

ILLINOIS STATE UNIVERSITY		INSTRUCTOR:	Dr. Deneca Avant
SCHOOL OF SOCIAL WORK		OFFICE:	RC 326
SEMESTER:	Fall 2011	OFFICE HOURS	By Appointment
COURSE:	SWK 444	OFFICE PHONE:	(309) 438-4498
DAY:	Tuesday	EMAIL:	dwinfre@ilstu.edu
TIME:	5:30 - 8:20 PM	LOCATION:	Fairchild Hall 301

## **CULTURAL COMPETENCE**

### **CATALOG DESCRIPTION**

Examines the impact of discrimination and oppression on development and delivery of social work services to diverse populations. 3 semester hours.

Prerequisites: Graduate standing.

### **COURSE DESCRIPTION**

SWK 444 is a foundation course that promotes culturally competent practice. Privilege and oppression are defined and understood from both a socio-historical and socio-political perspectives. The consequences of oppression, prejudice, discrimination, and powerlessness for individuals, groups, and communities are examined. Changes in thought and behavior necessary for culturally competent and responsive social work practice in a pluralistic society are identified.

The course encourages critical self-examination through individual and group activities. Lecture, discussion, guest presentations, experiential exercises, and course assignments provide opportunities to examine the consequences of growing up and living in a discriminatory society, and the changes necessary for cultural competence.

### **RELATIONSHIP TO OTHER COURSES**

SWK 444 is required for all MSW foundation students. The course goals and the student learning objectives delineated for SWK 444 promote competencies that cut across the entire curriculum.

## **COURSE GOALS**

The goals for this course are to:

1. Provide an understanding of the concepts of privilege, oppression, and power as it is manifested in social institutions in our society.
2. Provide an opportunity for students to analyze the concepts of privilege, oppression, and discrimination and their interrelationships.
3. Increase knowledge of the socio-historical and socio-political sources of oppression and discrimination.
4. Provide students with the opportunity to explore their own perspectives about social difference, power, privilege, and oppression.
5. Provide students with an opportunity to explore perspective different from their own on a social issue involving power, privilege, and oppression.
6. Develop an appreciation for diversity and multi-culturalism.
7. Encourage critical self-reflection.

## **STUDENT LEARNING OBJECTIVES**

Upon completion of the course students are able to engage in the following:

1. Articulate your perspective on a diversity issue analyzing your beliefs and assumptions that underlie this world view.
2. Articulate a perspective different from one's own analyzing the beliefs and assumptions that underlie this world view.
3. Analyze the concept of difference from a hierarchical and lateral perspective.
4. Analyze the concept of privilege as it is manifested by persons in different positions of power.
5. Analyze the concept of oppression as it is manifested by persons in different positions of power.
6. Analyze the interrelationship of power, privilege, and oppression as it applies to a social issue involving difference.
7. Articulate one's position on a major social issue involving the interrelationship between power, privilege and oppression.
8. Articulate a position that is different from one's own on a major social issue involving the interrelationship between power, privilege, and oppression.
9. Articulate a plan to reconcile conflicts between competing perspectives on a social issue.

## **REQUIRED READING(S) AND TEXTBOOK(S)**

Sisneros, J., Stakeman, C., Joyner, M., & Schmitz, C. (2008). *Critical Multicultural Social Work*. Chicago: Lyceum Books ISBN: 978-1-933478-14-2

See provided handouts and resource guides

## EXPECTATIONS OF STUDENTS

**Attendance and Participation:** Students are expected to attend and participate in all class sessions. A student should not be enrolled in a course if other obligations will interfere with getting to class sessions regularly and punctually. *More than one absence will result in a lowered grade. Repeated tardiness or leaving class early also will result in a lowered grade.* If a student misses a class, he or she will be responsible for any missed class content. Missed in-class work or points generally *cannot* be made up.

This class is designed to be highly interactive, participation in class discussions and course activities is mandatory. Students will learn as much from each other's questions, ideas, and personal examples as they do from the instructor. Any absence or lack of participation represents the loss of your contribution to the success of the class, thus negatively impact your final grade (see participation guidelines/ rubric). Participation include conferring your critical analysis of weekly readings, themes, etc. as well as reflections or insights (see "CLASS PREPARATION"). Informed disagreement is both anticipated and welcomed. Difference in values, opinions, and ideas with other class participants (including the instructor) should be respected.

**Class Preparation:** You are expected to have prepared thoroughly for each session. Preparation include reading and/or watching the assigned materials prior to class (see "COURSE SCHEDULE"), summarizing the content and being prepared to discuss personal/professional reactions to the material; and making connections between concepts in current readings and earlier readings.

Students are strongly encouraged to read other related materials, make notes on readings and visual material, prepare study questions based on readings, case material, and instructor presentation/lecture materials; discuss readings and class lecture material with other students, form study groups, explain concepts to others, and schedule consultation time with the instructor as needed.

**Nondiscriminatory language:** Class discussions, oral presentations, and written work should be language sensitive with non-sexist, non-racist, and non-stigmatizing terminology.

**Academic Misconduct:** Plagiarism, cheating, and all other forms of academic misconduct are not only considered a violation of university regulations, but are also considered a serious breach of the ethical code of conduct for the social work profession. Students are expected to remember that they are in the process of becoming professional social workers. As such, they are expected to abide by the ethical standards of the profession. The National Association of Social Workers (NASW) Code of Ethics is available to students on the Internet at <http://www.socialworkers.org/pubs/code/code.asp>

**Special Needs:** Students with special needs should notify the instructor immediately so that available accommodations can be made. Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350

Fell Hall, 438-5853 (voice), 438-8620 (TTY) or <http://www.disabilityconcerns.ilstu.edu/>.

**Electronics:** *All cell phones, pagers, laptops, and other electronics (unless the student has a documented need for assistive technology) should be turned off during class.*

**Assignments:** Promptness in completing class assignments and readings is a requirement. All assignments are due on the date assigned (See “ASSIGNMENTS” and “COURSE SCHEDULE”). Late or emailed assignments will NOT be accepted; however students are permitted to turn assignments in early.

**Written Work:** Written work should show thoroughness, accuracy, clarity and professionalism. Such writing generally requires first writing, then review, then editing and rewriting.

- All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation.
- All work must be typed, double-spaced, with numbered pages. Each assignment should be titled, dated, annotated with your name, and stapled or placed in a binder.
- Papers should use standard margins: 1” top, 1” bottom, and 1” each left and right. The header and footer default setting is 0.5” from the edge.
- Papers should use the department standard font: Times New Roman 12 point.
- Students should retain copies of all work turned in to the instructor.
- All papers written from sources must include citations following the style requirements of the *Publication Manual of the American Psychological Association* (6th ed., 2010). This reference text also provides excellent information on the organization and writing of papers.
- Excellent resources for questions about APA format and other paper writing skills are:
  - Purdue University on-line writing laboratory <http://owl.english.purdue.edu/>
  - ISU Free Help for Your Papers: The Julia N. Visor Academic Center, a division of University College, provides *free* one-on-one writing assistance for any course. Students can receive help with brainstorming, outlining, drafting, revising, citations, and grammar. [www.ucollege.IllinoisState.edu/tutoring/writing](http://www.ucollege.IllinoisState.edu/tutoring/writing)

## ASSIGNMENTS

The following assignments are designed to measure progress on the learning objectives for this course. Please see instructor’s handout for writing guidelines and grading criteria.

### Cultural Competence Assessments

Due: August 23, 2011; December 6, 2011

You will complete a pre and post cultural competence assessment intended to help you gain the most in terms of professional development. Honest self-examination will get you started on the advancement concerning your readiness to work with people from different cultures. Many questions will facilitate a process of deep reflection that you will find professionally rich and rewarding.

## **Self-Assessments Exercise/ Paper**

Due: September 6, 2011

You are to individually respond to the questions below, then interview an older family member. It is important that you do the self-interview first so that your interviewee's responses do not influence your answers. If you wish to share your responses with the person you interview, do so after you have completed their interview to avoid influencing your interviewee.

1. What is your ethnic or racial background? What has it meant to belong to this group?
2. Where did you grow up and what other racial/ethnic groups resided there?
3. What was your first experience with feeling different?
4. Did your family see itself as similar or different from other ethnic groups?
5. What are the values of your racial/ethnic group?
6. What is your earliest memory of race or color? What emotion did you experience? With whom did you discuss this experience?
7. What are your feelings about being white or a person of color?
8. How do you think people who are white or people of color feel about their color identity (address the opposite of your identity)?
9. How have you experienced a sense of power or lack of power in relation to your racial/ethnic identity, family, class identity, gender, sexual orientation, and professional identity (address all areas)?

After transcribing your own responses, write a 1-2 page reflection paper about both interviews:

- How did your personal values, history, and experiences influence the way in which you view others.
- What are some of the similarities and differences you encountered between your answers and your interviewee's answers?
- In what ways might your interviewee's view influence your thinking?
- What questions has this exercise raised for you concerning your readiness to work with people from difference cultures?

## **Critical Reflectivity Exercise**

Due: November 29, 2011

Considering the possibility that there may be alternative interpretations of reality, you are to explore the significance and impact of your interactions with others. This exercise evaluates how you perceive and interact with people who are different from yourself. Questions reflect the spirit of critical reflectivity and present a meaningful way to identify unconscious attitudes and/or biases. You are to individually respond to the questions below, and submit a transcription of your responses. Be sure to address all components of

each question.

1. What do I do on a day-to-day basis that might contribute to inequality?
2. What have I learned about how to perceive or how to relate to members of my own group or other groups, and what is the source of that learning?
3. What do I know about how to relate to and interpret the behavior of others who occupy social locations (i.e., class, gender, race/ethnicity, sexual orientation, ability, religion) that are similar to, as well as different from, my own?
4. What have I learned about how to interpret the behavior of people whose race/ethnicity, sexual orientation, ability, or religion is different from my own? What if I add class and gender/sex to the equation?
5. What do I know about my conscious intentions when I interact with a client who is African American, Latino/Latina, Native American, Asian American, biracial or multiracial, or European American; refugees and other immigrants; people who are gay, lesbian, bisexual, transgender, or intersex; and people with disabilities?
6. Why do the consequences or outcomes of my actions not fit with or match my good intentions?

### **Diversity Group Paper and Presentation**

Due: November 8, 2011

An important focus of this course is to explore diversity. For this assignment, you will work in groups of four. You are to decide on a certain population (per instructor approval) that you have limited knowledge about. Your assignment is to learn as much about this group as possible concentrating on the information that would be helpful to social workers working with this group. Information used must be from all of the following sources:

1. Personal interview with a member of the selected group
2. Library research (must cite at least 5 academic/research journal articles)
3. Internet research (information gained on Wikipedia will not be accepted)

As a group, you will submit a 7 – 10 page paper. This paper must be cited with information from all sources used, both within the text and at the end of the paper. This is a group project. It must be apparent to the instructor that all team members participated equally in the research and presentation of the project.

Your presentation can be as creative as you want; the structure is loose as the designs will look different for each group. You will have 45 minutes for the presentation and should create a power point with appropriate citations.

Your paper and presentation must include:

- The historical background of the group (e.g., identify the sub groups within the culture, sociodemographics, major trends, religion, and traditions). How are these relevant to social work practice?
- An overview of values, strengths, and stereotypes (positive and negative) about the group.
- An analysis of how the group has been treated and experienced privilege or oppression in the United States (i.e., legal, political, economic, and educational). What are your reactions to the various social injustices: racism, sexism, classism, etc. that they encounter.
- What are some of the social issues that social workers should be aware of when working with this group? What can social workers do to resolve these issues?
- Why should social workers be concerned about serving this group?
- What are the barriers to treatment involving this group? How likely is this group to seek out social work assistance? How would you encourage this group to seek/accept help?
- What are the most effective methods of approaching this particular group?
- Where can social workers obtain more information about this group?
- What actions are necessary to develop an appreciation of diversity and multiculturalism regarding this group?
- Present information about a current event that is related to your group.
- What are areas recommended for further research on this group?
- Discuss any changes in perspective that you might have in regards to this group or new realization that this assignment helped you to be aware of.
- Come up with at least one activity to engage the class (e.g., movie clip, game, worksheet, and skit).
- Moderate a class discussion/debate based on three thought provoking questions.
- Address questions and challenges from classmates.
- Provide classmates with an annotated bibliography of the five best sources of material regarding your group.

Criteria for group evaluation are completeness and responsiveness to assignments specific integration of content from readings and lectures, use of literature, creativity, and originality in the use of self and personal insight.

### **Culturally Competent Work Plan**

Due: December 6, 2011

You will write a 3-5 page paper examining the types of clientele you might find particularly challenging, stimulating, and beneficial to work with due to your own background, values, and relationship style. Cite literature and use relevant theoretical concepts in your analysis.

Your plan must include:

- Describe the level of competence you had when you started the course. What types of clients you could help?
- What experiences particularly shaped your views of your own culture and the culture of others?
- Discuss concepts and information from course readings, assignments, and personal experiences which you found thought provoking and enlightening.
- What topics challenged your preconceptions?
- What piqued your curiosity and made you want to learn more? What questions were aroused in your mind that would merit further investigation and exploration?
- Discuss how what you learned about cultures and families relate to your previous and current work experience.
- What groups and culture do you want to learn more about to effectively provide social work services?
- Discuss some of the ways that knowledge could be effectively acquired. You may want to document your statement with information you have acquired about certain populations, societal need, and resources for developing cultural competence.
- Describe any population with which it may be difficult for you to work/analyze the reason for this. State whether this is something that you feel that you should overcome, and whether you should do something to make it easier for you to work with this population.
- How did your group project enhance or alter your understanding regarding your selected diverse population?
- What knowledge stood out the most from other diversity group presentations?
- Discuss any changes in perspective that you might have in regards to being a culturally competent social worker or new realization that this class helped you to be aware of.
- Compare your pre and post cultural competence self-assessments and analyze implications for future social work practice.
- What do you believe you still need to do in order to be a culturally competent social worker?
- List three to five actions that are reasonable and feasible for you to do that will increase your cultural competence.

## **GRADING**

Grades will be determined by the following scale:

A = 900 - 1000 points

B = 800 - 899 points

C = 700 - 799 points

D = 600 - 699 points

F = 599 and below

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>
1. Cultural Competence Assessments (2)	30	August 23, 2011; December 6, 2011
2. Self-Awareness Exercise/ Reflection	100	September 6, 2011
3. Group presentation power point/ outline	200	October 25, 2011
4. Diversity Group Presentation		November 8, 2011, November 15, 2011
5. Diversity Group Paper	300	November 8, 2011
6. Assessment of Group Participation	40	November 15, 2011
7. Critical Reflectivity Exercise	100	November 29, 2011
8. Culturally Competent Work Plan	200	December 6, 2011
9. Class Discussion and Participation	30	Ongoing
<b>Total</b>	<b>1000</b>	

### **COURSE SCHEDULE**

<b>Session 1:</b>	<b>General topic: Overview of the Course, Discussion of syllabus</b>
Date:	August 23, 2011
Activity	Cultural Competence Assessment, Class and group expectations, Group distribution

<b>Session 2:</b>	<b>Chapter 1: Critical Multiculturalism and Oppression</b>
Date:	August 30, 2011

<b>Session 3:</b>	<b>Chapter 2: Self-Awareness and Identity</b>
Date:	September 6, 2011
Activity	Self -Awareness Assessment due

<b>Session 4:</b>	<b>Stereotypes</b>
Date:	September 13, 2011
Activity	Required reading TBA

<b>Session 5:</b>	<b>Chapter 3: Race and Ethnicity</b>
Date:	September 20, 2011

<b>Session 6:</b>	<b>Guest Speaker: Dr. Venus Evans-Winters</b>
Date:	September 27, 2011

<b>Session 7:</b>	<b>Chapter 4: Gender and Sex</b>
Date:	October 4, 2011

<b>Session 8:</b>	<b>Sexual Orientation</b>
Date:	October 11, 2011
Activity	Required reading TBA

<b>Session 9:</b>	<b>Guest Speaker: Dr. Jeanne Howard</b>
Date:	October 18, 2011

<b>Session 10:</b>	<b>No Class: Group Meetings</b>
Date:	October 25, 2011
Activity	Group presentation power point/ outline due by <b>8:00pm</b> via email

<b>Session 11:</b>	<b>Chapter 5: People with Disabilities</b>
Date:	November 1, 2011
Activity	Instructor Group Check-in and power point feedback

<b>Session 12:</b>	<b>Group Presentations</b>
Date:	November 8, 2011
Activity	Diversity Project Paper due

<b>Session 13:</b>	<b>Group Presentations</b>
Date:	November 15, 2011
Activity	Assessment of Group Participation

<b>Session 14:</b>	<b>No Class: Thanksgiving Break</b>
Date:	November 22, 2011

<b>Session 15:</b>	<b>Chapter 7: Multicultural Practice</b>
Date:	November 29, 2011
Activity	Critical Reflectivity Assessment due

<b>Session 16:</b>	<b>Wrap up</b>
Date:	December 6, 2011
Activity	Personal Plan for Culturally Competent Practice due, Cultural Competence Assessment

## HELPFUL WEBSITES AND RESOURCES

### **The Disability Rights Movement**

The Smithsonian National Museum of History has an interactive Web page with some audio files on the history of the disability rights movement.

<http://americanhistory.si.edu/disabilityrights/welcome.html>

### **The Human Rights Commission**

This is probably the best-known organization dedicated to issues affecting the lesbian, gay, bisexual, and transgender communities. The site has current updates on the status of laws affecting the LGBT community, such as domestic partnership benefits, gay

marriage, and civil unions.

<http://www.hrc.org>

**Learning Across Teams: The Role of Communities of Practice in Team Organizations** by Richard McDermott

This article does an excellent job of discussing the learning group process from the student perspective.

<http://www.co-i-l.com/coil/knowledge-garden/cop/learning.shtml>

**National Association of Social Workers Standards for Cultural Competence**

<http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf>

**National Center for Cultural Competence**

<http://www11.georgetown.edu/research/gucchd/nccc/>

**National Organization for Women**

This organization have worked on women's issues for decades; on the site are historical timelines on issues related to sex and gender, the latest news and information, and links to related organizations.

<http://now.org/>

**Timeline of Race**

[http://www.pbs.org/race/003\\_RaceTimeline/003\\_00-home.htm](http://www.pbs.org/race/003_RaceTimeline/003_00-home.htm)

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