

**FLORIDA INTERNATIONAL UNIVERSITY
ROBERT STEMPEL COLLEGE OF PUBLIC HEALTH AND
SOCIAL WORK**

SOW 3620 – SOCIAL WORK AND HUMAN DIVERSITY

Summer 2013, May 13th, 2013- July 31st, 2013

Wednesdays- 5:00 PM – 8:40 PM

Room: ENC 143

Professor: Adis Orta, Ed.D., LCSW

Office: GL 473B

Telephone: 305-348-4708

E-mail: ortad@fiu.edu

Office Hours: by Appointment

Catalog Course Description

Prepares students for generalist social work practice with diverse populations focusing on knowledge, attitude, and skills. A global learning course.

Course Description

This course provides the tools to develop beginning cultural competence in generalist social work practice. This includes knowledge, values, and skills related to clients' age, class, race, ethnicity, national origin, culture, disability, religion, family structure, gender, sex, and sexual orientation, within a global context as it plays out in South Florida communities. It also prepares social work students for the role of life long learner. This course is a global learning course that counts towards your global learning graduation requirement.

Pre-Requisites

SOW 3302

Course Learning Objectives

Specific course objectives are to provide students with:

1. Beginning knowledge and understanding about the history, traditions, values, family systems, and customs and practices of major client groups served in South Florida including variables related to age, class, race, ethnicity, national origin, culture, disability, religion and spirituality, family structure, gender, sex, and sexual orientation.
2. A variety of verbal and non-verbal communication skills in response to direct and indirect communication styles of diverse clients.
3. Interviewing techniques that reflect an understanding of the role of language in the client's culture.

4. The ability to recognize and use the client's natural support systems in resolving problems.
5. The ability to assess client systems and cultural norms and behaviors as strengths.
6. The ability to utilize the information gained from a culturally competent assessment into culturally appropriate intervention plans, involving clients and respecting their choices in developing goals for service.
7. The ability to select and develop appropriate methods, skills and techniques attuned to their clients' cultural, bicultural, or marginal experiences in their environments.
8. The ability to evaluate and assess techniques, research, and knowledge for work with diverse client groups.
9. The ability to identify, acknowledge, and evaluate their own beliefs, values, and attitudes in practice with diverse client populations.
10. The ability and willingness to develop awareness that cultural competence is ongoing, requiring continuous self-examination, exploration, and development.

Educational/Global Learning Outcomes

1. Students will be able to demonstrate an understanding and knowledge of the issues related to social work and human diversity and its inter-connectedness through activities and assignments including class discussion of assigned readings.
2. Students will be able to develop a multi-perspective analysis of their own perspective on human diversity including personal values, feelings, and attitudes.
3. Students will be able to demonstrate a willingness to address local, global, international, and intercultural problems by taking action within the context of their own lives.

Instructional Strategies

This course will provide an overview of diversity issues in relation to working with a client system(s). Class discussions, activities, and media resources will be used. Students are expected to come to class prepared to participate.

Assignments and Evaluation-Grading Criteria

1. **Attendance/Participation:** Attendance is required. More than **three absences** during the term will result in a failing grade for the course. Class starts at 5:00pm. Notice of missing class would be appreciated.

Active participation means that the readings have been read and you have come to class prepared to discuss them as well as participate in the class discussions and activities - **20% of final grade**

2. **Adoption PowerPoint Presentation and Hardcopy:** Class members will pair up with a classmate of their choice and each pair (team) will be given a child to adopt. The specific assignment (guidelines) and due date will be included with the adoption packet. Each team will present information in class regarding the nature of the relationship, the child adopted and based on the guidelines provided in the packet. Presentations should be creative and a hard copy of the PowerPoint presentation is to be submitted on the date of presentation. The presentation length will consist of (10 – 15 minutes) in class. – **30% of final grade.**
3. **Quizzes:** There will be short take-home quizzes on the related readings and assignments. Hardcopies of the quizzes are due in class. There are no make-up quizzes for absences and quizzes will not be accepted electronically. **20% of final grade.**
4. **Ethnic and Culture Identity Paper:** Write a 4 - 6 page typed paper describing: your own cultural group in regards to the values, norms, and beliefs that were espoused. In this description include (1) your race, (2) your class, (3) your gender, (4) and the areas in which you have experienced privilege. (5) Consider your family of origin's adaptation to these values, norms, and beliefs; and (6) your own individual cultural sense of identity and meaning the significance of economic, social, and political factors and their effects on this group's definition of itself; and (7) Highlight the similarities and differences between your family of origin's perspective and your own perspective. (Please see rubric) – **30% of final grade. Due Date: 07/17/2013**

Cheating and plagiarism are unethical and will not be tolerated. This means you will not be given a grade for any paper whereby you have engaged in plagiarism. As a result, students engaging in plagiarism may receive an "F" grade for the course. In addition, plagiarism and cheating could be grounds for academic sanctions.

Grading

Final grades will be determined according to the Florida International University grading system, which is as follows:

GRADE		GRADE		GRADE	
A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	72-70	F	<60

Class Policies

This is a course for preparation as a social work professional. As such, a great deal of emphasis will be on the student beginning to develop professional behavior. This encompasses student responsibilities in being on time for class, to attend regularly, to turn assignments in when due and to display respect for one's colleagues. Students are expected to show the dedication, good work habits, and values of persons who will make a positive contribution to the field of social work. By virtue of registering for this course, students will be held responsible for the following policies:

1) Attendance & Class participation

1. Attendance is important for the successful completion of this class. If you come late or leave early, you will not be given full credit for attendance:
 - a. Students are expected to arrive on time and remain in class until the completion of the class period. Each student is responsible for information provided in class even if they are not present.
 - b. Attendance is taken at the beginning of the class. If you enter the class after attendance has been taken, it is your responsibility to seek me out at the break or after class and inform me that you were late. If you do not inform me that you arrived late, you will be marked absent.
 - c. Please do not enter the classroom if you are more than five (5) minutes late as this causes interruptions. Please wait until the break to come in. At which point you will not receive full credit for attendance that day.
2. Points will be debited for non-attendance:
 - a. The first pre-notified excused absence will not cause you to lose points.
 - b. All other absences after the first will receive a reduction of three (3) points from your final numerical score. If you miss more than two (2) classes (excused & unexcused), you will not pass the course.
 - c. Points will be debited for lateness:

If you are late for class (after 5:00 pm), this can result in the loss of two (2) points from your final total point accumulation for each tardy.

 - a) If you leave class early, this can result in the loss of two (2) points from your final total point accumulation for each time you leave prior to the end of class (8:35 pm). Only two tardies or two leaving early are allowed or a combination of the two (one tardy and one leaving early) unless in a case of emergency for which the student will present proper documentation.
3. You will word process all written assignments. Please make sure that you check both spelling and grammar before submission of your work. All papers are expected to be coherent, and written in grammatically correct English. Clear, concise and accurate written communication is a core social work skill!
4. Assignments must be turned in on due dates. Assignments turned in late will receive a three (3) point deduction for each day that is late minus the points deducted on the rubric. Assignments turned in more than one week late will not be accepted.
5. It is expected that all students will maintain the standards of academic honesty. Students will receive a failing grade on papers for which there is plagiarism

- and/or cheating and may receive a failing grade for the course as well. Students are responsible for reading and becoming familiar with the *FIU Student Handbook*, regarding student conduct and policies.
6. A final grade of incomplete (IN) will be given only in cases of a medical emergency supported by medical documentation.
 - a. **Incompletes:** There are times when serious and compelling life events interfere with completing an assignment. If serious family, personal or health reasons impede you from completing a paper or taking an examination on time, it could be possible to get an incomplete for the course. **However, in order to qualify for an incomplete, you must tell me about the problem you are facing in advance of the end of the term. Also, to be eligible for an incomplete, you must have completed at least 60% of the work of the course, with a passing grade.** A contract will need to be drawn up for the incomplete which will indicate the exact nature of the work to be finished, within a specified time frame. Under no conditions can an incomplete extend longer than two semesters, thereafter it is converted to an F grade. It is best to assume that the incomplete will be completed before the end of the subsequent semester.
 7. University policy regarding religious holidays will be observed.

Required Textbook

Diller, J. V. (2010). *Cultural diversity: A primer for the human services* (4th Ed.). Belmont, CA: Brooks/Cole.

Additional readings are included in the course schedule and outline.

Course Schedule and Outline

This schedule is a general outline of class topics. Minor modifications may be announced to accommodate the pace of discussions, new material, and other factors.

“Diversity is the one true thing we all have in common.....celebrate it every day.”

Class	Topic	Readings & Assignments
Week 1 05/15/2013	Course Overview & Expectations Selecting Teams Perspectives on Diversity	
Week 2 05/22/2013	Gender and Sexual Orientation	Lorber, J. (1994). “Night to his day”: The social construction of gender. <i>Paradoxes of gender</i> . New Haven: Yale University Press. Discussion: Article/Personal Impressions
Week 3 05/29/2013	Gender and Sexual Orientation Movie – Ma Vi En Rose	Diller, J. V. (1999). <i>Cultural diversity: A primer for the human services</i> . Belmont, CA: Brooks/Cole. Chapter 1 – “Introduction”
Week 4 06/05/2013	Gender and Sexual Orientation Movie – Ma Vi En Rose	Discussion: Movie & Focus Questions – Ma Vi En Rose
Week 5 06/12/2013	Class and Socioeconomic Status Major Identity Markers Exercise Venn Diagram Of Recitatif	Morrison, T. (1983). Recitatif. In A. Baraka & A. Baraka (Eds.), <i>Confirmation: An anthology of African American women</i> (pp. 243-261). New York: William Morrow and Company, Inc. Discussion: Venn Diagram
Week 6 06/19/2013	Religious & Spiritual Diversity Quiz on your Spiritual Type Due: Team 1, 2 & 3 Presentations & PowerPoint hardcopy	Discussion: Spiritual Type Quiz Discussion: Working with client’s and their religious beliefs

<p>Week 7 06/26/2013</p>	<p>Physical Differences Health Issues Due: Teams 4, 5 & 6 Presentations and PowerPoint hardcopy</p>	<p>Discussion: Working with clients with physical differences Visually Impaired, Deaf etc.</p>
<p>Week 8 07/03/2013</p>	<p>Fourth of July Observance</p>	<p>NO CLASS</p>
<p>Week 9 07/10/2013</p>	<p>Learning Differences What Different IQ Scores Mean Due: Teams 7, 8 & 9 Presentations & PowerPoint hardcopy</p>	<p>Discussion of IQ Score Differences/ What does IQ Really Measure?</p>
<p>Week 10 07/17/2013</p>	<p>Intellectual Differences Little Red Riding Hood Handout Due: Teams 10, 11 & 12 Presentations & PowerPoint Hardcopy Due: Ethnic and Culture Identity Paper</p>	<p>Little Red Riding Hood Handout Discussion</p>
<p>Week 11 07/24/2013</p>	<p>Behavior, Mental Health and Personality Issues Psychodynamic Approach Survey Myers-Briggs Type Indicator Due: Teams 13, 14 & 15 Presentations & PowerPoint hardcopy</p>	<p>Diller, J. V. <ul style="list-style-type: none"> • Chapter 6 – “Mental health issues” Briggs & Briggs-Meyers Model/Survey Discussion</p>
<p>Week 12 07/31/2013</p>	<p>Cultural Views and Models of Counseling Due: Teams 16, 17 & 18 Presentations & PowerPoint hardcopy</p>	<p>Diller, J. V. <ul style="list-style-type: none"> • Chapter 2 – “What it means to be culturally competent” • Chapter 4 – “Understanding culture and cultural differences” • Chapter 13 – “Working with white and white ethnic clients” </p>

Bibliography

Ethnicity and Cultural Diversity

- Axelson, J. A. (1999). *Counseling and development in a multicultural society*. Pacific Grove, CA: Brooks/Cole.
- Diller, J. V. (1999). *Cultural diversity: A primer for the human services*. Belmont, CA: Brooks/Cole.
- Grren, J. W. (1999). *Cultural awareness in the human services: A multi-ethnic approach*. (3rd Ed.). Boston: Allyn and Bacon.
- Harper, K. V. & Lantz, J. (1996). *Cross-cultural practice: Social work with diverse populations*. Chicago: Lyceum Books.
- Hogan-Garcia, M. (1999). *The four skills of cultural diversity competence*. Pacific Grove, CA: Brooks/Cole.
- Lum, D. (1999). *Culturally competent practice*. Pacific Grove, CA: Brooks/Cole.
- McGoldrick, M., Giordano, J. & Pearce, J. K. (1996). *Ethnicity and family therapy*. (2nd Ed.). New York: The Guilford Press.
- McGarth, P. & Axelson, J. A. (1999). *Assessing awareness and developing knowledge*. Pacific Grove, CA: Brooks/Cole.
- Okun, B. F., Fred, J. & Okun, M. L., (1999). *Understanding diversity: A learning-as-practice primer*. Pacific Grove, CA: Brooks/Cole.
- Schwartz, S. E. & Conley, C. A. (1997). *Human diversity: A guide for understanding*. (3rd Ed.). New York: The McGraw-Hill Companies.

African-American Readings

- Abdul-Jabber, K. & Steingberg, A. (1996). *Black profiles in courage: A legacy of African-American achievement*. New York: William Morrow and Company, Inc.
- Bell-Scott, P. (1994). *Life notes: Personal writings of contemporary Black women*. New York: W. W. Norton & Co.
- Bracey, J. H., Mejer, A. & Rudwick, E. (1971). *Black matriarchy: Myth or reality?* Belmont, CA: Wadsworth Publishing Company.
- Cose, E. (1993). *The rage of a privileged class*. New York: Harper Perennial.

Graham, L. O. (1999). *Our kind of people: Inside America's Black upper class*. New York: Harper Collins Publisher.

Harvey, W. L. (1998). "Gathering the spirit" at First Baptist Church: Spirituality as a protective factor in the lives of African American Children. *Social Work*, 43 (3), 213-221.

Ione, C. (1983). *Pride of family: Four generations of American women of color*. New York: Avon Books.

Lewis, R. F. & Walker, B. S. (1995). "Why should all the white guys have all the fun?": How Reginald Lewis created a billion-dollar business empire. New York: John Wiley & Sons, Inc.

Phillips, C. (1993). *Crossing the river*. New York: Vintage Books.

West, C. (1994). *Race matters*. New York: Vintage Books.

Asian American Readings

Hong, M. (Ed.). (1993). *Growing up Asian American*. New York: Avon Books.

Gay/Lesbian/Bisexual Persons Readings

Appleby, G. A. & Anastas, J. W. (1998). *Not just a passing phase: Social work with gay, lesbian, and bisexual people*. New York: Columbia University Press.

Hunter, S. (1998). *Lesbian, gay and bisexual youths and adults: Knowledge for human services practice*. Thousand Oaks: Sage Publications.

Mallon, G. P. (1998). *Foundations of social work practice with lesbian and gay persons*. New York: Haworth Press.

Hispanic/Latino Readings

Lopez, T. A. (Ed.). (1993). *Growing up Chicana/o*. New York: Avon Books.

Rodriguez, R. (1992). *Days of obligation: An argument with my Mexican father*. New York: Penguin Books.

Sanchez, J. (2000). *From hell to hell*. Baltimore: Erica House.

Santiago, E. (1993). *When I was Puerto Rican*. New York: Vintage Books.

Shorris, E. (1992). *Latinos: A bibliography of the people*. New York: Avon Books.

Web Resources

APA Guidelines for Providers of Psychological Service to Ethnic, Linguistic, and Culturally Diverse Populations (<http://www.apa.org/pi/oema/guide.html>)

Diversity Treatment (<http://www.diversityrx.org/HTML/DIVRX.htm>)

Georgetown University Child Development Center – National Center for Cultural Competence (<http://gucdc.georgetown.edu/nccc/>)

Multicultural Education (<http://curry.edschool.virginia.edu/go/multicultural>)

NASW Diversity Web Page (<http://www.naswdc.org/diversity.htm>)

National Council of La Raza (<http://www.nclr.org>)

National Alliance for Hispanic Health (<http://www.hispanichealth.org/>)