

Mary Baldwin University
Susan Warfield Caples
Department of Social Work
SOWK 353 (Online)
Social Work with Diverse Populations
Summer 2020

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Office Hours: N/A (see above)

Bachelor's of Social Work Program Mission

The mission of the Mary Baldwin Social Work program is to prepare students for beginning level generalist social work practice with oppressed, at-risk, and vulnerable populations. The program provides a rigorous intellectual base and opportunity for effective skill development and an educational perspective that views human diversity as normal, desirable, and enriching for society. Students are equipped with the knowledge, skills and values appropriate to the social work profession. Students in the program are expected to develop sensitivity to human suffering and injustice. They will develop an understanding of the factors that contribute to discrimination, oppression and vulnerability; and a strong commitment to advocacy, empowerment, social change, and economic justice.

Course Description

This course is designed to provide students with an in-depth understanding of cultural diversity, racism, gender issues and heterosexism in the context of social work practice and policy; however, the subject content will be relevant to all majors. We will reflect on our own values with regard to race, culture and gender and discuss how they impact our social work practice and professional values, specifically, and interpersonal relations in general. We will focus on expanding our range of understanding and practice skills relative to these minority populations. This course has a dual focus. In addition to diversity, the course will have a strong emphasis on professional writing skills. Assignments will be graded on content as well as writing skills with required rewrites, as indicated.

Required Text

Sue, Derald Wing. *Multicultural Social Work Practice*. 2nd edition. Wiley.
 ISBN- 978111853610

Recommended Websites

- www.socialworkers.org
- www.socialworker.com
- www.socialworktoday.com
- www.cswe.org
- www.naswdc.org/practice
- www.apa.org
- www.hhs.gov

Upon the completion of the course students will be able to:	Social Work Program Competency	Instructional Strategies	Assessment Methods
Demonstrate professional behaviors that include the ability to engage in personal reflection, self-correction, management of personal values, and ethical decision-making to assure professional development and ethical practice with clients	2.1.1; 2.1.2	Written assignments, reading, lecture, class exercises, videos, journaling	Class participation and group discussion, experiential assignments, discussion posts, journal entries, papers, exams
Apply critical thinking skills to	2.1.3	Readings, written assignments,	Class participation and group

inform and communicate professional decision making.		mid-term exam, final exam, lecture, group discussion, case study exercises	discussion, papers, exams, case study discussions
Identify ways in which cultural structures contribute to diversity and oppression and articulate methods that value difference, empower clients, and advance social and economic justice.	2.1.4; 2.1.5	Readings, experiential assignments, written assignments, mid-term exam, final exam, lecture, group discussion, videos	Class participation and group discussion, discussion posts, experiential reflection paper, journaling, exams
Engage in research-informed practice and practice-informed research	2.1.6	Readings, research, written assignments, case study exercises, exams	Readings, research, written assignments, case study exercises, exams
Respond to contexts that shape practice by working with various locations and populations	2.1.9	Experiential exercises, mid-term exam, final exam, videos, case study exercises	Experiential exercises, mid-term exam, final exam, videos, case study exercises

Expectations of Students

Students are expected to approach this course with openness and an eagerness to learn. Students are expected to communicate questions and/or concerns to their instructor in a timely manner and to be open to feedback. Students are expected to be responsible for their learning.

1. Personal and Professional Behavior

Students are expected to use class time to foster the use of professional behavior and practice skills used as a social worker. The course offers students the opportunity for self-reflection, experimentation with unfamiliar ways of thinking and acting, the challenge of dependability and timeliness in completing assignments, and appreciation of the mutual accountability between instructor and student. This includes your ability to uphold the requirements of the MBU Honor Code. *Please be aware that your professors will be documenting your success in these areas as you progress through the BSW program.* (Competency 2.1.1)

2. Ethical Integrity and Honor Code

Mary Baldwin students pledge to uphold the Honor Code. They pledge to refrain from cheating on assignments, papers and tests, to refrain from plagiarism, and always to be honest in their dealings with faculty, staff and other students. To maintain the integrity of the system, students, faculty and staff who witness Honor Code infractions are expected to report them.

Should I become aware of an Honor Code offense in this classroom, I will encourage the student(s) to self-report by e-mailing the Honor Council chairwoman or by filing an incident report. If the student(s) does not self-report within 24 hours, I will submit the report myself.

If the Honor Code offense is related to a course assignment, the assignment will not receive an official grade until the Honor Council investigation (and, if necessary, hearing) is complete. I will not assess a grade penalty for an Honor Code infraction unless a student is found responsible by (or admits responsibility to) the Honor Council.

Plagiarism, cheating, and all other forms of academic misconduct are not only considered a violation of the MBU honor code, but are also a serious breach of the ethical code of conduct for the social work profession. You, as social work students, are expected to abide by the ethical standards of the profession. The National Association of Social Workers Code of Ethics is available on the NASW website (www.socialworkers.org).

In most instances, the first incidence of such failure to properly cite and/or use a reference list will require that the assignment be revised making corrections as necessary. Failure to redo the assignment will result in "0" points for the

assignment. An additional incident will result in a referral for investigation of an Honor Code violation. History of infractions will be taken into consideration.
(Competency 2.1.2)

3. **Writing**

Good writing skills are crucial for social workers. Being able to organize thoughts in clear sentences, using proper English, is essential in professional communication. All written materials submitted for the class will be evaluated on content as well as sentence construction, grammar, spelling and usage. The use of “person-first language” (e.g., *people with disabilities* rather than *the disabled*) in all written and verbal aspects of the class is mandatory. Please adhere to the style guidelines of the *Publication Manual of the American Psychological Association (5th Edition)*.

As a Writing Emphasis designated course, professional writing will be a major focus of the course. Students will be expected to participating in writing exercises and to submit required rewrites on assignments. (Competencies 2.1.1 and 2.1.3c)

4. **Learning Styles**

You are responsible for your learning. I am cognizant of our varying learning styles and abilities and will do my best to accommodate this in class. However, if you have a documented learning disability and need additional accommodations in learning, please let me know at the beginning of the semester so that I can best meet your needs and contact Academic Success Center Director Jenny Joczik at vjoczik@marybaldwin.edu. **Special accommodations, as suggested by MBU Academic Success Center, are not retroactive.**

Special Instructions for Online Courses

Class Feedback: I will begin reviewing all class assignments following the deadline for submission. Additionally, I will be monitoring class activity, checking for questions, etc., at a minimum of twice per week. However, at least initially for the first several weeks, I will more likely be checking in with the class daily (Monday through Friday). **Please note that I will not be checking the class or providing feedback on questions, assignments, etc., on the weekends and/or holidays for MBU.**

Please note that timely participation in the class and completion of the assignments will allow for the most optimal learning experience. Therefore, it is my expectation that assignments, reading and written, will be completed by their due dates. **If assignments are late, a 5% penalty will be deducted for each additional day and assignments submitted more than two weeks after their due date will not be accepted.** You are strongly encouraged to communicate with me in advance of a due date if you are having difficulty completing an assignment.

No extensions are permitted for quizzes, tests, exams and extra credit.

Class Participation

“Come” to class! I want to know that you are “attending” the class and are ready to learn as well as share your thoughts about diversity and its impact on social work practice. You can demonstrate your “attendance” through your participation in discussion board posts, questions, exchanges with your fellow students. I invite you to bring your ideas, questions, and whole selves to the class each and every week!

Assignmen

1)

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Please note that failure to participate in the class through discussion posts or submitting assignments within the first three weeks of class will result in being dropped from the course, if financial aid is being used.

2)

Discussion Board Posts 20 points; 5/each

There will be a minimum of four required discussion board posts throughout the course, in addition to weekly Discussion Board Posts. These four posts will include both the online and the on campus classes. You will be expected to submit your posts by the due dates specified and review feedback on content as well as writing skills. *This does not include the intro posts due the first week of class.* (Competency 2.1.1.b and d; 2.1.4)

3)

Online Journaling 30 points

Every two weeks (even weeks; for example: the 2nd, 4th, 6th weeks, etc.) you will be required to post a journal entry, as directed. You will be expected to submit your entry by the due dates provided and review feedback on content as well as writing skills. (Competency 2.1.1b and d; 2.1.4)

4) **Cultural Experience Assignment**

Go to a place (i.e. synagogue, mosque, nightclub, cultural event) where you would be in the minority and that would take you out of your comfort zone. Plan to spend at least 10 - 30 minutes, noting any observations, experiences, feelings. This will be one of the required discussion posts. Follow the prompts on the discussion board and submit by the due date. (Competency 2.1.1b and d; 2.1.2.a; 2.1.3. c; 2.1.4.)

5) **Reading Quizzes** 50 points; 12.5/each

Four Reading Quizzes will be administered during the semester through Blackboard. (Competency 2.1.1.b.; 2.1.4.)

6) **Worldview Paper** 90 points

This assignment should be 3 – 5 pages, double spaced, using 12 fonts, with a separate cover page and reference list and using running heads. Citations must be used where appropriate within the body of the paper and all references cited at the end of each paper. At least three *scholarly* (i.e., *social work journals, encyclopedia of social work, texts, etc.*) references are required. *Classroom handouts, websites or the course textbook may be included among the references.* This assignment will involve providing feedback to students on writing skills as well as content with at least two re-writes required. *Grading: With the first rewrite, there is the opportunity to earn points originally deducted at 50% value. With the second rewrite, there is the opportunity to earn points originally deducted at 25% value.*

Using the following questions and the material you have learned in class and textbook readings, analyze your personal and professional perspectives in regard to cultural diversity, experiences and professional outlook. The purpose of this paper is to analyze your personal experiences with race, gender, culture to gain a deeper more accurate understanding of your own values and how they relate to your future social work practice.

1. Background

Please elaborate on your identity in relation to:

- a) Age
- b) Birthplace
- c) Racial identity
- d) Ethnicity
- e) Gender
- f) Sex
- g) Sexual orientation
- h) Religion
- i) Ableism/disableism

2. Identity and Awareness

- a) Identify at least two social identity groups with whom you identify. What does it mean to you to be a person from your social identity group? Are these a source or pride for you? Do you think it has made any difference in your life to belong to this social identity group?
- b) What are the positive and negative aspects about your social identity groups, in general, and for you specifically?
- c) What has been your personal journey in learning about issues of oppression and privilege? What were key formative experiences in your learning? What are continuing issues you want to address or work through in regards to your social identities, oppression and privilege?

3. Knowledge and Attitudes about Contemporary Issues

- a) Consider two social identities (race, gender, class, sexual orientation, ability, status, religious/spiritual orientation). In general, what do you think about the experiences of individuals from groups who are targeted for oppression (i.e., people of color, females, poor, lesbians, gays, bi-sexual and transgendered, persons with

- disabilities, non-Christians)? What do you think about the experiences of individuals from dominant groups (agents of oppression)?
- b) What are the most pertinent issues facing us, society and the United States, in regards to diversity in this country?
 - c) Do you think there has been much progress on issues of social justice? If yes, what are some examples of this progress? If no, what are some examples?
4. Application to Social Work Practice (For non-social work majors, please apply these concepts to your chosen profession/major.)
- a) How might strengths-based practice and the empowerment theory be most effective in considering culturally competent practice?
 - b) How do you think your differences will impact your social work practice?
 - c) What impact does your social identity have on your communication and understanding of how you might work with people of other identities?
 - d) What remains unanswered for you in this area of practice? What are your plans for change?
(Competencies 2.1.1; 2.1.2.a; 2.1.3.c; 2.1.4)

Remember to use your rubric as a guide. You will be required to submit the rubric along with your assignment, designating your assessment of your paper by circling, highlighting or initialing the block for the appropriate score. If not done properly, you will lose 5 points from your final score.

Diversity Paper 90 points

You will complete an in-depth paper on an identified diverse group. This assignment will consist of a paper 3 – 4 pages in length, double-spaced, 12 fonts with appropriate citations noted with a separate cover page and reference list and using running heads. You will be required to use a minimum of three scholarly journals as references for your paper. Ideally, this diverse group should be a group on whom you have not researched previously and with whom you believe you might have difficulty working based on preconceived ideas, biases, etc. Choice of identified group will be approved by the instructor. This assignment will involve providing feedback to students on writing skills as well as content with at least two re-writes required. *See information regarding grading rewrites under Worldview paper instructions.* (Competency 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.1.5.a; 2.1.6)

Use the following questions as a guide to the content for this paper:

1. Diverse Group

- a) Clearly identify the diverse group about whom you will be writing. Connect the diverse group to one of the seven master statuses (race, sex, social class, sexual orientation, disability, age and religion) by identifying the master status to which the diverse group belongs.
- b) Describe your reason(s) for this choice. If your topic is a diverse group about whom you have biases and/or preconceived ideas and with whom you believe you might have difficulty working, please describe.

2. Goal(s)

- a) What are some of the questions you hope to address in your paper? Please identify.
- b) What are you hoping to learn about the particular group you have chosen? Please identify.

3. Findings

- a) What were the results of your research? Were you able to answer your questions and achieve your learning goals?
- b) Describe the process of pursuing research on your diverse group. Did you find it difficult to find scholarly material to address your questions and goals?
- c) What surprises, if any, did you learn from your research?

4. Summary/Conclusion

- a) Summarize your findings as they relate to your biases or preconceived ideas? Were there any shifts in your thinking?
- b) What remains unanswered for you about your diverse group choice?
- c) How do you think this increased knowledge might impact your professional practice?

Remember to use your rubric as a guide. You will be required to submit the rubric along with your assignment, designating your assessment of your paper by circling, highlighting or initialing the block for the appropriate score. If not done properly, you will lose 5 points from your final score.

Final Exam 100 points

For the final exam, you will be completing a project through which you will be conducting an informal cultural competence assessment of your community utilizing the Models of Multicultural Organizational Development (pp. 352-359) as your guide. You will identify a diverse group on which to focus choosing from: race/ethnic, sex, gender, sexual orientation, socioeconomic status, age, and religion. You will either work together as a group or individually to obtain data. Individually, you will submit a paper.

Requirements for the assignment research:

1. Become familiar with the Models of Multicultural Organizational Development and Levels/Stages of Cultural Competence. Use this information to determine what you will need in order to make your assessment. Organize your research.
2. Identify the number of resources in your community that serve your targeted diverse group. This could include agencies (public or private), counseling and/or educational resources, support groups, translation/interpreter services, etc.
3. Interview, by phone or in person, a minimum of two resources (see above). This will include preparing a list of interview questions. Do your homework! Take into consideration what information you need to complete your cultural competence assessment. Know something about the resource before creating your questions and conducting your interview.
Please note: If you intend to interview residents of your community, you will need to comply with MBU's Institutional Review Board's procedures for approval of research design.
4. Identify the demographics relative to your diverse group. You might gather some information on this when interviewing the community resources or you might also find this information online.

The above are required elements of your research; however, you may and are even encouraged to develop additional strategies.

Write the paper, using APA format. Use Times New Roman font size 12. The paper should consist of 6-8 pages, excluding the title page and reference list. Use running heads. A minimum of 4 (four) scholarly references are required. No abstract is needed. Please follow the outline below.

1. Title page
Include the title, name of the course, student's name and date submitted. Remember to include running head and page number. No graphics or variations on required font size allowed.
2. Introduction
 - a) Identify the diverse group on which you have decided to focus. Explain your rationale for your choice.
 - b) Discuss any possible biases and/or hypotheses you might have about the campus/community's cultural competence findings, regarding the diverse group you have chosen.
3. Process
 - a) Utilizing the Models of Multicultural Organizational Development (pp. 352 – 359) to guide your process for obtaining data.
 - b) Describe the process of how you determined to gather information for your assessment. Did you work with a group or individually? What did you use as a guide to gather your information? Did you compile a list of questions and/or use an assessment tool for your research? Was this a difficult process or a challenging one? Explain.
 - c) Rate the effectiveness of the process and explain.
4. Findings
 - a) Present your findings. Were your hypotheses confirmed or refuted? Explain.
 - b) Were you surprised by the findings? Did you determine the findings to be credible, or were you concerned about possible biased or compromised data?
 - c) Did you discover gaps in cultural competence?
 - d) Describe your findings in relation to the Models of Multicultural Organizational Development. Identify and explain the stage of development based on your findings.
5. Recommendations

- a) Upon reviewing the findings, consider recommendations you might make to close any gaps in the cultural competence. Connect these recommendations to the Models of Multicultural Organizational Development.
 - b) Outline strategies you might suggest to address these issues.
6. Summary
Summarize your intent for this project, findings, and final reflections.
 7. Reference List
Comply with APA format for your reference list.

Remember to use your rubric as a guide. You will be required to submit the rubric along with your assignment, designating your assessment of your paper by circling, highlighting or initialing the block for the appropriate score. If not done properly, you will lose 5 points from your final score.

Note: Failure to submit the Final Exam or by the designated due date will result in a failing grade for the course, per MBU academic policy.

GRADING

Case Study Application (2)	20 points; 10/each
Online Journaling (5)	30 points; 6/each
Discussion Board Posts (4)	20 points; 5/each
Reading Quizzes (4)	50 points; 12.50/quiz
Worldview Paper	90 points
Diversity Paper	90 points
Mid Term	100 points
Final exam	100 points

A total of 500 points is possible

Grades are earned in the following way:

A	=	465-500
A-	=	450-464
B+	=	435-449
B	=	415-434
B-	=	400-414
C+	=	385-399
C	=	365-384
C-	=	350-364
D+	=	335-349
D	=	315-334
D-	=	300-314
F	=	under 300 points

NOTE: Social Work majors are required to earn a minimum C- to successfully complete this course. Lower grades will result in retaking the class.