

SYLLABUS
SWK 315 – Social Work with Diverse Populations (Spring 2010)

Professor Melissa Villarreal

Van Zoeren Office: 255B

Office Hours: Mondays, 10am – 12pm; Thursdays, 3:30pm – 6pm, or by Appointment

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CLASS MEETING DATES:

Class meets in Van Zoeren 240 on Wednesdays from 4:00 P.M. – 7:50 P.M. unless stated on the course outline.

COURSE DESCRIPTION

This course will prepare students for ethnically sensitive social work practice. Students will examine assumptions, strategies and procedures that will enhance their values, knowledge and skill to more effectively interact with diverse populations at each stage of the social intervention process.

INSTRUCTIONAL METHODS

This course will incorporate a variety of teaching methods including brief lectures, discussion, case study analysis, audiovisual materials, small group exercises, role-play, possible guest speaker(s), and a possible field trip. This is a professional social work practice class and your attendance will be expected. In addition, it is expected that you will be prepared to discuss and analyze the readings and homework assignments and actively and verbally participate in the discussion, small group exercises and other class activities.

EVALUATION

1. Self-Awareness Written Assignment (3 – 5 pages)	15%
2. One (1) Book Review (2 – 4 pages)	10%
3. Special Event Written Assignment (3 – 5 pages)	15%
4. Two (2) Movie/Video Reviews (1 ½ – 2 pages)	10%
5. Class attendance and participation (movie & book presentation)	10%
6. Final Written Assignment (7 – 10 pages)	20%
7. Pop Quizzes	+ 20%
	100%

All written assignments due dates will be announced at least 3 weeks before the due date. This gives us some flexibility on how long we take to cover some of the material. This syllabus is subject to change at the discretion of the professor.

GRADING SCALE

94 – 100%	A	74 – 77%	C
90 – 93%	A-	70 – 73%	C-
88 – 89%	B+	68 – 69%	D+
84 – 87%	B	64 – 67%	D
80 – 83%	B-	60 – 63%	D-
78 – 79%	C+	< 60%	F

REQUIRED TEXT

Vacc, N. A., DeVaney, S. B., & Brendel, J. M. (2003). *Counseling multicultural and diverse populations*. New York, NY: Brunner-Routledge.

RECOMMENDED TEXTS

Myers, D. G. & Scanzoni, L. D. (2005). *A Christian case for gay marriage: What God has joined together?* New York, NY: HarperCollins Publishers.

Tatum, B. D. (1997). *“Why are all the black kids sitting together in the cafeteria?”* New York, NY: Basic Books.

Urrea, L. A. (2004). *Devil’s highway*. New York, NY: Back Bay Books / Little, Brown and Company.

RECOMMENDED TEXT FOR EXTRA CREDIT

Muñoz-Ryan, P. (2000). *Esperanza rising*. New York, NY: Scholastic.

CLASS POLICIES

1. Late assignments will lose 5 points for each week they are late up to 25 points.
2. Unexcused absences will decrease your attendance/participation grade by 5 points for each day absent.
3. This course has a zero tolerance policy for academic misconduct, which includes plagiarism (using another writer’s words without proper citation), using a paper writing service or having someone else write a paper for you, submitting a single paper for credit in two different courses, or cheating on an exam by copying from someone else’s paper, getting an advance copy of an exam or through using notes during an exam without permission. Academic misconduct will be dealt with on an individual basis.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Apply critical thinking skills within the context of professional social work practice. (Outcome measures: all written assignments)

2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly. (Outcome measures: all papers, class discussion and activities, and practice demonstration)
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation. (Outcome measures: practice demonstration, collaborative group discussions and all papers)
4. Understanding the forms and mechanisms of oppression and discrimination and apply the strategies of advocacy and social change that advance social and economic justice. (Outcome measures: all papers and practice demonstration)
5. Apply the knowledge and skills of generalist social work practice with systems of all sizes. (Outcome measures: all papers, class discussion and activities, and practice demonstration)
6. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities. (Outcome measure: all papers, collaborative group and classroom discussions and activities, and practice demonstration)
7. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions. (Outcome measures: final paper, class discussion and activities, and practice demonstration)
8. Use communication skills differentially across client populations, colleagues, and communities. (Outcome measures: all written assignments and class discussions and activities)
9. Integrate Christian perspectives with the knowledge, skills and values of the social work profession. (Outcome measures: all written assignments, readings, collaborative group activities, and practice demonstration)

THE LIBERAL ARTS FOUNDATION

In this course, you will be expected to utilize the theoretical knowledge you have gleaned from several of your core and cognate courses. Biology and the social sciences will help you understand various client systems. Several courses will help you to understand diversity and populations at risk. Natural and social science research methodology will help you evaluate intervention effectiveness. Your liberal arts study of religion and philosophy will help you understand the values, ethics and ethical dilemmas encountered in generalist practice. Your written, verbal and critical thinking skills, honored by all the Hope College courses, will aid you in analyzing and facilitating solutions and interventive strategies in the cases to be presented during the semester. In this course, you will continue your study of intervention strategies for generalist practice. You will utilize information on each stage of the problem-solving model from Social Intervention I

to aid you in developing intervention strategies including those that will promote social and economic justice for client systems.

SOCIAL WORK VALUES AND ETHICS AND THE CHRISTIAN PERSPECTIVE

It is specifically in the practice of social work where your professional and personal values and ethics and your Christian perspectives are integrated and converge or battle one another and cause personal strife. You will have ample opportunity throughout the semester to learn and understand social work values; clarify your personal values; and examine your Christian perspectives as they relate to specific social work situations and cases to be discussed in class, readings and cases.

HUMAN DIVERSITY

Your studies of foreign languages, the arts, sociology, political science, economics, psychology, and history offer insights into diverse populations, their cultural beginnings, how needs of diverse groups are or are not met, and how diverse individuals and groups may behave and function.

POPULATIONS-AT-RISK AND SOCIAL AND ECONOMIC JUSTICE

Two professional foundation areas that will be covered in this course are at-risk populations and promotion of social and economic justice. In this course, at-risk populations will be discussed and examined with a focus on defining at-risk populations, understanding and assessing the system dynamics and institutions that encourage or perpetuate the risk and those that may reduce risk.

Essential to social work practice is the promotion of social and economic justice. Examination of organizations, services and resources that empower at-risk groups and promote social and economic justice will also be undertaken. Finally, interventions that may empower at-risk populations and the impact of these interventions will be considered throughout the course.

SOCIAL WORK PRACTICE

Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. The students will learn how to engage clients in an appropriate working relationship, identify issues, problems, concerns, needs, resources, and assets. Therefore, the students will learn how to apply empirically based interventions designed to achieve client goals.

AMERICANS WITH DISABILITIES ACT

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services and/or Academic Support Center. If you have questions, call Student Development at extension 7800.

COURSE OUTLINE

Date:

Topic:

Jan. 13

Course Introduction

Self-Awareness and Cultural Understanding

Counselor and Achieving Self-Awareness
Culture-Learning Model
Cultural Differences

Reading: Chapter 2

Class Session: 4:00 – 6:50pm

Jan. 20

Counseling Incarcerated Clients

Current Issues

Demographic Statistics

Counseling Needs of Prisoners

Address Anti-Social Personality Disorder

Prison Madness

Assess Post-Traumatic Stress Disorder

Family Interventions

Transference and Countertransference

Reading: Chapter 14

Class Sessions: 4:00 – 5:30pm

Movie: “American History X”

Class Session: 5:45 – 7:50pm

Jan. 27

Movie Discussion

“American History X”

African Americans: A Remarkable People

Learning about African Americans

Whatever/So What?

Enhancing Counselor Effectiveness

Book Discussion

“Why are all the Black Kids sitting Together in the Cafeteria?”

Reading: Chapter 4

Class Session: 4:00 – 6:50pm

Feb. 03

1st Written Assignment Due: Self-Awareness (3 – 5 pages)

Feb. 03

**Counseling People with Physical Disabilities &
Speakers: Todd Jones, Richard Eisen, &/
Threshold Representative**

Points to Remember
A Historical Overview
Current Issues
 Poverty and Unemployment
 Societal Attitudes and Expectations
Collaborative Group Activity

Reading: Chapter 11
Class Session: 4:00 – 6:50pm

Feb. 10

Speaker: Caryn Vennema

Movie: “Common Ground”

Class Session: 4:00 – 7:50pm

Feb. 17

WINTER RECESS: Monday’s Schedule (No Class Session)

Feb. 24

Movie Discussion

“Common Ground”

Video & Discussion: “Assault on Gay American”

Counseling Sexual-Minority Clients

A Historical Overview

Current Issues

Suggestions for Enhancing Counselor Effectiveness

Reading: Chapter 12

Class Session: 4:00 – 7:50pm

March 3

2nd Written Assignment Due: Book Review (2 – 4 pages)

March 3

Book Discussion

“A Christian Case for Gay Marriage: What God
has Joined Together?”

Class Exercise

Class Session: 4:00 – 5:30pm

Movie: “The Joy Luck Club”

Class Session: 5:45 – 7:50pm

March 10

**Mandatory Event: Women of Color Celebration /
Senior Recognition Dinner @ Mass
Auditorium; 6 – 8pm; RSVP Required
(Extra Credit: Reaction Paper)**

March 17

3rd Written Assignment Due: Special Event (3 – 5 pages)

March 17

Movie Discussion

“The Joy Luck Club”

Counseling Asian Americans

Group and Family Values

Current Issues

Suggestions for Enhancing Counselor Effectiveness

Small Group Exercise

Reading: Chapter 5

Class Session: 4:00 – 6:50pm

March 24

SRRING RECESS (No Class Session)

March 31

Mandatory Event: César Chávez' Lecture Series @ Mass Auditorium; 4pm – 5:30pm
(Extra Credit: Reaction Paper)

April 7

4th Written Assignment Due: Two (2) Movie/Video Reviews Due (American History X, Assault on Gay American, Common Ground, Crossing Arizona, The Joy Luck Club)

April 7

Counseling Multiracial Americans

Historical Overview

Current Issues

Resisting Myths and Stereotypes

Reconciling Mixed Racial Identity

Juggling Racial Allegiance and Betrayal

Breaking New Racial Ground

Reading: Chapter 8

Class Session: 4:00 – 5:30pm

Movie: “Crossing Arizona”

Class Session: 5:45 – 7:50pm

April 14

Movie Discussion

“Crossing Arizona”

Counseling Hispanic Americans (Latinos)

History – Mexican Americans, Puerto Ricans and Cuban Americans

Suggestions for Enhancing Counselor Effectiveness

Book Discussion

“Devil’s Highway”

Reading: Chapter 6

Class Session: 4:00 – 6:50pm

April 21

Speakers: Alix Overbeek & HASP Volunteer (?)

Counseling Older Persons

A Historical Overview

Current Issues

Race, Gender, and Marital Status

Education

Financial Issues & Employment

Health

Counseling Needs of Older Persons

The Aging Network

Reading: Chapter 13

Class Session: 4:00 – 5:30pm

April 28

Speaker: Caroline Bush

Counseling Native Americans

Who is Native American: “How much are you?”

Surviving “History”: Spirit Never Dies

Native Traditions: Living the Ways

Implications for Practice – Counseling Recommendations

Reading: Chapter 3

Class Session: 4:00 – 5:30pm

Counseling Men

Current Issues

Career

Marriage and Family Relationships

Parenting and Step-parenting

Suggestions for Enhancing Counselor Effectiveness

Reading: Chapter 10

Class Session: 5:45 – 7:15pm

**Preparation for Helping Professionals Working
With Diverse Populations**

Potential Counseling Functions

Evaluating Functions for Use

Components of a Training Program

Skill Development

Problem-Based Small Group Exercise

Reading: Chapter 16

Class Session: 7:15 – 7:50pm

May 3 @ 12:30pm

Final Paper Due: Description of Cultural Contact; Interview; and Identifying Cultural Differences (7 – 10 pages)

May 3

Optional Movie: “Crash”

Class Session: 6:00 – 8:00pm

1st Assignment: Self-Awareness

This assignment must be three to five pages in length, double-spaced. It will be graded on originality, format, style, spelling, organization, grammar and professional presentation.

Understanding one’s own cultural background will enhance your understanding of the client population. This will enable you to work more effectively with individuals of different cultures, races, ethnicities, lifestyles, and religions. Use the following guidelines to begin exploring your own ethnic/cultural origins.

1. Describe your affiliation with any particular subpopulation (i.e., ethnicity – Irish, Dutch, German; political affiliation; gender; etc...).
2. What was your religious affiliation during your childhood? If different, what is your religious affiliation now?
3. What factors do you believe define your subgroup(s)? Who was significant in teaching or transmitting to you your subgroup(s) identity(ies) and the identities of others? How were you taught to feel about other subgroup identities?
4. When did you first realize that you belong to this/these subgroup(s)? How does it feel to be a part of this/these subgroup(s)?
5. What impact does your identification with this/these subgroup(s) have on your present life?
6. What is one thing you are proud of regarding your ethnic/cultural origins? What is one thing that embarrasses you about your ethnic/cultural origins?
7. In what geographic region were you reared? What was it like? Identify the major themes that existed. If different, in what geographic region do you currently reside? What is it like? Identify the major themes that exist.
8. What is the attitude of your subgroup concerning ways to approach personal or emotional problems? How would members of your group attempt to solve such problems?
9. How do you think members of your family would react if you were to seek the help of a professional counselor or therapist? How would they react if you were to ask them to participate in family counseling?
10. How would you feel if you had to receive services from an individual of a different background?
11. Has it been difficult for you to be yourself, if so, how?
12. What would you like others to know about your identity/identities?
13. Any other relevant information is welcomed.....

2nd Assignment: Book Review (The same book may not be used for both the book review assignment and for the group classroom presentation.)

The book review must be two to four pages in length, double spaced. It will be graded on originality, format, style, spelling, organization, grammar and professional presentation.

***Devil's Highway* by Luis Alberto Urrea**

This book addresses the U.S. – Mexican border culture. Urrea talks about the good and bad; he writes with empathy and insight about the migrants and the prevailing mythologies surrounding the border. This book was based on several sources, interviews, and testimonies given by the five survivors of the 2001 group of twenty-six Mexican men who spent several days crossing into the stretch of Arizona desert commonly known as the Devil's Highway. Clear and detailed information of the hours of torment experienced by the men was provided.

Suggested Topics

1. Reflect on the title and its meaning.
2. Explore your own personal experiences of struggles to the personal struggles of the twenty-six men who in May 2001 attempted to cross the Mexican border into the desert of southern Arizona.
3. Propose solutions to the problems raised in the book.
4. Other ideas welcomed - check for prior approval.

***Why are all the Black kids sitting Together in the Cafeteria?* by Beverly Daniel Tatum**

This book addresses the racial barriers that still exist, which divide us in so many areas of life. Is self-segregation a problem we should fix? Or should we all begin to acknowledge how valuable interdependent communities are? In all, this book defines racism, the complexity of identity, the understanding of blackness in a white context, and the understanding of whiteness in a white context.

Suggested Topics

1. Reflect on the title and the impact on African American children growing in the western society.
2. Explore your own personal feelings on the knowledge and awareness gained from reading this book.
3. Propose solutions to the problems raised in the book.
4. Other ideas welcomed - check for prior approval.

***A Christian case for Gay Marriage: What God has Joined Together?* by David G. Myers & Letha Dawson Scanzoni**

The authors in this book draw on scientific research as well as on the Bible as a way to explain that marriage is emotionally, physically, financially, and spiritually beneficial for everyone, not just heterosexuals. Myths of sexual orientation are debunked and they explore what the Bible does and does not say about same-sex relationships. In all, the

book attempts to bridge the divide between marriage-supporting and gay-supporting people of faith by showing that both sides have important things to say.

Suggested Topics

1. Reflect on the title and its meaning.
2. Explore your own personal feelings on the knowledge and awareness gained from reading this book.
3. Propose solutions to the problems raised in the book.
4. Other ideas welcomed - check for prior approval.

Extra Credit Opportunity: Reaction Paper

***Esperanza Rising* by Pam Muñoz Ryan**

Esperanza was a young lady living in wealth with her family in Mexico. A sudden tragedy forced Esperanza and her mother to flee to California. She and mother were no longer wealthy and were left with no other option but to reside in a camp for Mexican farm workers. Esperanza was not ready for hard labor and learned quickly what it is like to go from riches to rags. She is forced to become resilient and rise above her difficult circumstances.

Suggested Topics

1. Reflect on the title and the impact on the main characters forced to flee to California.
2. Explore your own background in comparison to that of the characters in the book.
3. Compare your experiences of working to the experiences of the characters working in the fields.
4. Other ideas welcomed - check for prior approval.

3rd Assignment: Special Event (The mandatory class events required of you may not be used for this assignment; Vagina Monologues will be required if offered!)

This assignment must be three to five pages in length, double-spaced. It will be graded on originality, format, style, spelling, organization, grammar and professional presentation.

Topics to address:

1. Reaction & evaluation of the event;
2. Compare your experiences of working with the population presented in the event to the experiences the individuals identify;
3. Identify new knowledge obtained from the event that is relevant for the field.

Examples of events that qualify:

1. Attending a multi-cultural speaker's presentation;
2. Attending a culturally diverse meeting within the Holland or Grand Rapids community;
3. Participating in a multi-cultural activity, such as assisting in a Pow Wow;

4. Attending any other culturally diverse event mentioned in class or approved by the professor.
5. The Hope College Office of Multicultural Education Calendar website:
<http://www.hope.edu/student/multi/events/2009-10/omecalendarwebsiteJan.pdf>

4th Assignment: Movie/Video Reactions

The two (2) movie/video reactions entries must be 1 ½ to no more than 2 pages in length, double-spaced. It will be graded on originality, format, style, spelling, organization, grammar and professional presentation. You may choose from any of the following movies/videos: American History X, Assault on Gay American, Common Ground, Crossing Arizona, and The Joy Luck Club.

Topics to address:

1. Reaction & evaluation of movie/video.
2. Explore your own beliefs and thoughts in comparison to that of the individuals in the movie/video.
3. In regards to the field, identify the relevance of subject matter addressed the movie/video.

5th & 6th Assignment: Participation (Movie & Book Presentations)

In addition to completing movie/video reaction papers and a book review, you are required to take part (participate) in leading a group discussion on one of the movies/videos shown in class and on one of the books recommended for the book review. In addition to the book presentation, **you may not use the same book for both the presentation (group discussion) and book review.**

Final Written Assignment: Description of a Cultural Contact

This paper must be seven to ten pages in length, double-spaced. It will be graded on originality, format, style, spelling, organization, grammar and professional presentation.

This is a continuation of the first assignment, after gaining a better understanding of your own culture and subgroup(s), repeat it with reference to another population group described in this course; conduct an interview with an individual of one of these populations and identify the cultural difference that exist between theirs and your own ethnic and cultural background.

In the interview, ask how their racial and ethnic identity was formed: Were there “critical incidents” or experiences that shaped their awareness of their identity; how has their racial/ethnic identity affected their lives; how does their racial/ethnic identity intersect with other aspects of their identity? In what ways do they experience themselves as being targeted or privileged?

In addition, describe a trait, practice, or tradition that you admire about the culture you have examined? Describe the feelings you experienced during the interview. If uncomfortable, what could have been done differently to make you feel more comfortable or more at ease (i.e., gestures, body language, activities, etc...)?

BIBLIOGRAPHY

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