



COURSE TITLE/SECTION: SOCW 7321/14183 Multi-Cultural Practice

TIME: Monday 6:00-9:00pm Room 107A

FACULTY: Aabha Brown, LMSW **OFFICE HOURS:** By appointment requested via email

E-mail: abrown28@uh.edu **Phone:** 713/743-6255

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

To include whatever content instructor wants regarding the mode(s) of classroom instruction and class format. This section does not need to be uniform across course sections or classes.

Cultural competence is a requirement for ethical social work. This course aims to enhance critical thinking skills, increase self-awareness and examine different theoretical and practice frameworks to become a culturally competent practitioner. The instructor will utilize a variety of teaching and learning techniques including but not limited to: lectures, in-class group discussions, presentations, simulation, field trips and group activities.

V. Textbooks

The citation for the textbook is provided below. Additional readings will be posted on Blackboard.

Required:

Marsiglia, F. & Kulis, S. (2015). *Diversity , oppression & change*. Chicago, IL: Lyceum

Books, Inc.

[ISBN: 978-1-935871-54-5]

VI. Course Requirements

A. Reading Assignments

Readings are listed on the class outline and are to be completed prior to the scheduled class. Please note that the lectures are designed to clarify and supplement the assigned readings--they are not designed to review them in detail. It is critical that you remain current with the readings in

order to participate fully in class discussions and activities. Some readings are assigned directly from the textbook, while other readings can be found via the UH Library, the internet, or posted on the class Blackboard site.

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. This course requires: open, honest and respectful dialogue, consistent and ongoing class preparation, full class attendance and thoughtful contribution to discussions and exercises. Any necessary absences must be discussed with the Professor in advance.

2. Self-Assessment I

Students will be provided with a list of questions to answer in essay form.

3. Photovoice Presentation & Reflective Essay

Each student will identify and explore their self-defined cultural background and present this by only using photos. Specific guidelines for the preparation of this paper and presentation will be distributed separately.

4. Group Project & Presentation

Students will identify subject matter to critically analyze through the lens of cultural competence and provide context, conflict and best practices.

5. Self-Assessment II

Students will be provided with a list of questions to answer in essay form.

*******LATE ASSIGNMENTS*******

Late assignments will not be accepted. In the case of an unexpected emergency, student must notify the instructor within 24 hours of missing the due date as to the reason for missing the assignment and each situation will be handled on an individual basis. If there is no documented attempt to reach the instructor within 24 hours of missing the due date the student will receive a “0” for the assignment.

VII. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college.

A =	96-100% of the points	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%

Grading Distribution:

1.	Self-Assessment I	10%
2.	Photovoice Presentation & Essay	25%
3.	Group Project & Presentation	25%
4.	Self-Assessment II	10%
5.	Attendance / Participation	20%

VIII. Policy on grades of I (Incomplete):

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either **(a)** passing a course or **(b)** still have a reasonable chance of passing in the judgment of the instructor but, for non-academic 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 not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course. The grade of "I" may not be changed to a grade of **W**.

IX. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own 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 style 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.

X. Course Schedule and Reading Assignments

WK	DATE	READINGS	LECTURE CONTENT	ASSIGNMENT DUE
1	January 26 th		Welcome & Introduction to Multicultural Practice; Ground Rules; Stages of Competence	
2	February 2 nd	Marsiglia & Kulis – Chapters 1-3	Defining Culture, Oppression and Race (Definitions Exercise)	Self-Assessment I
3	February 9 th	Marsiglia & Kulis – Chapters 8-10	Cultural Identity Formation; (Humility vs. Competence Exercise)	
4	February 16 th		Privilege and Power; Institutional Bias; (Privilege Walk)	
5	February 23 rd	Marsiglia & Kulis – Chapters 4, 5 & 7	Theoretical Review (Quiz)	
6	March 2 nd			Photovoice Presentations
7	March 9 th			Photovoice Presentations
8	March 16 th			

SPRING BREAK – HAVE FUN!

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9	March 23 rd	Marsiglia & Kulis – Chapters 11, 12 & 16	Culturally Competent Practice: Foundation & Practice (Paseo Exercise)	
10	March 30 th	Marsiglia & Kulis – Chapters 13 & 14	Culturally Competent Practice: Policy & Advocacy	
11	April 6 th	Marsiglia & Kulis – Chapter 15	Culturally Competent Practice: Research	
12	April 13 th			Group Presentations
13	April 20 th			Group Presentations
14	April 27 th	NO CLASS		
15	May 4 th		Reflections on Multicultural Practice	Self-Assessment II

XI. Bibliography-optional

American Psychological Association. (1993). Guidelines for providers of psychological services to ethnic, linguistic, and culturally diverse populations. American Psychologist, 48 (1), 45-48.

Appleby, G. A. & Anastas, J. W. (1998). Not just a passing phase: Social work with gay, lesbian, and bisexual people. New York: Columbia University Press.

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Browne, C. and Broderick, A. (1994). Asian and Pacific island elders: Issues for social work practice and education. Social Work, 39(3), 252-259.

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refugees, and minorities: A course model. Journal of Multicultural Social Work, 2(1), 79-97.

Collier, H. V. (1982). Counseling women: A guide for therapists. New York: Free Press.

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Coulton, C. J. (1995). Riding the pendulum of the 1990's: Building a community context for social work research. Social Work, 40, 437-439.

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Davis, L. E., Galinsky, M. J., & Schopler, J. H. (1995). RAP: A framework for leadership of multiracial groups. Social Work, 40 (2), 155-167.

Dawson, S. E. (1994). Field work among the Navajo: Implications for social work research and practice. Journal of Multicultural Social Work, 3(1), 101-111.

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Ewalt, P. L. (1995). Self-determination from a Pacific perspective. Social Work, 40 (2), 168-176.

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(Eds.) (2nd Edition). Ethnicity and family therapy, 169-182, New York: Guilford Press.

Fong, R. (Ed.). (2004). Culturally competent practice with immigrant and refugee children and families. New York: Guilford Press.

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Yamashiro, G. & Matsuoka, J. K. (1997). Help-seeking among Asian and Pacific Americans: A multiperspective analysis. Social Work, 2 (2), 176-186.

XII. 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 who request and require them. Please call 713-743-5400 for more assistance. **Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.**

XIII. Addenda – optional

A. Cell Phones and Electronic Devices: Students are asked to turn off/silence/place in vibrate mode all cell phones and electronic devices during class. Laptops and tablets may ONLY be used to take notes.

B. Classroom Conduct: Respect and confidentiality are cornerstones of the social work profession. These values create a safe space for honest, critical and diverse dialogue. The classroom is a great opportunity to practice these skills to create a richer learning environment for the students and Instructor. Students are expected to behave in a professional manner at all times. Students are encouraged to be honest and courageous in class to garner the best learning from the instructor and one another.

C. Consultation

Students are encouraged to consult with the Instructor pertaining to the course. The Instructor can be reached by phone or email listed above. If student needs to set an appointment with the Instructor, those requests should be emailed with three 30 minute options listed in the text of the request.

D. Late Assignments

Late assignments will not be accepted. In the case of an unexpected emergency, student must notify the instructor within 24 hours of missing the due date as to the reason for missing the assignment and each situation will be handled on an individual basis. If there is no documented attempt to reach the instructor within 24 hours of missing the due date the student will receive a "0" for the assignment.