



COURSE TITLE/SECTION: SOCIAL WORK 7321 (15893):
Multicultural Practice

TIME: 1:30pm-4:30pm Thursday SPRING 2011

FACULTY: Sandra A. Lopez, LCSW, ACSW **OFFICE HOURS:** 12-2pm Tuesday
12-2pm Wednesday
4:30-6pm Thursday
Other times by appt

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I. COURSE

A. Catalog Description

Prerequisite: 34 hours in social work or consent of instructor.

Methods and skills for effective practice in oppressed urban communities or with multicultural groups, such as African-American, Hispanic, Asian-Americans, Native-Americans, gay men, lesbians, women and the poor.

B. Purpose

This course focuses on methods and skills of practice with diverse cultural groups in oppressed urban communities. Students learn methods and skills for playing a collaborative role for the empowerment of people in oppressed urban communities.

II. COURSE OBJECTIVES

Upon completion of this course students will be able to:

1. detail advanced methods for acknowledging and confronting personal and societal biases based on gender, age, class, race, ethnicity, sexual or affectional preferences, physical/mental abilities, religious/spiritual beliefs, and cultures;
2. demonstrate effective skills for working with multicultural groups, in building multicultural organizations, networks and coalitions;
3. demonstrate advanced skills in leading people to move toward social justice in a multicultural society;
4. identify the major points at which cultures may come into conflict, and identify the methods that are necessary to generate multicultural cooperation;
5. demonstrate skills which empower both minority and majority practitioners

- in working inside and outside their cultures;
6. effectively apply research skills for assessing the efficacy of social work practice in multicultural environments.

III. COURSE CONTENT

This course prepares students to examine different theoretical and conceptual frameworks for practice with multicultural populations. Students develop a capacity for cultural self-assessment and a level of awareness of their own cultural limitations before examining diverse populations. Students examine the principles of a culturally competent system from the individual, organizational, community and practice level. The course focuses on theories of culture and inequality, and the help-seeking behaviors of multicultural groups. Special attention is given to self-awareness, values clarification, and ethnographic research as a tool for describing a group or culture and means for gaining a deeper understanding and appreciation of cultural diversity.

IV. COURSE STRUCTURE

This course will be conducted as an advanced and highly interactive seminar. This course is organized to examine different theoretical and practice frameworks for enhancing culturally competent multicultural practice with oppressed populations. Classes may include lectures, class discussion, structured in-class group experiences and exercises, guest lectures, and media presentations. **Active participation in class is a significant component of the course and is essential to learning.** Professor and students will create an open, collaborative and respectful atmosphere which allows for sharing of different perspectives to assure maximum learning and growth.

V. TEXTS

Required Text:

Lum, D. (2011). Culturally competent practice: A framework for understanding diverse groups and justice issues. (4th Edition). Belmont, Ca: Brooks/Cole.

Additional Readings: A selection of journal articles and book chapters have been identified as required reading for the course. These will be posted on blackboard vista throughout the semester.

VI. COURSE REQUIREMENTS

A. Reading Assignments

The attached course outline details the anticipated progress of the course and weekly assigned readings have been selected to prepare students to take full advantage of the class time. Additional reading assignments will be posted on Blackboard Vista. To maintain the interactive nature of this course, students are expected to complete

assigned readings and to be prepared for thoughtful discussions.

B. Written Assignments/Class Presentations/Projects

1. Social Work Cultural Competencies Self- Assessment

Students will complete pre-test and post-test of Doman Lum's Social Work Cultural Competencies Self-Assessment. Results will be reviewed and discussed within class.

2. Cultural Self-Assessment Paper & Presentation

Each student will identify and explore their cultural/ethnic background through a structured list of questions provided by the Professor. Students will then have an opportunity to share their findings in a small discussion group in class. Specific guidelines for the preparation of this paper and grading rubrics will be distributed separately.

3. Focused Group Discussions & Journal

Through four scheduled focused group discussions, students will have an opportunity to participate in meaningful and respectful dialogues about multicultural practice issues, as well as challenges and struggles in becoming culturally competent. Group discussions will be structured in a manner to encourage student exploration and sharing of individual perspectives in a safe, respectful, yet strong learning environment. The Professor, as facilitator of this work, will create an atmosphere for sharing, exploring, and addressing how social workers can mindfully address these biases in practice. At the end of the discussions, students will submit a journal reflecting their experiences within the group. Guidelines for preparation of journal and grading rubrics will be distributed separately.

4. Blackboard Vista Work

Blackboard Vista will be utilized to compliment the learning and work in this interactive class work. Students will be required to fully participate on blackboard vista on a weekly basis to access supplementary reading materials, resources, and updates. Vista will often be used for submission of course assignments. Students are urged to stay abreast of key issues that may be of interest to the class and to share these through blackboard vista.

5. Multicultural Immersion Project

The multicultural immersion project represents the most crucial and significant assignment of the Multicultural Practice course. It is designed to allow students, within a group to immerse themselves into a cultural group for intense study and learning. Students are encouraged to select oppressed and disenfranchised cultural groups that they know little or nothing about and that reflect a population that they might encounter in their future social work practice. Students will be assigned to small groups to prepare a three part multicultural immersion project. The project will allow students to select an issue and oppressed target population for exploration and

immersion (e.g. health care disparities and African Americans, school drop-out rate with Latino youth). Specific guidelines for the preparation of this project and grading rubrics will be distributed separately.

C. Class Attendance and Participation

One critical measure of a student’s learning is the level of participation in the classroom. Consistent and ongoing class preparation, full class attendance and contribution to discussions will be an expectation of every student. Students will receive points for class attendance and participation as well as participation in class exercises. Any necessary absences will be discussed with the Professor in advance. Should a student’s grade be marginal, attendance and class participation records will influence the final grade.

VII. EVALUATION AND GRADING

A. Grades will be assigned on the following basis:

Class Attendance & Participation	10%
Focused Group Discussion & Journal	20%
Cultural Competency (pre & post)	10%
Cultural Self-Assessment Paper & Presentation	20%
Multicultural Immersion Project	40%

B. Final course letter grades are based on the following scale:

A	96 – 100	C+	76 – 79.9
A-	92 - 95.9	C	72 – 75.9
B+	88 - 91.9	C-	68 – 71.9
B	84 - 87.9	D+	64 – 67.9
B-	80 - 83.9	F	Below 64

C. Incomplete Grades

The grade of I (incomplete) is a conditional and temporary grade given when students are passing a course but, for reasons beyond their control, have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for requesting an incomplete grade.

D. Late Assignments

Late assignments will result in the lowering of the otherwise earned grade. Late assignments will be accepted only if prior arrangements have been made with the Professor.

VIII. POLICY ON ACADEMIC DISHONESTY AND PLAGIARISM

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one’s work, give credit for the ideas of others, and provide proper

citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an “I” for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA format (or as approved by the Instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number (s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person’s work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see Instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

VIII. CONSULTATION

Students are encouraged to consult with the Professor especially as it pertains to student’s performance in the course. Professor’s office is located in Room 204 of the Social Work Building, email address is slopez@uh.edu and office telephone number is 713-743-8104.

IX AMERICANS WITH DISABILITIES STATEMENT

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. For more information and/or assistance, please contact the Center for Students with DisAbilities at 713-743-5400. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with DisAbilities.

SOCW7321: MULTICULTURAL PRACTICE
Course Outline and Weekly Reading Assignments

January 20	Introduction/Course Overview Creating a Comfortable & Safe Environment for Dialogue Social Work Cultural Competencies Self-Assessment (Pre-Test) Setting the Stage with Martin Luther King Jr. Day Reflecting on King's Contributions
January 27	Defining Multicultural Practice & Culturally Competent Practice Lum – Ch. 1 Culturally Competent Practice NASW Code of Ethics (Blackboard Vista) NASW Cultural Competence Standards (Blackboard Vista) Multicultural Immersion Project Planning
February 3	Building Multicultural Organizations, Networks & Coalitions Lum – Ch. 2 Social Context McIntosh, P. – White Privilege (Blackboard Vista)
February 10	Advanced Skills for Social Justice in a Multicultural Society Lum – Ch. 3 Human Rights and Social and Economic Justice
February 17	Acknowledging and Confronting Personal & Societal Biases Cultural Self-Assessment Assignment Due Class Presentation & Processing
February 24	Models & Frameworks for Understanding Cultural Competence Lum – Ch. 4 A Framework for Cultural Competence Focused Group Discussion #1
March 3	Developing Cultural Awareness Lum – Ch. 5 Cultural Awareness Focused Group Discussion #2
March 10	Multicultural Clinical Practice & Multicultural Organizations Lum – Ch. 6 Knowledge Acquisition Ch. 7 Skill Development Ridley, C. R. Unintentional Racism (Blackboard Vista) Focused Group Discussion #3

March 17	Spring Break
March 24	Promoting & Encouraging Ongoing Cultural Competence Lum – Ch. 8 Inductive Learning
	Focused Group Discussion #4
Please Note:	
	Guest Lectures will be scheduled for March 31, April 7, and 14. Readings will be assigned from the following chapters, depending on final schedule of speakers:
	Lum – Ch. 8 First Nations People
	Ch. 9 European Americans
	Ch. 10 African Americans
	Ch. 11 Latino Americans
	Ch. 12 Asian Americans
	Ch. 13 Muslim Americans
	Ch. 14 Women
	Ch. 15 Lesbian, Gay, Bisexual and Transgender Persons
	Ch. 16 Persons with Disabilities
	Ch. 17 Older Adults
March 31	Guest Lecture – Multicultural Practice with Culturally Diverse Groups
April 7	Guest Lecture - Multicultural Practice with Culturally Diverse Groups Focused Group Discussion Journals Due
April 14	Guest Lecture - Multicultural Practice with Culturally Diverse Groups
April 21	Multicultural Immersion Project & Poster Session Course Evaluations
April 28	Final Reflections on Culturally Competent Practice Lum – Ch. 18 Some Reflections on Culturally Competent Practice Social Work Cultural Competencies Self-Assessment (Post Test)

SOCW 7321:MULTICULTURAL PRACTICE
BIBLIOGRAPHY

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SOCW 7321: MULTICULTURAL PRACTICE CULTURAL SELF-ASSESSMENT & PRESENTATION

OBJECTIVE

One of the underlying principles of this course is that it is important for social workers working with diverse cultural groups to be aware of and to address their feelings, thoughts, and attitudes about their own culture and their cultural biases.

The objective of this cultural self-assessment is to provide a stimulus for those students who have not yet formulated or organized these ideas and feelings into a cohesive and meaningful manner. For those students who have already dealt with the meaning of culture, this assignment will provide further opportunity to refine, integrate, and consolidate those feelings and thoughts.

Below are some questions that will serve as a guide and basis for writing this cultural self-assessment paper. Students are asked to use the questions below as a frame of reference for developing a clear and helpful understanding of experiences and reactions. Some of the responses to these questions will be briefly presented to the entire class on a designated date. It is hoped that students will take the opportunity to visit these thoughts and feelings so as to further enhance their future social work practice with diverse cultural groups.

AREAS OF FOCUS

1. What is your cultural/racial/ethnic identity? How do you identify yourself? If your cultural/racial/ethnic background is diverse, with which do you most closely identify?
2. How important is your cultural/racial/ethnic identity to you?
3. How did your family of origin influence your sense of cultural/racial/ethnic identification?
4. What are the highest held beliefs or values of your cultural/racial/ethnic group? Discuss which of these values you like most and which you like least?
5. How has your culture/race/ethnicity influenced your perceptions about --
 - a. problem identification
 - b. problem solving
 - c. help-seeking behaviors
6. Do persons of your cultural/racial/ethnic group experience racism and discrimination? Have you ever been discriminated against based on your cultural/racial/ethnic identity? Have you ever discriminated against someone based on their cultural/racial/ethnic identity?
7. Discuss your personal biases about diverse cultural groups (e.g., gender, age, class, race, ethnicity, sexual or affectional preferences, physical/mental abilities, religious/spiritual beliefs, and culture/race/ethnicity). Specifically address how and where you have struggled with these biases.
8. Discuss your goals and specific practical strategies for addressing and/or managing these biases in your personal and professional life.
9. Discuss which groups, other than your own, that you think you understand best. Why? Which do you understand least? Why?

FORMAT

This cultural self-assessment paper should be typewritten and double spaced, and accompanied by a cover page. References or footnotes are not required since this is not considered a theoretical paper. Due to the nature of this course, students are encouraged to explore and develop an in-depth exploration, using the above questions as a guide. Papers must be at least a minimum of 7 pages and not exceed 12 pages in length.

EVALUATION

This cultural exploration paper & presentation is worth 20% of your total grade. Your grade will be based on the clarity of the expression of your thoughts and feelings and the meaningfulness of the content as it relates to the subject, as well as the ability to fully explore all areas as requested.

DUE DATE

See course schedule.

SOCW 7321: MULTICULTURAL PRACTICE MULTICULTURAL IMMERSION PROJECT

OBJECTIVE

The objective of this three-part multicultural immersion project is to provide an experience for students to learn methods and skills of social work practice with diverse cultural groups in oppressed communities, and to ultimately develop a more diverse and integrated worldview.

PROCESS

After identifying interest areas, students will work within a small group which will be

responsible for exploring a specific cultural group and issue. The understanding is that students will become fully immersed in their learning about that particular group for the remainder of the semester. Students will submit a formal proposal to the Professor describing their anticipated work and learning objectives, as well as a clear delineation of proposed work areas and activities. Periodic updates will be requested from groups to follow their progress. The immersion project will be divided into three specific components, as follows:

Part I: Data Gathering (15%)

Each group (and every group member) will be responsible for gathering data and information about their selected cultural group. This data may be gathered from several sources including a comprehensive literature review, contacts and interviews with community agencies, statistical sources, professional internet/website resources, and/or personal interviews.

Part II: Development of Materials/Handouts (15%)

After summarizing data gathered, each group will be responsible for preparing a packet of handouts to be distributed to the class. Prepared materials should provide information relevant to the selected cultural group including description/strengths, summary of the concerns, issues, problems, guidelines for providing culturally sensitive/culturally competent social work services, community resources, and references. Materials will be submitted to professor in advance of the poster session so they may be uploaded to blackboard vista.

Part III: Poster Session/Presentation (10%)

Each group will prepare poster materials that will creatively capture the outcome of their immersion experience. This may include photos, maps, drawings, statistical information, key information learned, etc. The prepared handouts will be distributed to class members and Professor during the scheduled poster session time. Group members will have a limited amount of time to report on their experience.

EVALUATION

This immersion project is worth 40% of student's total grade. The grade will be based on the group's satisfactory completion of the three parts of the project as detailed above. Individual group members will be expected to contribute to all phases of work and to actively participate in this immersion experience.

DUE DATE

See course schedule for date of poster session/presentation. On that scheduled date, each group will be responsible for setting up their poster session by the beginning of class. Faculty and staff of the College will be invited to visit the poster session at the beginning of the class.