Course Description: Study of human diversity, focusing on the needs, resources, problems, and service issues of several identified minority client populations.

Course Learning Objectives: By the end of the term, students should be able to:
1. Understand and constructively utilize diversity in social work practice.
2. Discuss why issues such as racism, sexism, and heterosexism need to be considered as special targets for social work intervention.
3. Articulate ethical considerations in regard to working with diverse populations.
4. Discuss the relation between "private troubles" of minorities and the "public issues" of institutional discrimination bearing in mind economic and social justice issues.
5. Assess the impact of oppression and discrimination on the social functioning of racial minorities, women, gays and lesbians, and other diverse populations.
6. Utilize a systems framework that encompasses the Dual Perspective as well a generalist perspective to better understand selected minority client systems on a micro and a macro level.
7. Demonstrate critical thinking and problems solving ability to identify strategies for empowering minority clients through using client strengths with a variety of micro and macro interventions.

Evaluation of Learning:
1. Bi-Weekly Journal Critique (2 points each x 7 bi-week), worth 20 points, beginning January 2005.
5. Attendance and Participation, worth 10 points.

Total: 100 points

A final course grade will be based upon the total number of points accumulated by a student on the above evaluations.

Grades
A = 95-100 (4.0)  B = 84-86 (3.0)  C = 74-76 (2.0)  D = 64-66 (1.00)  F = 59 or less (0.00)
A- = 90-94 (3.75)  B- = 80-83 (2.75)  C- = 70-73 (1.75)  D- = 60-63 (.75)

Text Required:
2. Readings as assigned via Handouts and Reserve. Students are responsible for going to the library to obtain Reserve readings.
1. **Course and Classroom Policies:** In addition to the information below, please see the School of Work Student Handbook and The Golden Rule Handbook for UCF Students for policies for all Social Work classes.

**Attendance and Participation:** Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments prior to class); it is also expected that students will be attentive and respectful in class (e.g., no off-task behavior, no talking among themselves). **Prompt attendance, participation, and classroom behavior will all be taken into consideration in determining the student’s score for Attendance/Class Participation (see Evaluation of Learning and Grading).** Furthermore, make-up exams will be given ONLY in extreme circumstances. **Any student with more than three absences during the semester will have their final grade dropped by one letter grade.**

**Written Assignments:** Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. **Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.** All written assignments must be typed in a 12-font print, and left, top and bottom margins must be one inch. The cover page of a paper is not considered to be a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned upgraded. All references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached Monday-Thursday 9am-4pm, Friday 8am-3pm and Sunday 2-6pm at (407) 823-2197 or [http://www.uwc.ucf.edu/](http://www.uwc.ucf.edu/).

**Late Assignments:** All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor’s mailbox (take to the office) before class starts on the due date. **It is the student’s responsibility to see to it that her or his assignment is stamped with the date by the social work staff member who then places the assignment in the instructor’s mailbox.** No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. 5 points may be deducted form the students’ final grade for each assignment submitted late unless prior arrangements have been made with the instructor. No assignment will be accepted after the last day of class. It is the student’s responsibility to make arrangements with the instructor regarding late assignments.

**Incomplete Grades:** In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

**Academic Integrity:** Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, including not acknowledging sources of information appropriately and in accordance with APA guidelines, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment and may also receive a failing grade for the course. Students who observe others violate this policy are expected to report this to the instructor.
Student Disability Services: UCF and the School of Social Work are committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the instructor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, (407) 823-2371, TTY/TDD only (407) 823-2116, before requesting accommodations from the instructor.

Course Outline and Schedule:

SESSION 1
Content: Framework for practice and culture, social class, and social identity development.
Readings:

SESSIONS 2 & 3
Content: Prejudice, Discrimination, and Oppression
Readings:

SESSION 4
Content: Applying the Generalist Model of Practice to Social Work with Diverse Client Populations
Readings:

SESSION 5
Content: Working with & on behalf of White Ethnic Clients
Readings:

SESSION 6
Content: Working with & on Behalf of African American Clients
Readings:

SESSION 7
Content: Working with & on Behalf of Hispanic/Latino Clients
Readings:

SESSION 8
Content: Working with & on Behalf of Asian American Clients
Readings:

SESSION 9
Content: Working with & on Behalf of Native American Clients
Readings:

SESSIONS 10 & 11
Content: Working on behalf of Women & Children
Readings:

SESSION 12
Content: Working With and on the Behalf of People with Disabilities
Readings:
1. Morales & Sheafor. Social work with people with disabilities. 121-140.

SESSION 13
Content: Working with and on Behalf of Older Adults
Readings:
1. Morales & Sheafor. Chapter 4: Social work practice with older adults. 93-116

SESSION 14
Content: Working with and on Behalf of Individuals with Diverse Sexual Orientations
Readings:

Bibliography


