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FLORIDA INTERNATIONAL UNIVERSITY
Robert Stempel College of Public Health & Social Work
School of Social Work
**SOW 3620 - Social Work and Human Diversity- GL
Semester, Year**

Instructor:
Office Location:
Office Hours:
Telephone:
Email:
Course Day and Time:
Credits:

CATALOG DESCRIPTION

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

COURSE PRE/CO-REQUIREMENTS

The Pre-requisite Courses for SOW 3620 are:
SOW 3203: Introduction to Social Work and
Social Work Majors or by permission of the instructor only.

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.**

GLOBAL LEARNING COURSE OUTCOMES

Cultural Awareness:

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.

Global Perspective:

Students will be able to develop a multi-perspective analysis of their own perspective on human diversity including personal values, feelings, and attitudes.

Global Engagement

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.

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EDUCATIONAL 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. **(PBs 11, 14, 16, 18, 24)**
2. A variety of verbal and non-verbal communication skills in response to direct and indirect communication styles of diverse clients. **(PBs 4, 13, 16)**
3. Interviewing techniques that reflect an understanding of the role of language in the client's culture. **(PBs 11, 13)**
4. The ability to recognize and use the client's natural support system to solve problems. **(PBs 29, 33)**
5. The ability to assess client systems and cultural norms and behaviors as strengths. **(PB 33)**
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. **(PBs 12, 17, 29)**
7. The ability to select and develop appropriate methods, skills and techniques attuned to their clients' cultural, bicultural, or marginal experiences in their environments. **(PBs 34, 35)**
8. The ability to evaluate and assess techniques, research, and knowledge for work with diverse client groups. **(PBs 21, 22, 23)**
9. The ability to identify, acknowledge, and evaluate their own beliefs, values, and attitudes in practice with diverse client populations. **(PBs 2, 7, 8, 15)**
10. The ability and willingness to develop awareness that cultural competence is ongoing, requiring continuous self-examination, exploration, and development. **(PBs 2, 15, 16)**

CSWE Educational Policies and Practice Behaviors Related to Course Objectives, Learning Outcomes, and Assignments/Exams

The School of Social Work is fully accredited by the Council on Social Work Education (CSWE). Required courses in the curriculum must be compliant with CSWE'S Education Policies and Accreditation Standards (EPAS). Each course objective, learning outcome, and assignment/examination must be linked to educational policies and specific practice behaviors (PB). Each PB will be assessed in this course to ensure you are achieving competency. Below is a list of the educational polices and PB that are assessed in this course. The complete EPAS can be found in your student handbook.

Competency	Practice Behavior	Educational Objectives	Assignment
P 2.1.1 Identify as a professional social worker and conduct oneself accordingly	PB 2 Practice personal reflection and self-correction to assure continual professional development	9, 10	Group Project, Cross Cultural Assignment
	PB 4 Demonstrate professional demeanor in behavior, appearance, and communication	2	Group Project
EP 2.1.2 Apply social work ethical principles to guide professional practice	PB 7 Recognize and manage personal values in a way that allows professional values to guide practice	9	Cross Cultural Assignment
	PB 8 Make ethical decisions by applying standards of the NASW Code of Ethics	9	Quiz
EP 2.1.3 Apply critical thinking to inform and communicate professional judgments	PB 11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	1, 3	Group Project, Cross Cultural Assignment
	PB 12 Analyze models of assessment, prevention, intervention, and evaluation	6	Group Project
	PB 13 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues	2, 3	Group Project, Cross Cultural Assignment
EP 2.1.4 Engage diversity and difference in practice	PB 14 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	1	Ethnic and Cultural Identity Paper
	PB 15 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	9, 10	Group Project, Cross Cultural Assignment
	PB 16 Recognize and communicate their understanding of the importance of difference in shaping life experiences	1, 2, 10	Cross Cultural Assignment, Quizzes
	PB 17 View themselves as	6	Group Project

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	learners & engage those with whom they work as informants		
EP 2.1.5 Advance human rights and social and economic justice	PB 18 Understand the forms and mechanisms of oppression and discrimination	1	Cross Cultural Assignment
EP 2.1.6 Engage in research-informed practice and practice-informed research	PB 21 Use practice experience to inform scientific inquiry	8	Cross Cultural Assignment
	PB 22 Use research evidence to inform practice	8	Cross Cultural Assignment
EP 2.1.7 Apply knowledge of human behavior and the social environment	PB 23 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	6, 8	Group Project
	PB 24 Critique and apply knowledge to understand person and environment	1	Cross Cultural Assignment
EP 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities			
Engagement	PB 29 Substantively and affectively prepare for interaction with individuals, families, groups, organizations, and communities	4, 6	Quizzes
Assessment	PB 33 Assess client strengths and limitations	4, 5	Group Project
	PB 34 Develop mutually agreed-upon intervention goals and objectives	7	Group Project
	PB 35 Select appropriate intervention strategies	7	Group Project

REQUIRED TEXT

Miller, 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.

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.

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EVALUATION CRITERIA

1. Attendance/Participation (20% of final grade)

Attendance and participation are required for full grades. More than **three absences** during the term will result in a failing grade for the course. Class starts at (time). 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.

2. Group Project – 25%

Students will select a partner and sign up for presentation date. Groups will be no more than 2-3 students. Each group will identify and attend a cultural event (either on or off campus) which they do not identify as a member. At this event, each group member will initiate a conversation with a stranger. The group will present a brief (5 minute) oral presentation in which they describe the event, their overall impression, and the interaction with strangers who were different than them. Groups will submit an accompanying paper on the assigned presentation date (which is due at the beginning of class). Please refer to the Assignment Rubric for detailed instructions and distribution of points. Failure to attend an event will result in a 0 grade for this assignment.

3. Quizzes (20% of final grade)

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.

4. Cross Cultural Assignment (35% of final grade) Due Date:

The purpose of this assignment is to heighten awareness of your own identity and learn how your identity might impact your social work practice. Culture is defined broadly, and includes 8 aspects of identity: gender, ethnicity, race, sexual orientation, ability/disability, class, age, religion/spirituality. Papers should be about 4-6 pages in length.

1. The first part of paper is about you, your own identity, and cultural groups. It addresses the questions: Who am I? Who do others think I am? How do I imagine others see me? What judgments do I make about what they see? How do I feel about others' reactions to me? These questions are grounded in the values, norms, and beliefs of your cultural identities. You are to devote no less than one well-developed paragraph and no more than 1 page to the eight dimensions of diversity: gender, ethnicity, race, sexual orientation, ability/disability, class, age, religion/spirituality. Some dimensions of diversity will be more central or salient to your identity than other dimensions. You are not expected to give equal attention to each dimension; however, you need to address all dimensions.

2. The second part of the paper should be about how your own identity might impact your social work practice. To do this:

- 1) Briefly describe the general social work client system and the reason they are receiving social work service. In the description be sure to include the cultural identity of the clients in terms of their values, norms, and beliefs, including race, gender, ethnicity, class, ability, religion, age, and sexual orientation.

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- 2) Address the areas, with regard to culture that you will need to pay attention to in the future. What is (will be) your greatest strength in attending to cultural issues? What is (will be) your greatest struggle in attending to cultural issues? How will you challenge yourself to become culturally aware and/or maintain a level of cultural awareness?

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	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

EXPECTATIONS FOR ACADEMIC CONDUCT and CLASS ETIQUETTE

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

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 different times in 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. Cell Phones & Electronic Devices

To minimize annoying distractions, **you must turn off** and place in your backpacks or bags, all personal communication devices, such as **cell phones, laptops, iPads, iPods, etc.**, before

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the start of class. Their use is prohibited during class: You may not send/receive text messages or surf the internet during class. This is distracting to the students around you. **I expect all students to be respectful of each other and behave in a responsible manner.** Cell phones can only be used in emergency situations.

3. 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 (time), this can result in the loss of two (2) points from your final total point accumulation for each tardy.
- d. 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 (time). 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.

4. Assignments

- a. You will word process all written assignments. Please be 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!
- b. Assignments must be turned in on due dates. Assignments turned in late will receive a three (3) point deduction for each day this is late minus the points deducted on the rubric. Assignments turned in more than one week late will not be accepted.
- c. It is expected that all students will adhere to 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 UNL Student Handbook, regarding student conduct and policies.
- d. A final grade of incomplete (IN) will be given only in cases of a medical emergency supported by medical documentation.
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 a failing grade. It is best to assume that the incomplete will be completed before the end of the subsequent semester.

5. University policy regarding religious holidays will be observed.

COURSE SCHEDULE AND OUTLINE

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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	Course Overview & Expectations Selecting Teams Perspectives on Diversity	
Week 2	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.
Week 3	Gender and Sexual Orientation Movie - Ma Vie 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	Gender and Sexual Orientation Movie – Ma Vie En Rose	Discussion: Movie & Focus Question: Ma Vie En Rose Chapter 2: “What it means to be culturally competent”
Week 5		Class
Week 6	Class and Socioeconomic Status	Chapter 3: Racism Prejudice and White Privilege
Week 7	Religious & Spiritual Diversity Your Spiritual Type	Discussion: Spiritual Type Discussion: Working with clients and their religious beliefs Chapter 4: Understanding Culture and Cultural Differences Due: Team 1 & 2 Presentations & PowerPoint hardcopy
Week 8	Physical Differences Health Issues	Discussion: Working with clients with physical differences Visually Impaired, Deaf, etc. Chapter 6: Working with diverse children... Due: Teams 3 & 4 Presentations and hardcopy
Week 9	Learning Differences What Different IQ Scores Mean	Discussion of IQ Score Differences What does IQ Really measure? Diller, J. V. Chapter 6: cont’d Due: Teams 5 & 6 Presentations & Presentations & PowerPoint hardcopy
	Intellectual Differences	Little Red Riding Hood

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Week 10	Little Red Riding Hood Handout	Chapter 6: cont'd Due: Teams 7 & 8 Presentations & Presentations & PowerPoint hardcopy
Week 11	Behavior, Mental Health and Personality Issues Psychodynamic Approach Survey Myers-Briggs Type Indicator	Diller, J. V. Chapter 7: "Mental health issues" Briggs & Briggs-Meyers I/Survey Discussion Mode Due: Ethnic and Culture Identity Paper Due: Teams 9 & 10 Presentations & PowerPoint hardcopy
Week 12	Cultural Views and Models of Counseling	Diller, J. V. Chapter 5: Bias in Service Delivery Due: Teams 11 & 12 Presentations & Presentations & PowerPoint hardcopy
Week 13	Race/Ethnicity/National Origin	Chapter 11: "Working with African American clients: An interview with Jimmie Turner" Due: Teams 13 & 14 Presentations & PowerPoint hardcopy
Week 14	No Classes	
Week 15	Race/Ethnicity/National Origin	Chapter 9: "Working with Latino/a clients: An interview with Inez Souza" Chapter 15: Working with White ethnic clients Due: Teams 15 & 16 Presentations & Adoption PowerPoint hardcopy
Week 16	Race/Ethnicity/National Origin Adoption Certificate awarded Multi-cultural Paper.	Diller, J. V. Chapter 8: "Critical issues in working with culturally diverse clients"

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