SOW 3420.0001 – Social Work with Minorities

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Office Location: HPA 251
Office Hours: Mon 3-5, Wed 1-3, Thurs 4:30-5:30
Email: jdavis@mail.ucf.edu

Term: Spring 2005
Class Day: Thursday
Class Hours: 1:30-4:20 pm
Class Location: HPA 246

Course Description: Study and involvement of oppressed groups and social work with members of those groups; direct development of skills in working with, and in behalf of, minority people.

Course Learning Objectives: By the end of the term, students should be able to:
1. Discuss why social oppression such as racism, sexism, heterosexism, and ageism need to be considered as special targets for social work intervention.
2. Discuss the relation between "private troubles" of minorities and the "public issues" of institutional discrimination.
3. Assess the impact of oppression and discrimination on the social work profession.
4. Articulate ethical considerations in regard to working with oppressed populations.
5. Understand and constructively utilize diversity in given professional situations.
6. Utilize a "Dual Perspective" when working with minority clients.
7. Demonstrate skills for empowering minority clients in given situations.
8. Assess and acknowledge the strengths and resiliency in oppressed groups.
9. Exhibit critical thinking and analysis in recognizing discriminatory practices.

Required Reading:

2. Reserve readings where indicated on the Course Outline and Schedule are required reading for all students. Copies of required reserve readings are available in a binder at the main UCF library and as electronic reserve readings through the UCF library website. From the http://library.ucf.edu/ under "UCF Library Catalog," click on "Course Reserves" and then search by course number for the electronic reserve readings for this course.

To access the library's resources from off-campus, use the EZProxy login, which is found on many of the library's web pages including the "Ask a Librarian" page. Enter your activated library ID number in the EZProxy login box, and then click "Yes" to accept the Security Alerts. You will then be redirected to the library's homepage to begin your search. For questions about using EZProxy access, stop at the library reference desk or contact the Ask a Librarian Reference Service at 407-823-2562 or toll-free at 1-866-271-7589.

Evaluation of Learning and Grading: All assignments will be discussed in class. The final course grade will be based on the following assignments:

1. Reaction Paper: Personal Identity and Social Work Practice – 10%
   This assignment is designed to help students explore their own racial/cultural identity formations. Apply information from your assigned readings to your own life and your understanding of prejudice and privilege. Identify and describe a plan to improve at least two aspects of your cultural competence (from the list of NASW Standards for Cultural Competence). Guidelines for the paper will be distributed to students in class.
2. **Exams – Midterm 20%, Final 20%**
Exams will consist of some combination of multiple choice, true/false, short answer, and essay questions. Material to be tested includes readings (even if not directly covered in class) and class lectures, presentations, and discussions.

3. **Group Presentation – Group grade 10%, Individual contribution grade 5%**
Each student will work in a small group to plan and deliver a 20-minute presentation. The presentation will focus on a specific area of one of the racial/ethnic groups. Such areas might include but are not limited to: children, elderly, parenting styles, substance abuse, response to illness, help seeking resources. Each group is to discuss their specific topic with the instructor for approval.

At the conclusion of the semester, students will submit to the instructor Evaluation of Group Surveys, rating their own and their group members' participation in the group assignments. The instructor will utilize her observation of group dynamics and participation and the surveys to rate each student's participation in the group assignments.

4. **Scrapbook Collection of Media Images – 15%**
This assignment requires each student to identify a particular minority group and to develop a visual portrayal of that group based on images in the mass media (including magazines, newspapers, TV shows, etc.). Each student may choose the minority group on which to focus, including but not limited to those identified in the syllabus (older people, veterans, physically challenged, etc.).

Your scrapbook can include clippings from newspapers and magazines, information from brochures or media guides, segments from TV or radio shows, etc. In completing the assignment, assess the kind and quality of image that the media present for the minority group with insightful commentary. Specifically, at the beginning of your scrapbook, present a one-page detailed abstract of why you chose a particular group and what characteristics distinguish them as a minority group. At the end, provide a one-page synopsis/evaluation of what you identified and a strategy for positive change.

It is encouraged that you begin working on this assignment early. Trying to put it together at the last minute will be frustrating and will produce a product of limited quality.

5. **Interview Reflection Paper – 15%**
Students are to interview a person representing a group different from themselves. Students are to hand in a reflection paper based on this interview in terms of how their respective group memberships have influenced their views on life based on the issues identified in the interview process and other issues that students wish to include. Guidelines for the paper will be distributed to students in class.

6. **Attendance and Participation – 5%**
Students in this class are studying to become professional social workers. Professional functioning typically involves collegial sharing and peer support. By being present in class, students develop a commitment to, and a skill in, mutual problem solving and teamwork. For these reasons, class attendance is mandatory. As this is a practice course, learning methodologies stress interpersonal processes and professional behavior. Thus, students are required to attend class, to be on time, and to participate fully in classroom activities and/or discussions.

Prompt attendance, participation, and classroom behavior will all be taken into consideration in determining the student’s score for Attendance and Participation. Additionally, unscheduled quizzes may be given at the instructor's discretion to ensure students are coming to class
prepared for discussion by completing assigned readings prior to class. Excessive absences (more than two classes) will result in a lowered grade. 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.

Important Dates:

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<th>Date</th>
<th>Session</th>
<th>Assignment</th>
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<tr>
<td>2/20/05</td>
<td>3</td>
<td>Group Schedule and Responsibilities Due – end of class</td>
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<td>2/10/05</td>
<td>5</td>
<td>Reaction Papers Due – start of class</td>
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<td>2/17/05</td>
<td>6</td>
<td>Group Presentation Outline Work Session – during class</td>
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<td>3/3/05</td>
<td>7</td>
<td>Group Presentation Outline Due – start of class</td>
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<td>3/17/05</td>
<td>8</td>
<td>Midterm Exam</td>
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<td>3/31/05</td>
<td>12</td>
<td>Interview Reflection Papers Due – start of class</td>
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<td>4/14/05</td>
<td>14</td>
<td>Scrapbooks Due – start of class</td>
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<td>4/28/05</td>
<td>Final</td>
<td>Final Exam</td>
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Group Presentations:

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<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Presentation Topic</th>
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<tr>
<td>3/3/05</td>
<td>9</td>
<td>Residential Status</td>
</tr>
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<td>3/10/05</td>
<td>10</td>
<td>SW Practice with Spiritual Communities</td>
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<tr>
<td>3/24/05</td>
<td>11</td>
<td>SW Practice with Asian Americans</td>
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<td>3/31/05</td>
<td>13</td>
<td>SW Practice with African Americans</td>
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<td>4/7/05</td>
<td>14</td>
<td>SW Practice with Hispanics</td>
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<td>4/21/05</td>
<td>15</td>
<td>Native Peoples/Alaskan Natives</td>
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Grades: Achievement of learning objectives will be measured as follows:

- A  = 95-100 (4.0)
- B   = 84-86 (3.00)
- C   = 74-76 (2.00)
- D   = 64-66 (1.00)
- F = 59 or less (0.00)

If the student believes the instructor has made an error in grading an assignment, such errors should be brought to the instructor's attention within the week following the return of the graded assignments. Otherwise, the grade assigned will be considered correct and final.

Teaching Methods: This course will incorporate a variety of teaching methods. These methods may consist of lecture, discussion, audiovisual materials, small group exercises, guest speakers, and student presentations. A variety of case examples will be used to exemplify issues discussed. Students are expected to be active in the learning process. This implies substantive class participation: quality of participation will be judged over quantity. Not all readings will be reviewed directly in class. Students are expected to demonstrate their mastery of course content, including reading material, through class discussion, written assignments, and quizzes.

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. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an essay exam. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme.

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 all 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 ungraded. When required, 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 at (407) 823-2197 or 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 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. Late assignments will lose a full letter grade for each week that they are late unless the student gained prior approval from 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 who need accommodations must be registered with Student Disability Services (SDS), Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the instructor. Students who are registered with SDS and need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. This syllabus is available in alternate formats upon request.

Instructor Office Hours: The instructor is available to meet with students during the office hours listed on this syllabus and by appointment. The instructor can be contacted by phone or email with the contacts listed at the top of the syllabus. Please include “SOW 3420” in the message line of your
email, as I do not open emails from addresses I do not recognize. **It is the student’s responsibility to initiate contact with the instructor about due date extensions or other concerns.**

**This syllabus is not a legal document.** Typographical and other errors may be present. In addition, the instructor reserves the right to make announced changes in course requirements, schedule, reading requirements, assignment due dates, and other expectations at her discretion. Whenever, possible, such changes will include student input.

### The UCF Creed

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

- **Integrity** I will practice and defend academic and personal honesty.
- **Scholarship** I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
- **Community** I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
- **Creativity** I will use my talents to enrich the human experience.
- **Excellence** I will strive toward the highest standards of performance in any endeavor I undertake.

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**Course Outline and Schedule:** All assigned readings are from the course text unless otherwise noted.

**Unit 1 – Understanding ethnicity/minority issues & oppression**

**Empowerment based social work practice**

**Session 1: Applying the Generalist Model of Practice to Social Work with Diverse Populations**

**Content:**
1. Orientation to course
2. Focus of generalist social work practice with special populations
3. Review of basic terms: discrimination, racism, ageism, sexism, homophobia, minority, social oppression, the "Dual Perspective", cultural collision, cultural shock, appreciation of difference, reproductive bias, special populations, and other key concepts
4. Cultural competence: understanding and constructively using diversity and applying the "Dual Perspective" in social work practice

**Readings:**

**Session 2: Prejudice, Discrimination, and Institutional Discrimination**

**Content:**
1. Theories of prejudice and discrimination
2. Institutional racism, sexism, ageism, and other forms of discrimination
3. The impact of institutional discrimination on social work practice
4. Critical assessment of mainstream developmental and practice theory
5. Social justice framework for practice

**Reading:**

**Recommended Reading:**
Unit 2 – Understanding specific groups based on age, gender, special circumstances, ethnicity, race

Session 3: Social work practice with women
Content:
1. Demographic characteristics
2. Ecosystems model
3. Intervention strategies – micro, mezzo, macro levels of practice
4. Health and mental health risk factors

Reading:
Recommended Reading:

Session 4: Social work practice with lesbian, gay, and bisexual people
Content:
1. Demographic characteristics
2. Myths about homosexuality
3. Ecosystems model
4. Population characteristics
5. Gay and lesbian parents, couples, adolescents and aging
6. Interventions for working with and on behalf of gays, lesbians, and bisexuals on micro, mezzo, and macro levels of practice

Reading:
Recommended Reading:

Session 5: Social work practice with children and youth
Content:
1. National and local demographics and characteristics of children and youth
2. The local and national nature and extent of age-based problems of prejudice and discrimination
3. Strengths of children
4. Family composition, income, employment, and poverty
5. Ecosystems model for analysis of psychosocial factors impacting children and youth

Reading:

Session 6: Social work practice with the elderly
Content:
1. General population figures, characteristics and demographics
2. The general and local causes of age-based oppression
3. Perceptions of the elderly
4. Ecosystems model
5. Micro, mezzo, and macro levels of intervention when working with the elderly

Reading:
1. Morales and Sheafor, Chapter 4: “Social work practice with the elderly”, p. 93-119.
Session 7: Social work practice with people with disabilities

Content:
1. Defining disability – developmental, physical, mental and cognitive
2. Americans with Disabilities Act (ADA)
3. The nature and extent of discrimination, oppression and prejudice faced by individuals with disabilities
4. Disability and the minority model, strengths model and the independent movement model
5. Ecosystems model

Reading:

Recommended Reading:

Session 8: Mid-Term Exam – Units 1 & 2

Unit 3 – The Rural, Urban, and Suburban Context of Social Work Practice

Session 9: Residential status

Content:
1. Characteristics of the rural U.S.
2. Implications for social work practice in rural areas
3. Urban and suburban gangs
4. Understanding gangs – definition, types, theories
5. Social work practice in urban and suburban areas

Readings:

Unit 4 – Religious and Spiritual Diversity

Session 10: Social work practice with Spiritual Communities

Content:
1. Overview of faith communities
2. Ecosystems model framework

Readings:

Unit 5 – Race, Ethnicity, and Culture in Special Populations

Session 11: Social work practice with Asian Americans and Pacific Islanders

Content:
1. Historical overview of Asian Americans and Pacific Islanders
2. Manifestations of institutional, cultural, and individual racism
3. Health and mental health risk factors
4. Ecosystems model framework
5. The strengths and resiliency of Asian American and Pacific Islander families
Reading:
Recommended Reading:

**Sessions 12 and 13: Social work practice with African Americans**

Content:
1. Historical overview of African Americans
2. Manifestations of institutional, cultural and individual racism
3. African American culture and lifestyle
4. The problem-solving process and social work interventions
5. The African American community as a knowledge base of practice
6. The strengths and resilience of African American families
Reading:
Recommended Readings:

**Sessions 13 and 14: Social work practice with Mexican Americans and Puerto Ricans**

Content:
1. Demographic profiles, characteristics, and a historical overview of Mexican Americans and Puerto Ricans
2. Health and mental health risk factors
3. Ecosystem model for practice
4. Social work practice and interventions
5. The strengths and resilience of Mexican Americans and Puerto Ricans
Readings:
Recommended Reading:

**Session 15: Social work practice with Native Peoples and Alaskan Natives**

Content:
1. Historical overview of American Indians and Alaskan Natives
2. Manifestations of institutional, cultural, and individual racism
3. The strengths and resiliency of American Indians and Alaskan Natives
4. Social work practice on a micro, mezzo and macro level of intervention
Reading:
1. Morales and Sheafor, Chapter 9: “Social work practice with American Indians and Alaskan Natives”, p. 239-266.
Recommended Reading:
Finals Week: Final Exam – Units 3, 4, & 5
Thursday, April 28, 2005, 1:00 - 3:50pm
Note: The final exam is held on the same day of the week but not the same time as class period.

Selected Bibliography


