



Graduate College of Social Work

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COURSE TITLE/SECTION: SOCIAL WORK 7321 (14615): Multicultural Practice

TIME: **Mondays** 6 to 9pm - SPRING 2014

FACULTY: Aabha Brown, LMSW

OFFICE HOURS: 5:30 – 6pm & 9:00-9:30pm Mondays (by appointment)

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Room: SW 107A

I. COURSE

A. Catalog Description

Prerequisite: completion of foundation curriculum.

Methods and skills for effective practice in oppressed urban communities or with multicultural groups, such as African-American, Hispanic, Asian-Americans, Native-Americans, gay men, lesbians, women and the poor.

B. Purpose

This course focuses on gaining methods and skills of practice with diverse cultural groups, understanding of issues of cultural competence and injustice and developing critical thinking skills to assess the role and influence of culture in social work practice.

II. COURSE OBJECTIVES

Upon completion of this course students will be able to:

1. detail advanced methods for acknowledging and confronting personal and societal biases based on gender, age, class, race, ethnicity, sexual or affectional preferences, physical/mental abilities, religious/spiritual beliefs, and cultures;
2. demonstrate effective skills for working with multicultural groups, in building multicultural organizations, networks and coalitions;
3. demonstrate advanced skills in leading people to move toward social justice in a multicultural society;
4. identify the major points at which cultures may come into conflict, and identify the methods that are necessary to generate multicultural



- cooperation;
5. demonstrate skills which empower both minority and majority practitioners in working inside and outside their cultures;
 6. effectively apply research skills for assessing the efficacy of social work practice in multicultural environments.

III. COURSE CONTENT

This course prepares students to examine their understanding of various aspects of culture and the manner in which culture influences social work practice. Students will review different theoretical and conceptual frameworks for practice with multicultural populations. Students will develop a capacity for cultural self-assessment and a level of awareness of their own cultural limitations before working with diverse populations. Students examine the principles of a culturally competent system from the individual, organizational, policy, community and practice level. The course focuses on critical thinking as a vital skill and special attention is given to self-awareness, values clarification, and ethnographic research as a tool for describing a group or culture and means for gaining a deeper understanding and appreciation of cultural diversity.

IV. COURSE STRUCTURE

This course will be conducted as an advanced and highly interactive seminar. This course is organized to enhance critical thinking skills, increase self-awareness and examine different theoretical and practice frameworks for enhancing culturally competent multicultural practice. Classes may include lectures, class discussion, structured in-class group experiences and exercises, guest lectures, and/or media presentations. **Active participation in class is a SIGNIFICANT component of the course and is essential to learning.** Professor and students will create an open, collaborative and respectful atmosphere which allows for sharing of different perspectives to assure maximum learning and growth.

V. TEXTS

A selection of journal articles and book chapters have been identified as required reading for the course. These will be posted on blackboard vista throughout the semester or distributed via email.



VI. COURSE REQUIREMENTS

A. Reading Assignments

The attached course outline details the anticipated progress of the course and weekly assigned readings have been selected to prepare students to take full advantage of the class time. Additional reading assignments will be posted on Blackboard Vista or sent via email. To maintain the interactive nature of this course, students are expected to complete assigned readings and to be prepared for thoughtful discussions.

B. Written Assignments/Class Presentations/Projects

1. Class Participation

Class participation is a vital piece of the learning opportunity in this course. Students will be challenged to illuminate issues of culture, diversity, competence, discrimination and privilege etc. Participating in open, honest and respectful dialogue is a requirement of this course.

2. Cultural Self-Assessment Paper & Photovoice Presentation

Each student will identify and explore their cultural/ethnic background through a structured list of questions provided by the Professor. Students will then have an opportunity to share their findings in class discussions. Specific guidelines for the preparation of this paper and presentation will be distributed separately.

3. Reflective Journal

Through four scheduled focused group discussions or activities, students will have an opportunity to participate in meaningful and respectful dialogues about multicultural practice issues, as well as challenges and struggles in becoming culturally competent. Group discussions will be structured in a manner to encourage student exploration and sharing of individual perspectives in a safe, respectful, yet strong learning environment. The Professor, as facilitator of this work, will create an atmosphere for sharing, exploring, and addressing how social workers can mindfully address these biases in practice. At the end of the discussions, students will submit a journal reflecting their experiences within the group. Guidelines for preparation of journal and grading rubrics will be distributed separately.



4. Blackboard Vista Work

Blackboard Vista may be utilized to compliment the learning and work in this interactive class work. Specific instructions will be distributed at a later date.

5. Group Project

Specific guidelines for the preparation of this project and grading will be distributed separately.

C. Class Attendance and Participation

One critical measure of a student's learning is the level of participation in the classroom. Consistent and ongoing class preparation, full class attendance and contribution to discussions will be an expectation of every student. Students will receive points for class attendance and participation as well as participation in class exercises. Any necessary absences must be discussed with the Professor in advance. Should a student's grade be marginal, attendance and class participation records will influence the final grade.

VI. EVALUATION AND GRADING

A. Grades will be assigned on the following basis:

Class Attendance & Participation	30%
Reflective Journal	15%
Cultural Self-Assessment Project	30%
Group Project	25%

B. Final course letter grades are based on the scale below:

A	96 – 100	C+	76-79.9
A-	92-95.9	C	72-75.9
B+	88-91.9	C-	68-71.9
B	84-87.9	D+	64-67.9
B-	80-83.9	F	Below 64

C. Incomplete Grades

The grade of I (incomplete) is a conditional and temporary grade given when students are passing a course but, for reasons beyond their control, have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for requesting an incomplete grade.



D. Late Assignments

Late assignments will result in the lowering of the otherwise earned grade. Late assignments will be accepted only if prior arrangements have been made with and approved by the Professor.

VIII. POLICY ON ACADEMIC DISHONESTY AND PLAGIARISM

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA format (or as approved by the Instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number (s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see Instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

VIII. CONSULTATION

Students are encouraged to consult with the Instructor especially as it pertains to Students' performance in the course. The Instructor can be reached by email at aabhabrownlmsw@gmail.com.

IX AMERICANS WITH DISABILITIES STATEMENT

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students



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who request and require them. For more information and/or assistance, please contact the Center for Students with Disabilities at 713-743-5400. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.



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SOCW7321: MULTICULTURAL PRACTICE Course Outline and Weekly Reading Assignments

January 13	Introduction/Course Overview
January 20	<i>SCHOOL CLOSED - Martin Luther King Jr. Day</i>
January 27	What is Multicultural Practice? Review of Cultural Self-Assessment Assignment
February 3	Understanding Your Lens
February 10	<u>Cultural Self-Assessment Assignment Due</u> <u>Class Presentation & Processing</u>
February 17	<u>Cultural Self-Assessment Class Presentation & Processing</u>
February 24	Privilege and Cultural Humility – <i>Knowing What You Don't Know</i> *Reflective Journaling*
March 3	Implications of Privilege in Multicultural Practice
March 10	Spring Break
March 17	Cross Cultural Communication in Multicultural Practice – <i>Guest Speaker</i> *Reflective Journaling*
March 24	Cultural Competence in Social Policy – <i>Guest Speaker</i>
March 31	Institutional Cultural Competence *Reflective Journaling*
April 7	Group Work Time Reflective Journals DUE
April 14	<i>Group Project Presentations</i>
April 21	<i>Group Project Presentations</i>
April 28	Final Reflections on Multicultural Practice



SOCW 7321: MULTICULTURAL PRACTICE BIBLIOGRAPHY

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