I. Catalogue Description
This course prepares students for generalist social work practice in a multicultural society. It discusses Afro-Americans, Hispanics, American Indians, and Asian Americans and implications are drawn for social policy.

II. Course Description
This course examines the way social, economic, and cultural processes (including religiosity and community life) mediate the relationship between societies, families and individual well-being. It discusses social work issues with respect to African Americans, Latinos, American Indians and Asian Americans, and implications are drawn for social policy and social work practice.

III. Course Competencies and Practice Behaviors
Successful completion of this course implies that students will have progressed towards achieving the core social work competencies by demonstrating the following behaviors:
<table>
<thead>
<tr>
<th>Competencies Addressed In Course</th>
<th>Practice Behaviors Addressed In Course</th>
<th>Assignment(S) Measuring Behavior</th>
</tr>
</thead>
</table>
| 2.1.1: Identify as a social worker and conduct one-self accordingly. | • Advocate for client access to the services of social work.  
• Attend to professional roles and boundaries.  
• Demonstrate professional demeanor in behavior, appearance and communication. | ~ Critical Analysis Paper (1)  
~ Cultural Self-Assessment & Critical Analysis Paper (3) |
| 2.1.2: Apply SW ethical principles to guide professional practice | • Recognize and manage personal values in a way that allows professional values to guide practice.  
• Make ethical decisions by applying standards of the NASW  
• Apply strategies of ethical reasoning to arrive at principled decisions. | ~ Critical Analysis Paper (2)  
~ Cultural Self-Assessment & Critical Analysis Paper (3) |
| 2.1.3: Apply critical thinking to inform and communicate professional judgments | • Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.  
• Analyze models of assessment, prevention, intervention and evaluation.  
• Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues. | ~ Critical Analysis Paper (2)  
~ Critical Analysis Paper (2)  
~ Critical Analysis Paper (2)  
~ Cultural Self-Assessment & Critical Analysis Paper (3) |
|---|---|---|
| 2.1.4: Engage diversity and difference in practice | • Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.  
• View selves as learners and engage those with whom they work as informants. | ~ Critical Analysis Paper (2)  
~ Cultural Self-Assessment & Critical Analysis Paper (3)  
~ Critical Analysis Paper (2)  
~ Cultural Self-Assessment & Critical Analysis Paper (3) |
| 2.1.5: Advance human rights and social and economic justice | • Understand the mechanisms of oppression and discrimination.  
• Engage in practices that advance social and economic justice. | ~ Critical Analysis Paper (1)  
~ Critical Analysis Paper (2)  
~ Cultural Self-Assessment & Critical Analysis Paper (3)  
~ Cultural Self-Assessment & Critical Analysis Paper (3) |
<table>
<thead>
<tr>
<th>2.1.6: Engage in research-informed practice and practice-informed research</th>
<th>• Use research evidence to inform practice.</th>
<th>~ Critical Analysis Paper (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.9: Respond to contexts that shape practice</td>
<td>• Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td>~ Critical Analysis Paper (2)</td>
</tr>
<tr>
<td>2.1.10a: Engage with individuals, families, groups, organizations and communities.</td>
<td>§Develop a mutually agreed-on-focus of work and desired outcomes.</td>
<td>~ Case studies on service delivery efforts with different population groups.</td>
</tr>
<tr>
<td>2.1.10b: Assess individuals, families, groups, organization and communities.</td>
<td>§Develop mutually agreed-on intervention goals and objectives. §Select appropriate intervention strategies.</td>
<td>~ Case studies on service delivery efforts with different population groups. ~ Case studies on service delivery efforts with different population groups</td>
</tr>
<tr>
<td>2.1.10c: Intervene with individuals, families, groups, organizations and communities.</td>
<td>§Initiate actions to achieve organizational goals.</td>
<td>~ Case studies on service delivery efforts with different population groups.</td>
</tr>
</tbody>
</table>
IV. Course Content

Week 1: Saturday, March 28th
Topic: An Introduction to: What is Cultural Competence? & Exploring Our Differences

Required Readings

Recommended Readings:
~ Helms (2000) “Who needs a color blind society” A Race is a Nice Thing to Have. (Chapter 1) Topeka, KA: Content Communications.
~ Helms (2000) “I’m not Color Blind” A Race is a Nice Thing to Have. (Chapter 2) Topeka, KA: Content Communications.

Week 2: Saturday, April 4th
**Assignment 1 Critical Self-Reflection Paper Due**
Topic: Foundations for Cultural Competence & Social Justice

Readings
Recommended Readings:

Week 3: Saturday, April 11th
Topic: Characteristics of the Old and New Immigrant Groups

Readings
Guest Speaker: Shiva Bidar-Sielaff. Director of Community Partnerships UW Health.

Week 4: Saturday, April 18th
Topic: Cultural Competence with LGBT Individuals, Families, and Groups

Readings
Guest Speaker: Owen Karacher, bilingual therapist at CANOPY Center.

Week 5: Saturday, April 26th
**Assignment 2 Critical Analysis Paper Due**
Topic: Criminalizing Darkness

Readings

Week 6: Saturday, May 2nd
Topic: Cultural Competence with Persons with Disabilities

Readings
Week 7: Saturday, May 9th
**Assignment 3 Cultural Competency Self-Assessment Paper Due**

**Topic: Women, Pathology of Matriarchy, & Family**

Readings:


Week 8: Saturday, May 16th

**Topic: Cultural Competence with First Nations Peoples & The Legacy of Tribal Termination**

Readings:


V. Required Course Texts:


VI. Evaluation of Competencies and Practice Behaviors: Methods, Assignments, Grading, and Methods

**Grading Scale:**

Points earned on each assignment and your final grade will be assigned as follows:

A 94-100 outstanding; surpasses expectations in all areas
AB 88-93 surpasses expectations in many areas
B 82-87 meets expectations in all areas
BC 76-81 meets expectations in some areas; below in others
C  70-75  below expectations in most areas, not acceptable graduate work
D  64-69  below expectations in all areas
F  <64   fails to meet minimal expectations in all areas, not acceptable work

Evaluation Factors  Date Due  Points
1.  Class Participation  Ongoing  25
2.  Reflection Paper (1) Self-Reflection  April 4th  25
3.  Reflection Paper (2) Agency/Work Place CC Assessment  April 25th  25
4.  Cultural Competence Self-Assessments (Pre & Post-test) and Reflection Paper (3) May 9th  -25
Total Points:  100

Extra Point options: (1 extra point each)
Each reflection paper should be no longer than one page. You will be ask to describe the issues that interested you the most, new things you learned and how this will shape your professional life as a social worker. More information provided in the “Assessment Folder” at Learn@UW.

•  One page reflection paper of the article:
•  One page reflection paper on presentation given by Guest Speakers.

Assignments
1.  Class Participation
   This course will challenge you in issues of race, culture, gender, nationality, politics, and social policy. In order to engage in meaningful learning students will be asked to participate in small and large group discussions, as well as, lead the class in discussion around required readings. Each student will be asked to facilitate discussion of an assigned weekly reading, as well as bring weekly examples that implies racial and ethnicity issues. This will be explain on the first day of class. You can also find written instructions in the “Assessment Folder” at Learn@UW Ongoing 25 points.

2.  Critical Self-Reflection Paper (1 of 3)
   Over the course of the semester, you will be required to write (3) Critical Analysis papers based on readings and course materials. These papers will be due no later than the beginning of class on the day they are due. You can earn up to 25 points for each paper.

   The purpose of the assignment is to encourage critical self-reflection. Understanding your own racial and cultural background is a crucial first step in developing cultural sensitivity. This process is intended to help you understand how your own ethnicity and experiences affect your beliefs, thoughts, and biases with respect to groups that are different that your own.

   In this paper, students should do and in-depth and thoughtful assessment of their roots and background. Students will be required to describe and explain their:
1. Background.
2. Family and group experiences.
3. Reflection on race and ethnicity.
4. Identify the areas of self awareness that the student feels is important to develop or improve.

A rubric for reflection paper will be provided in class and online

3. Critical Analysis Paper (2 of 3)
   For these papers you will be asked to evaluate the cultural competency of your agency, school, or other due no later than the beginning of class on the day they are due. You can earn up to 25 points

   In this paper, students will formally and critically evaluate the level of cultural competence as it pertains to --knowledge and practice-- in their work, school, or agency setting. Students will identify only one of these settings and conduct a formal assessment. Students will then be required to read and respond to the following:

1. Describe your agency
   a. What is the population that you serve?
   b. Is the space and environment representative and welcoming of all the clients it serves?
2. Review the NASW Standards for Cultural Competence
3. Formally assess the level of cultural competence by determining:
   a. What is the overall knowledge level of cultural competence at your agency?
   b. What training in cultural competency has your agency been through?
   a. What standards of culturally relevant (CR) practice are present?
   b. What standards of CR are lacking/missing/or being ignored?
   c. Of those missing elements, what are the impediments?
4. What steps would you recommend your agency take in order to begin or continue the practice of culturally relevant work?
5. What steps can you take to advocate or begin this process in your agency?

A rubric for reflection paper will be provided in class and online

3. Cultural Competence Self-Assessment(s) and Reflection Paper (3 of 3)
   Two times during the semester (At the beginning and towards the end of the semester), each student will be required to complete the “Social Work Cultural Competencies Self-Assessment”. The completed pre and post self-assessment in addition to a 3-4 -page critical analysis paper will be required. 25 points

A rubric for reflection paper will be provided in class and online

VII. Course Policies
Attendance
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

Promptness
Prompt arrival to all courses is required.

• Instructors may take actions they deem appropriate if a student is consistently tardy
• Instructors may also consider a significantly late arrival or early departure as an absence

Absence
To ensure a quality educational experience, students must attend and participate in classes.

• Attendance will be taken at each class and students’ level of participation noted
• Excused & Unexcused Absences:
  ~ The first unexcused absence will result in a student’s grade being dropped one full grade
  ~ The second unexcused absence will place the student at risk for failing the course
  ~ On a case by case basis, it is left to the instructor’s discretion as to what is defined as an excused absence as well as to determine appropriate follow up plans
  • Additional pass/fail make-up work appropriate for the content missed will be assigned for excused and unexcused absences. For any excused or unexcused absence, students will be required to complete a fourth paper based on the lecture and materials missed. Please see instructor for further instructions on completing fourth reflection paper.
• Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.
• Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an excused absence.

Inclement Weather Policy

• If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
• If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work may be assigned.
• If classes at one or both sites are cancelled by the Program Director and Co-Director, then no makeup assignment will be required for those respective students; however, the class
time will be rescheduled. The Program Coordinator will notify students by email within 72 hours of the cancellation regarding the planned class day/time additions.

**Late Assignment Policy**
The assignments listed above are due at the beginning of the class period at Learn@UW on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. **Unapproved late assignments will be marked down three points for each day they are late.**

**Reading Assignments**
You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

**Written Assignment Policy**
All written assignments are to be either typed or computer-generated. Please format these assignments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). All assignments should be checked thoroughly for correct spelling and grammar.

**Accommodations**
Those students requiring accommodation for meeting class expectations, as approved by the McBurney Center, must provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) in the first week of the semester. Please contact the McBurney Center at [www.mcburney.wisc.edu](http://www.mcburney.wisc.edu); Email at [mcburney@odos.wisc.edu](mailto:mcburney@odos.wisc.edu); Phone at 608-263-2741; NEW--reach by text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 1305 Linden Drive, Madison, WI 53706

**Professional Behavior in the Classroom**
In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. We will spend time on the first day creating additional group rules to build feelings of psychological safety and respect.

**Use of Technology in the Classroom**
In order to learn, you must be respectful to your fellow classmates, teaching assistant and instructor by using technology appropriately in the classroom. Please turn off your cell phones at the start of class, do not send or receive text messages and do not use laptops for anything other than taking lecture notes. If you use your cell phone or send and/or receive text messages during class, you
will be asked to leave the classroom. If you use your laptop for anything other than lecture notes, you will not be allowed to use your laptop in the class for the remainder of the semester.