1.0 Course description information

1.1 Catalog description: This course focuses on effective generalist social work practice with clients of ethnic diversity.

1.2 Prerequisites of the course: Admission to either the undergraduate or graduate social work program.

1.3 Overview of content and purpose of the course: The proposed course aims to encourage life-long learning and self-reflection on cultures among social work students. The course will introduce various theoretical frameworks to understand cultures of different races/ethnicities. The course will present requisite knowledge and skills for social work practice with different populations, such as African Americans, Latinos, American Indians, and Asian Americans. For each ethnic group, the following topics will be covered: demographics of the population; history of the group; the worldview, values, and traditions; diversity within diversity; major social problems faced by the group, and implications for practice. In order to inform social work practice, special emphasis will be placed on family structure, gender roles, caregiving, help seeking behaviors, and perception of illness and mental health among different cultures. The course will be closely related to the local populations in Nebraska and separate attention will be given to the immigrant and refugee populations in Nebraska.

1.4 Unusual circumstances of the course: None

2.0 Course justification information

2.1 Anticipated audience/demand: This course is required for students in the BSSW program and an elective for students in the MSW program.

2.2 Indicate how often this course will be offered and the anticipated enrollment: The course is offered every Fall semester. Anticipated enrollment is 25 students.

2.3 If it is a significant change to an existing course, please explain why it is needed: None

3.0 Objective information

At the end of this course the student will be able to:

1. Describe one’s own personal and cultural values and beliefs and formulate a plan to engage in life-long learning toward cultural proficiency.
2. Describe the cultural values and beliefs of diverse ethnic groups and understand the social, cultural, historical, and political contexts affecting development and ongoing dynamics of diverse populations.
3. Describe social problems faced by each ethnic group and compare to the media portrait.
4. Understand and apply theories of cultures, ethnic identity, and acculturation.
5. Demonstrate communication skills with culturally diverse populations.

4.0 Content and organization information

Tentative Course Outline:

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Topic/Content and Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction and course overview</td>
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<tr>
<td></td>
<td>World/American socio-demographics.</td>
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<td></td>
<td>NASW Code of Ethics.</td>
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<tr>
<td>Class 2</td>
<td>Frameworks for understanding diversity:</td>
</tr>
<tr>
<td></td>
<td>Cultural Awareness/Cultural sensitivity/Cultural Competent/Cultural Humility/Cultural Intelligence</td>
</tr>
<tr>
<td></td>
<td>How cultures differ on 10 variables: identity, authority, risk, achievement, time, communication, lifestyle, rules, expressiveness, and social norms.</td>
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<tr>
<td>Class 3</td>
<td>Frameworks for understanding diversity (continued):</td>
</tr>
<tr>
<td></td>
<td>Cultural-universal approach versus Culture-specific approach</td>
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<td></td>
<td>Acculturation theories</td>
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<tr>
<td></td>
<td>Ethnic identity development</td>
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<tr>
<td>Class 4</td>
<td>Diversity among European cultures</td>
</tr>
<tr>
<td>Class 5</td>
<td>African American: demographics; history; worldview, values, and traditions; major social problems faced by the group.</td>
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<tr>
<td>Class 6</td>
<td>African American: implications for practice; major agencies and services in Nebraska</td>
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<tr>
<td>Class 7</td>
<td>Latinos: demographics; history; worldview, values, and traditions; major social problems faced by the group.</td>
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<tr>
<td>Class 8</td>
<td>Latinos: implications for practice; major agencies and services in Nebraska</td>
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<tr>
<td>Class 9</td>
<td>Native Americans: demographics; history; worldview, values, and traditions; major social problems faced by the group.</td>
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<tr>
<td>Class 10</td>
<td>Native Americans: implications for practice; major agencies and services in Nebraska</td>
</tr>
<tr>
<td>Class 11</td>
<td>Immigrants and Refugees in Nebraska: demographics, diversity within diversity.</td>
</tr>
<tr>
<td>Class 12</td>
<td>Immigrants and Refugees in Nebraska: major agencies and services in Nebraska.</td>
</tr>
<tr>
<td>Class 13</td>
<td>Asian Cultures</td>
</tr>
<tr>
<td>Class 14</td>
<td>Others cultures (African Cultures, Arab Cultures)</td>
</tr>
<tr>
<td>Class 15</td>
<td>Student presentations</td>
</tr>
</tbody>
</table>

5.0 Teaching methodology information

5.1 Methods: Instructional methods used in this course may include lectures, class discussions, media instruction, guest speakers, field experiences, reflective and self-awareness exercises, group exercises, written assignments, handouts, and/or quizzes/exams.
5.2 **Student role:** Students are expected to be on time, and attend every class session, and prepared to participate by reading assigned course materials. Considerable time will be spent in class discussion, small groups and experiential exercises. Chronic tardiness and absences not only impedes your own learning, but it is also disruptive of the learning process and is disrespectful of your peers. Students who arrive more than 15 minutes late or leave 15 minutes early will be counted absent for that day.

5.3 **Contact hours:** Three contact hours per week for the 15 weeks of the semester.

5.4 **Cell phones and Students’ Personal Computers in Class:** Students who wish to take notes on computers may do so only with permission of the instructor. Students who are seen using cell phones and with unauthorized computer use will be counted absent for that day.

6.0 **Evaluation information**

6.1 **Describe the typical types of student projects that will be the basis for evaluating student performance:**

1. **Attendance, Participation & Class Professionalism** - Students will receive up to 10 points for attendance and participation in class. Students who attend all classes, but do not participate (answering and asking questions) will not earn full participation credit. Students will also be graded for demonstrating professionalism (e.g. respect toward self and others, etc).

   *Penalty for absence: 1\textsuperscript{st} absence=1 point, 2\textsuperscript{nd} absence=2 points, 3\textsuperscript{rd} absence=3 points, 4\textsuperscript{th} absence=4 points & **fail the class.**

2. **Cultural Autobiography/Self-Reflection Assignment** - This assignment is designed to help students explore their own cultural identities. Students will explore their ethnic heritage of their families (i.e. birth family, adoptive or foster family) and the history of their people came to live in the U.S. (Students who are Native Americans will explore the history of their tribes.) Students will describe the values, behaviors, languages, interactional patterns, help seeking behaviors, social support networks, traditions, and political or economic interests of their identified ethnocultural background. Students will then reflect on (1) their own conscious, non-conscious, intended, unintended, automatic, institutionalized/personal, and conditioned beliefs about people similar to and different from their own ethnic groups; (2) how their own power/powerlessness and earned/unearned privilege or lack of privilege, family, and membership in diverse groups have shaped their values, beliefs, and interactions with others; (3) How these factors might influence their interactions with clients.


3. **Media Review** - Students will complete a worksheet summarizing a form of media or advertisement that relate to the characteristics of a minority group. A total of four (4) forms of media are required, at least one of which must be from a local newspaper source and one of which must be from an internet source. Books, movies, television programs, advertisements, articles, blogs, websites, and popular/professional magazine sources are allowed. Articles may
be either positive or negative depictions of the characteristics of the assigned group. One worksheet, with a correct citation of the source, must be completed.

4. Cultural Interviewing Assignment – Students will conduct an interview with a person whose racial/ethnic/cultural background is different than yours. Please use the questions in the appendix as a general guide. After completing the interview, reflect on the experience.

Structure the paper around these issues:

a. What feelings and thoughts did you have before the interviews? What stereotypes and prejudices did you hold about members of this population before you attended the activity? What is the source of these stereotypes (e.g., identify the origins of these stereotypes (from assigned readings that help explain these thought, feelings, prejudices and stereotypes or class discussions)?
b. Narrative discussion of the interview questions and answers.
c. Describe the experience and interactions with the interviewee.
d. Discuss what you learn about yourself, including any thoughts about challenging or confirmation of personal stereotypes.
e. Devise a plan built upon this experience that will assist you in becoming a more culturally competent social worker. Discuss at least one activity in each area of practice, policy and research.

5. Service learning project with local agencies that serve ethnic minorities and immigrants/refugees – This assignment is designed to provide students an opportunity to visit local agencies and examine a particular diverse, oppressed group in depth. Students will discuss the major problems faced by the group and how the agencies/local communities/governments help (or not help) this group. Students will identify service gaps and propose new services models.

6.2 Describe the typical basis for determining the final grade (e.g. weighting of various student projects)

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>PERCENT OF COURSE GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (10 Points)</td>
<td>10%</td>
</tr>
<tr>
<td>Cultural Autobiography (15 Points)</td>
<td>15%</td>
</tr>
<tr>
<td>Media Review (15 Points)</td>
<td>15%</td>
</tr>
<tr>
<td>Cultural Interview (20 Points)</td>
<td>30%</td>
</tr>
<tr>
<td>Service Learning (40 Points)</td>
<td>40%</td>
</tr>
</tbody>
</table>

6.3 Grading type:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98% - 97.9%</td>
</tr>
<tr>
<td>A</td>
<td>91% - 93.9%</td>
</tr>
<tr>
<td>A-</td>
<td>88% - 90.9%</td>
</tr>
<tr>
<td>B+</td>
<td>84% - 87.9%</td>
</tr>
<tr>
<td>B</td>
<td>81% - 83.9%</td>
</tr>
<tr>
<td>B-</td>
<td>78% - 80.9%</td>
</tr>
<tr>
<td>C+</td>
<td>74% - 77.9%</td>
</tr>
<tr>
<td>C</td>
<td>71% - 73.9%</td>
</tr>
<tr>
<td>C-</td>
<td>68% - 70.9%</td>
</tr>
<tr>
<td>D+</td>
<td>64% - 67.9%</td>
</tr>
<tr>
<td>D</td>
<td>61% - 63.9%</td>
</tr>
<tr>
<td>D-</td>
<td>≤60.9%</td>
</tr>
</tbody>
</table>

6.4 Grading Policy

A minimum cumulative GPA of 2.5 is required by the BSSW program for admission and graduation. If a student receives a grade of C- or lower in one social work course, s/he will receive a Level 2 or 3 Review, depending on whether the student has had a previous Review. The conditions for continuance of the BSSW program will include the student
repeating the course and receiving a grade of C or higher in this second effort. A student receiving a grade of C- or lower in two social work courses will be recommended to the Director of the School of Social Work for dismissal from the BSSW program. Students must achieve a grade of B (3.0) or higher in practicum courses (SOWK 4410 and 4420).

6.5 Grade Appeal Policy

Students may view the grade appeal process any time on the CPACS website at: www.unomaha.edu/cpacs/degree_programs.php. Students who wish to appeal a grade which they feel was capriciously or prejudicially given shall first discuss the matter with the instructor within 30 days of the final course grade being posted. If the matter is not resolved, the student must meet with the department/school Chair/Director. If a satisfactory agreement cannot be reached the student must appeal, in writing, to the department/school curriculum committee. If a satisfactory agreement cannot be reached, the student may submit a written appeal to the Office of the Dean within 20 working days of the exhaustion of the departmental procedures.

7.0 Resource material information

7.1 Textbook(s) or other required readings used in course


7.2 Other student suggested reading material:

7.3 Current bibliography and other resources:

Racism and White Privilege
Hate groups and statistics across America by Southern Poverty Law Center
http://www.splcenter.org/what-we-do/hate-and-extremism


About African America
History events and legislation impacting Blacks
http://www.pbs.org/wnet/jimcrow/stories_events.html

The Truth from a Black Male Perspective of the College Phenomenon
http://www.upworthy.com/i-wish-i-were-more-surprised-at-what-a-student-exposed-about-his-school-but-im-not

About American Indians

**About Hispanics**
Hispanic websites that share culture and information on this population.
http://www.explore-hispanic-culture.com/
How Has Hispanic Culture Influenced America

**About Asian America**
Model Minority Myth
http://www.asian-nation.org/model-minority.shtml
http://asiasociety.org/blog/asia/konrad-ng-asian-pacific-american-experience-quintessentially-american

**About Arab American**
The American-Arab Anti-Discrimination Committee http://www.adc.org/

8.0 Other information

8.1 Accommodations statement
Reasonable accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact UNO Disability Services (EAB 117, Phone: 554-2872, TTY: 554-3799) or go to the website: www.unomaha.edu/disability

8.2 Plagiarism/academic integrity
In this course, you will submit written work in which you make use of information and ideas found in print or online sources. Whenever you use material from another writer, it is important that you quote or paraphrase appropriately and cite the source. Never let it appear that ideas and information gleaned from other sources are your own.

The UNO Academic Integrity policy defines plagiarism as “presenting the work of another as one’s own (i.e., without proper acknowledgment of the source) and submitting . . . academic work in whole or in part as one’s own when such work has been prepared by another person or copied from another person.”

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

UNO Faculty Senate, March, 2010
Additional note on plagiarism/academic integrity from the UNO School of Social Work:

The School of Social Work views plagiarism as a very serious offense. The NASW Code of Ethics includes a high value on integrity and the importance of behaving in a trustworthy manner (see NASW Code of Ethics, [www.socialworkers.org/pubs/code/default.asp](http://www.socialworkers.org/pubs/code/default.asp), 4.04 and 4.08). In addition, the *Publication Manual of the APA* (2010) states, “Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. *Each time* you paraphrase another author, you need to credit the source in the text” (p. 15).

The School of Social Work will hold a Level 2 or 3 Student Review for any student who is alleged to have plagiarized or cheated in any of their academic courses.

8.3 Procedures regarding student grades/papers

The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects, or exams that were not returned to them in class. Any remaining papers, projects or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

8.4 Resources for students:

- UNO Grace Abbott School of Social Work, [http://socialwork.unomaha.edu](http://socialwork.unomaha.edu)
- UNO Counseling Center, [http://counseling.unomaha.edu](http://counseling.unomaha.edu)
- UNO Speech Center, [http://www.unomaha.edu/speechcenter](http://www.unomaha.edu/speechcenter)
- UNO Writing Center, [www.unomaha.edu/writingcenter](http://www.unomaha.edu/writingcenter)
- Online Writing Lab (OWL) at Purdue, [http://owl.english.purdue.edu/owl](http://owl.english.purdue.edu/owl)

11-11-2011

Appendix: Cultural Interview Exercise

- Generation in US?
- Nationality, ethnicity, “race” – level of identification?
- Language(s) spoken?
- Religion/spirituality/agnosticism/atheism
- Individuality vs. family/community orientation, decision-making
- Social roles (spouse, child, parent, partner, friend, etc.)
• Socio-economic status (and has it changed during their lifetime or across generations?)
• Acquisitive vs. sharing orientation toward belongings/material possessions
• Work and recreation preferences, attitudes, beliefs
• Parenting practices
• Customs, rituals, traditions that are significant
• Superstitions, folk beliefs
• Rules/norms regarding interactions, manners, touch, eye contact, gestures, etc.
• Assertiveness vs. passivity
• How emotions are expressed; how disagreements are handled
• Beliefs and practices regarding health, illness, mental health, indigenous healing or healers
• Gender, birth order, age, housing arrangements
• Food/drink, beliefs about eating/alcohol/drugs
• Arts, sports, dress, colors
• Major values/beliefs/attitudes
• Current prejudices about other groups?
• Extent to which they have experienced prejudice and/or oppression?
• Extent to which they benefit from social privilege?
• What “other” groups are they most comfortable around? Why?
• What “other” groups are they least comfortable around? Why? How do they plan to address this discomfort?
• What about their culture makes them most proud? Least proud?
• Feel free to explore any other salient cultural factors or issues in addition to these