of class on the day that the product is due.

Per Policy of the School of Social Work students may not submit written assignments by fax or email attachment. IF I have given prior permission for you to submit a late assignment I will accept it via email attachment IF you have cleared this with me ahead of time.

Incompletes for the course will only be given under extraordinary circumstances and according to policies set forth by the School of Social Work and the University.

Extra credit is not available for this course.

3. The instructor reserves the right to make announced changes in course requirements, schedule and assignments. Whenever possible, such changes will include student input.

Final grades:

1. Final grades are available on the internet. However, grades can be mailed to those students who provide the instructor with a stamped, self-addressed envelope. The instructor cannot provide a student with his/her final grade by phone nor can final grades be posted in the School of Social Work. To ensure confidentiality of graded material, papers and exams cannot be left by the instructor for pick up by students in the School of Social Work Office.

2. If the student believes the instructor has made an error in grading or marking an assignment, such errors should be brought to the instructor's attention within the week following the return of the graded assignment. Otherwise, the grade assigned will be considered correct and final.

Attendance: Prompt, consistent, respectful and enthusiastic attendance and participation is crucial to the learning of all members of the class. Students will be expected to assume responsibility for their own learning and to actively involve themselves in class discussions, small group exercises, and role-playing in order to develop necessary practice skills. Therefore, attendance is required. Class sessions will combine didactic, discussion and experiential components. Students must be prepared for class (e.g., complete readings and other assignments *prior* to class); it is also expected that students will be attentive and respectful in class (e.g., no off-task behavior, no talking among themselves). Social Work students are required to attend ALL class sessions. Professional functioning typically involves collegial sharing and peer support. By being present and

engaged in class, students develop commitment to, and skill in, mutual problem solving and team work. For this reason, class attendance is mandatory. A student's grade may be lowered for lack of participation, tardiness, and absences. Three or more absences, regardless of reason, may, at the disclosed discretion of the instructor, result in (a) course failure; or, (b) a grade reduction in the course. Excessive partial absences (i.e., leaving class early) may result the lowering of the final grade. (See the BSW Student Handbook for more information on attendance requirements.)

Classroom Behavior: Students are expected to contribute to class discussion and are encouraged to voice their opinions. Alternative points of view should be offered and received with tact. As social workers, we must be able to accept diversity of ideas and differences of opinion. Students should feel free to express their personal opinions, and refer to relevant personal situations without fear of disapproval or disrespect. However, the classroom is not a place in which to indulge in personal venting or support seeking.

Academic Integrity: Social workers must demonstrate high standards of integrity. Students are expected to do their own work on all material submitted for a grade. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, including not acknowledging sources of information appropriately and in accordance with APA guidelines, may result in a failing grade for the course. Prior to submitting assignments to the instructor all written assignments for this course must be submitted to the www.turnitin.com system. Turnitin.com provides some useful resources explaining its procedures and tips to avoid plagiarism at http://www.turnitin.com/research_site/e_home.html

Social workers must demonstrate high standards of integrity. Students are expected to do their own work on all material submitted for a grade. Cheating and plagiarism will not be tolerated. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment and may also receive a failing grade for the course. Please see your academic advisor if you have questions or concerns about this policy.

Incomplete Grades: In exceptional circumstances, an incomplete grade may be given per School and University policies. Please contact the instructor well before the end of the semester if you anticipate the need for an incomplete. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester.

Written Assignments:

1. 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. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned without being graded. When required, references should be included in the APA 5th Edition documentation style. All

assignments are to be typed, double-spaced, and on clean bond paper. The following web sites provide helpful information about APA style.

<http://www.uwc.ucf.edu/> (Extensive handouts about APA style)

<http://www.apastyle.org/pubmanual.html>

<http://www.apastyle.org/electref.html>

<http://www.lib.duke.edu/libguide/citing.htm>

2. 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 Monday-Thursday 9am-4pm, Friday 8am-3 pm and Sunday 2-6pm at (407) 823-2197 or <http://www.ucf.edu/uwc>

Student Disability Services: UCF and the School of Social Work are committed to providing reasonable accommodations for all persons with disabilities. Students who need accommodations must be registered with Student Disability Services (SDS), Student Resource Center Room 132, phone (407) 823-2371, TTY/TTD only phone (407) 823-2116, before requesting accommodations from the instructor. Students who are registered with SDS and need accommodations must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. This syllabus is available in alternate formats upon request.

Student/Instructor Communication: The instructor is available to meet with students during the office hours listed on this syllabus and by appointment. The instructor can be contacted by phone or email with the contacts listed at the top of the syllabus. Please include "SOW 3620" in the subject line of your email. It is student's responsibility to initiate contact with the instructor about due date extensions or other concerns.

COURSE OUTLINE AND SCHEDULE

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| Session 1: January 8th: |
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Content:

1. Orientation to course.
2. Focus of generalist social work practice with diverse client populations.
3. Review of basic terms: discrimination, racism, classism, ageism, sexism, homophobia, minority, social oppression, privilege, the "Dual Perspective", cultural collision, cultural shock, appreciation of difference, reproductive bias, special populations, and other key concepts.
4. Cultural competence: understanding and constructively using diversity and applying the "Dual Perspective" in social work practice.
5. Self-assessment of personal Diversity and cultural competence

Required Readings:

1. Lum, D. (2007). Chapter 1 (Culturally Competent Practice), Chapter 2 (Social Context)
2. National Association of Social Workers. *Cultural Competence Standards in Social Work Practice*. [Available as full-text online from the NASW web site <http://www.naswdc.org/diversity/default.asp>]

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| Session 2: January 15th: |
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Prejudice, Discrimination and Institutional Discrimination

Assignment Due: Web Exercise Paper

Content:

1. Theories of prejudice and discrimination.
2. Institutional racism, classism, sexism, ageism, and other forms of discrimination.
3. The impact of institutional discrimination on social work practice.
4. Critical assessment of mainstream developmental and practice theory
5. Social justice framework for practice

Readings:

1. Lum, D. (2007). Chapter 2 (Social Context) and Chapter 6 (Knowledge Acquisition)
2. McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. [Available on-line: <http://www.debocracy.org/unpacking.html>].
3. Teaching Tolerance. Web Tutorial about Hidden Bias

http://www.tolerance.org/hidden_bias/tutorials/index.html

4. National Association of Social Workers. Code of Ethics [Available as full-text online from the NASW web site <http://www.naswdc.org/pubs/code/default.asp>]

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| Session 3: January 22nd |
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Racial/Cultural Identity Development

Content:

1. The impact of oppression and discrimination on the social work profession.
 2. The dual perspective in professional encounters with diverse client populations.
 3. Ethical and practice considerations in working with diverse client populations.
 4. Cultural awareness and personal racial/cultural/ethnic identity
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1. Lum, D. (2007). Chapter 4 (A Framework for Cultural Competence) and Chapter 5 (Cultural Awareness)
 2. Sue, D.W. (2006). *Multicultural social work practice*. Chapter 5. Racial/cultural minority identity development. Hoboken, NJ: John Wiley & Sons. [Book available at Library Reserve Desk]
 3. Sue, D.W. (2006). *Multicultural social work practice*. Chapter 6. White racial identity development. Hoboken, NJ: John Wiley & Sons. [Book available at Library Reserve Desk]

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| Session 4: January 29th |
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Assignment Due: Reaction Paper

Social work practice with lesbian, gay, bisexual, and transgender people.

Content:

1. Demographic characteristics
2. Myths about homosexuality
4. Population characteristics
5. Gay and lesbian parents, couples, adolescents and aging
6. Interventions and advocacy on behalf of gay, lesbian, bisexual, and transgendered persons.

Readings:

1. Lum, D. (2007). Chapter 14 (Cultural Competence with Gay and Lesbian Persons of Color)
2. UCF Allies Program <http://www.counseling.sdes.ucf.edu/allies/home.html>

Special Class Session: Guest Speaker from Office of Diversity Initiatives Allies Program

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| Session 5: February 5th |
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Social Justice and Human Rights, Status of Women

Content:

1. General population figures, characteristics and demographics
2. Origins of gender-based oppression
3. Social Justice and Human Rights
4. Micro, mezzo, and macro intervention & advocacy strategies

In class video: Macho

Readings:

1. Lum, D. (2007). Chapter 3 (Advancing Social and Economic Justice), Chapter 6 (pp. 165-167), Chapter 13 (Cultural Competence with Women of Color)

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| Session 6: February 12th |
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Assignment Due: Case Study 1: Randy Conway & Angelica Hernandez (questions 1-4, p. 106, Lum)

**Social work practice with people with disabilities.
Practice skill development**

Content:

1. Defining disability – developmental, physical, mental and cognitive
2. Americans with Disabilities Act (ADA)
3. The nature and extent of discrimination, oppression and prejudice faced by individuals with disabilities
4. Disability and the Minority Model, Strengths Model and the Independent Movement Model
5. Culturally competent interviewing, assessment, and intervention

Readings:

1. Lum, D. (2007). Chapter 7 (Skill Development)
2. Barrow, F.H. (2006). The international classification of functioning, disability, and health (ICF), a new tool for social workers. *Journal of Social Work in Disability and Rehabilitation*, 5(1), 65-73.
3. Corrigan, P. (2004). How stigma interferes with mental health care. *American Psychologist* 59(7), 614-625. [Available as full-text from the Academic Search Premier database <http://library.ucf.edu/Databases/TitlesAL.htm>].

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| Session 7 February 19th |
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Intergenerational Competence and Ageism, Practice Skill Development

Content:

1. Myths and realities of aging; demographics of aging
2. Consequences of ageism
3. Ethnicity and aging
4. Practice skill development---communicating with older adults

Readings:

1. Lum, D. (2007). Chapter 5, pp. 152-153
2. Nelson, T.D. (2005). Ageism: Prejudice against our feared future self. *Journal of Social Issues*, 61(2), 207-221. [Available on-line: via databases at UCF Library].

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| Session 8: February 26th |
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Cultural Competence with Latino Americans and Latino Immigrants

Content:

1. Diversity within the Latino community
2. Service needs for immigrants
3. Acculturation, intergenerational relationships and help-seeking
4. Practice skill development—working with interpreters and translators

Readings:

1. Lum, D. (2007). Chapter 11 (Cultural Competence with Latino Americans)

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| Session 9: March 5th |
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Assignment Due: Case Study 2: The Abdullah Family (Lum (2007) Questions 1, 2 p. 155; 180; 1,2 p. 195)

Content:

1. The Cultural Competence Framework
2. The meaning of cultural competence

Reading:

1. Lum, D. (2007). Chapter 15 (Some Reflections on Culturally Competent Practice)

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| Session 10: March 12th NO CLASS---Spring Break |
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| Session 11: March 19th |
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Culture Competence with Spiritual and Religious Communities

Content:

1. Diversity across spiritual traditions
2. Faith-based services
3. Ethical issues

Readings:

1. Al-Krenawi, A. & Graham, J.R. (2000). Islamic theology and prayer: Relevance for social work practice. *International Social Work*, 43(3), 289-304. Available as full-text from the UCF Library Catalog. Go to the Library Home Page <http://www.library.ucf.edu/>
2. Canda, E. R., Nakashima, M, & Furman, L. D. (2004). Ethical considerations about spirituality in social work: Insights from a national qualitative survey. *Families in Society*, 85(1), 1-9. Available as full-text from the UCF Library Catalog. Go to the Library Home Page <http://www.library.ucf.edu/>

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| Session 12: March 26th |
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Assignment Due: Difference Interview Assignment

Cultural Competence with Asian Americans Pacific Islanders

Cultural Competence with First Nations Peoples

1. Historical overview of Asian Americans, Pacific Islanders, and First Nations Peoples
2. Manifestations of institutional, cultural, and individual racism
3. Health and mental health risk factors
4. The strengths and resiliency of Asian American and Pacific Islander families

Readings:

1. Lum, D. (2007). Chapter 12 (Cultural Competence with Asian Americans) and Chapter 9 (Cultural Competence with First Nations Peoples)

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| Session 13: April 2nd |
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Student Group Presentation: African American/Caribbean Peoples

Cultural Competence with African Americans

Cultural Competence with Caribbean Americans and Caribbean Immigrants

Content:

1. Historical overview of African Americans and people from the Caribbean
2. Manifestations of institutional, cultural, and individual racism
3. The strengths and resiliency of African Americans and people from the Caribbean
4. Social work practice on a micro, mezzo and macro level of intervention

In Class Video: Cultural Competency in the Treatment of African-American Couples

Readings:

1. Lum, D. (2007). Chapter 10 (Cultural Competence with African Americans)
2. Lashley, M. (2000). The unrecognized social stressors of migration and reunification in Caribbean families. *Transcultural Psychiatry*, 37(2), 203-217. [Available on-line: UCF Library]
3. Morris, A. D. (1999). A retrospective on the civil rights movement: Political and intellectual landmarks. *Annual Review of Sociology*, 25, 517-39. [Available on-line from UCF Library].

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| Session 14: April 9th |
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Student Group Presentation: Asian Americans/First Nations Peoples

In Class Video: Counseling Asian Americans

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| Session 15: April 16th |
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Student Group Presentation: GLBT Families

1. Course review
2. Self-Assessment

In Class Video: Counseling Gay and Lesbian Youth

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| Session 16: April 23rd |
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Student Group Presentation: Latino American Peoples

1. Final Wrap-Up and Course Evaluation

In Class Video: Counseling Latinos

References

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- Brooks, D., Barth, R.P., Bussiere, A., & Patterson, G. (1999). Adoption and race: Implementing the Multiethnic Placement Act and the Interethnic Adoption Provisions. *Research on Social Work Practice, 44*(2), 167-179.
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- Counseling Today's Families* (4th ed.), Pacific Grove: CA, Brooks/Cole.
- Hacker, A. (2003). *Two Nations: Black & White, Separate, Hostile, Unequal* (3rd ed.) New York: Scribner.
- Haight, W. L. (1999). "Gathering the spirit" at First Baptist Church: Spirituality as a protective factor in the lives of African American children. (pp. 222-266). In Ewalt, Freeman, Kirk, & Poole. *Multicultural issues in social work*.
- Laird, J. (2000). Gender in lesbian relationships: Cultural, feminist, and constructionist reflections. *Journal of Marital and Family Therapy*, 26(4), 455-467.
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- McCubbin, H.I.; Thompson, E.A.; Thompson, A.E.; & Fromer, J.E. (Eds.) (1999) *Resiliency in Native American and immigrant families*. Thousand Oaks: Sage.
- McCubbin, H.I.; Thompson, E.A.; Thompson, A.E. & Fromer, J.A. (1999) *Resiliency in African-American families*. Thousand Oaks: Sage.
- George, U. & Ramkison, S. (1998). Race, gender, and class: Interlocking oppressions in the lives of South Asian women in Canada. *Affilia: Journal of Women & Social Work*, 13(1), 102-119.
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