COURSE DESCRIPTION: Study and involvement of oppressed groups and social work with members of those groups; direct the 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. Build on experience through service learning in area communities with diverse populations.
3. Discuss the relation between "private troubles" of minorities and the "public issues" of institutional discrimination.
4. Assess the impact of oppression and discrimination on the social work profession.
5. Articulate ethical considerations in regard to working with oppressed populations.
6. Understand and constructively utilize diversity in given professional situations.
7. Utilize a "Dual Perspective" when working with minority clients.
8. Demonstrate skills for empowering minority clients in given situations.
9. Assess and acknowledge the strengths and resiliency in oppressed groups.
10. Exhibit critical thinking and analysis in recognizing discriminatory practices.

This course will be taught using the following methods: 1) Lecture/Discussion and 2) Small group activity, 3) Experiential exercises and reaction papers, 4) Videotape/Film and, 5) Guest Speakers will be incorporated based of availability and appropriateness.

Text Required:

Required Library Reserve and On-Line Readings:
Canales, G. (200) Gender as subculture: The first division of multicultural diversity pp. 63-77. in (Eds.)


Romero, A. Assessing and treating Latinos: Overview of research. (209-223)- in (Eds.) Cuellar and Panigagua, F. *Handbook of multicultural mental health*. (Reserve)

**EVALUATION OF LEARNING:** Achievement of learning objectives will be measured as follows:

**Reaction Paper:** Personal Identity and Social Work Practice, 10% In four double-spaced pages, explore your own racial/cultural identity formation. 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). Use APA style and references on a separate page.

**Examinations:** In Class Exam #1, 15%, Take Home Final exam 20%. Tests will consist of short answer and essay questions. Material will come from material presented in class by the instructor and other means and from the readings.

**Group Presentation:** (group grade), 15% of grade - Each student will participate in a panel group presentation. 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.

**Scrapbook of Media Images:** (20%). 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 what minority group they may want to look at but it must be justified with insightful commentary. The minority group could be one of those identified in the syllabus but is not limited to what has been mentioned. Groups could include older people, veterans, physically challenged, etc. 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. 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. 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.
Interview: (15%) - Students are to interview a person representing a group different from themselves. Details of the interview will be handed out later. Students are to hand in a reflection paper based on this interview in terms of how their respective group membership have influenced their views on life based on the issues identified in the interview process and other issues that students wish to include. The final paper is to be typed, double-spaced. References are not required but correct writing style is required.

Attendance and Participation: (5%). Students in this class are studying to become professional social workers. 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. Excessive absences (more than two classes) will result in a lowered grade.

Assignment Due Dates:

Reaction Paper: May 17th
Group Presentations:
- May 17th—Women
- May 19th—GLBT
- May 24th Children & Youth
- May 26th SW Practice with Elderly
- June 2nd SW Practice with Disabilities
- June 7th Residential Status/Asian Americans
- June 9th SW with African Americans
- June 14th SW Practice with Latinos
- June 16th Native Peoples/Alaska Natives

Scrapbooks: Due June 14th
Interviews: Due June 7th
In Class Exam 1: May 26th
Take Home Final Exam 2: Distributed June 14th, Due June 16th 6pm.

FINAL GRADE. The final grade will be based on the above:

A = 95-100 (4.0) B- = 80-83 (2.75) D+ = 67-69 (1.25)
A- = 90-94 (3.75) C+ = 77-79 (2.25) D = 64-66 (1.00)
B+ = 87-89 (3.25) C = 74-76 (2.00) D- = 60-63 (0.75)
B = 84-86 (3.00) C- = 70-73 (1.75) F = 59 or less (0.00)

Course Policies: Policies for all social work classes can be found in the School of Social Work Student Handbook and The Golden Rule Book.

Course and Classroom Policies and Procedures:
See the BSW Student Handbook for a detailed discussion of the School of Social Work's course policies and procedures and UCF’s Golden Rule for a description of the University’s class policies and procedures. Please note below general guidelines concerning the shared responsibilities of the instructor and students in this course:

Completion of Assignments:
1. All examinations and case assignments must be completed in order to pass the course. Students may NOT elect to skip any of the exams or assignments and accept a lower grade.
2. Students should submit assignments at the beginning of the class period on the identified due date. Late assignments will be accepted ONLY in the case of documented serious circumstances and ONLY at the discretion of the instruction and ONLY if the student has contacted the instructor to discuss the circumstances PRIOR to the start of class on the day the assignment is due. Five (5) points will be deducted from the student's final grade for each assignment submitted late. No assignment will be accepted after the last day of class.
3. The instructor reserves the right to make announced changes in course requirements, schedule and assignments. Whenever possible, such changes will include student input.

Final grades:
1. Final grades are available on the internet. However, grades can be mailed to those students who provide the instructor with a stamped, self-addressed envelope. The instructor cannot provide a student with his/her final grade by phone nor can final grades be posted in the School of Social Work. To ensure confidentiality of graded material, papers and exams cannot be left by the instructor for pick up by students in the School of Social Work Office.
2. If the student believes the instructor has made an error in grading or marking an assignment, such errors should be brought to the instructor's attention within the week following the return of the graded assignment. Otherwise, the grade assigned will be considered correct and final.

Attendance: Student participation is an integral part of this course. Students will be expected to assume responsibility for their own learning and to actively involve themselves in class discussions, small group exercises, and role-playing in order to develop necessary practice skills. Therefore, attendance is required. Class sessions will combine didactic, discussion and experiential components. Students must be prepared for class (e.g., 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).

More than three (3) absences during the semester may result in the lowering of the final grade for the course. Excessive partial absences (i.e., leaving class early) may result the lowering of the final grade. (See the BSW Student Handbook for more information on attendance requirements.)

Classroom Behavior: Students are expected to contribute to class discussion and are encouraged to voice their opinions. Alternative points of view should be offered and received with tact. As social workers, we must be able to accept diversity of ideas and differences of opinion. Students should feel free to express their personal opinions, and refer to relevant personal situations without fear of disapproval or disrespect. However, the classroom is not a place in which to indulge in personal venting or support seeking.

Academic Integrity: Social workers must demonstrate high standards of integrity. Students are expected to do their own work on all material submitted for a grade. Cheating and plagiarism will not be tolerated. 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 may also receive a failing grade for the course. Students who observe others violate this policy are expected to report this to the instructor. Please see your academic advisor if you have any questions or concerns about this policy.

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.

Written Assignments:
1. 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. 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. All assignments are to be typed, double-spaced, and on clean bond paper.
2. 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
COURSE OUTLINE AND SCHEDULE

UNIT 1: Understanding ethnicity/minority issues & oppression.
Empowerment based social work practice.

May 10th: 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, privilege, 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.
5. Personal Diversity

Readings:

May 12th: 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

Readings:

UNIT 2: Understanding specific groups based on age, gender, special circumstances, ethnicity, race

May 17th: Social work practice with women

Reaction Paper Due May 17th

Content:
1. Demographic characteristics
2. Ecosystem perspectives
3. Intervention strategies – micro, mezzo, macro levels of practice
4. Health and mental health risk factors

**Readings:**

**May 19th: Social work practice with lesbian, gay, and bisexual people.**

**Content:**
1. Demographic characteristics
2. Myths about homosexuality
3. Ecosystems framework
4. Population characteristics
5. Gay and lesbian parents, couples, adolescents and aging
6. Interventions for working with and on behalf of gays, lesbians, bisexuals on a micro, mezzo and macro level of practice

**Readings:**
1. Morales and Scheafor. Chapter 2. SW practice with lesbian gay, and bisexual people pp.43-71,

**May 24th: 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. Ecosystem model for analysis of psychosocial factors impacting children and youth

**Readings:**

**May 26th: In Class Exam and 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. Ecosystem model analysis
5. Micro, mezzo, and macro levels of intervention when working with the elderly

**Readings:**

**June 2nd: 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

**Readings:**
UNIT 4: Race, Ethnicity and Culture in Special Populations

June 7th: Residential Status and Social Work with Asian Americans and Pacific Islanders

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
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

Readings:

Readings:

June 9th: 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 life-style
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

Readings:

June 14th: 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:
   Chapter 12. Social work practice with Puerto Ricans.
2. Romero, A. Assessing and treating Latinos: Overview of research. (209-223)- in (Eds.) Cuellar and Panigagua, F. Handbook of multicultural mental health. (Reserve)

June 16th: Social work practice with Native Peoples and Alaskan Natives.

Take Home Final Exam Due 6pm

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

Readings:

References


