I. COURSE

A. Catalog Description
   Prerequisite: 34 hours in social work or consent of instructor.
   Methods and skills for effective practice in oppressed urban communities or with
   multicultural groups, such as African-American, Hispanic, Asian-Americans, Native-
   Americans, gay men, lesbians, women and the poor.

B. Purpose
   This course focuses on methods and skills of practice with diverse cultural groups in
   oppressed urban communities. Students learn methods and skills for playing a
   collaborative role for the empowerment of people in oppressed urban communities.

II. COURSE OBJECTIVES
   Upon completion of this course students will be able to:

   1. detail advanced methods for acknowledging and confronting personal and
      societal biases based on gender, age, class, race, ethnicity, sexual or
      affectional preferences, physical/mental abilities, religious/spiritual beliefs,
      and cultures;
   2. demonstrate effective skills for working with multicultural groups, in building
      multicultural organizations, networks and coalitions;
   3. demonstrate advanced skills in leading people to move toward social justice
      in a multicultural society;
   4. identify the major points at which cultures may come into conflict, and
      identify the methods that are necessary to generate multicultural
      cooperation;
5. demonstrate skills which empower both minority and majority practitioners in working inside and outside their cultures;
6. effectively apply research skills for assessing the efficacy of social work practice in multicultural environments.

III. COURSE CONTENT
This course prepares students to examine different theoretical and conceptual frameworks for practice with multicultural populations. Students develop a capacity for cultural self-assessment and a level of awareness of their own cultural limitations before examining diverse populations. Students examine the principles of a culturally competent system from the individual, organizational, community and practice level. The course focuses on theories of culture and inequality, and the help-seeking behaviors of multicultural groups. Special attention is given to self-awareness, values clarification, and ethnographic research as a tool for describing a group or culture and means for gaining a deeper understanding and appreciation of cultural diversity.

IV. COURSE STRUCTURE
This course will be conducted as an advanced and highly interactive seminar. This course is organized to examine different theoretical and practice frameworks for enhancing culturally competent multicultural practice with oppressed populations. Classes may include lectures, class discussion, structured in-class group experiences and exercises, guest lectures, and/or media presentations. **Active participation in class is a significant component of the course and is essential to learning.** Professor and students will create an open, collaborative and respectful atmosphere which allows for sharing of different perspectives to assure maximum learning and growth.

V. TEXTS

**Required Text:**

**Additional Readings:** A selection of journal articles and book chapters have been identified as required reading for the course. These will be posted on blackboard vista throughout the semester.
VI. COURSE REQUIREMENTS

A. Reading Assignments
The attached course outline details the anticipated progress of the course and weekly assigned readings have been selected to prepare students to take full advantage of the class time. Additional reading assignments will be posted on Blackboard Vista. To maintain the interactive nature of this course, students are expected to complete assigned readings and to be prepared for thoughtful discussions.

B. Written Assignments/Class Presentations/Projects

1. Social Work Cultural Competencies Self-Assessment
Students will complete pre-test and post-test of Doman Lum’s Social Work Cultural Competencies Self-Assessment. Results will be reviewed and discussed within class.

2. Cultural Self-Assessment Paper & Presentation
Each student will identify and explore their cultural/ethnic background through a structured list of questions provided by the Professor. Students will then have an opportunity to share their findings in class discussions. Specific guidelines for the preparation of this paper and grading rubrics will be distributed separately.

3. Focused Group Discussions & Journal
Through four scheduled focused group discussions, students will have an opportunity to participate in meaningful and respectful dialogues about multicultural practice issues, as well as challenges and struggles in becoming culturally competent. Group discussions will be structured in a manner to encourage student exploration and sharing of individual perspectives in a safe, respectful, yet strong learning environment. The Professor, as facilitator of this work, will create an atmosphere for sharing, exploring, and addressing how social workers can mindfully address these biases in practice. At the end of the discussions, students will submit a journal reflecting their experiences within the group. Guidelines for preparation of journal and grading rubrics will be distributed separately.

4. Blackboard Vista Work
Blackboard Vista will be utilized to compliment the learning and work in this interactive class work. Students will be required to fully participate on blackboard vista on a weekly basis to access supplementary reading.
materials, resources, and updates. Vista will often be used for submission of course assignments. Students are urged to stay abreast of key issues that may be of interest to the class and to share these through blackboard vista.

5. Multicultural Project
The multicultural project represents the most significant assignment of the Multicultural Practice course. It is designed to allow students, within a group to immerse themselves into a cultural group for intense study and learning. Students are encouraged to select oppressed and disenfranchised cultural groups that they know little or nothing about and that reflect a population that they might encounter in their future social work practice. Students will be assigned to small groups to prepare this project. The project will allow students to select an issue and target population for exploration and immersion (e.g. health care disparities and African Americans, school dropout rate with Latino youth, teen pregnancy with Caucasians). Specific guidelines for the preparation of this project and grading rubrics will be distributed separately.

C. Class Attendance and Participation
One critical measure of a student’s learning is the level of participation in the classroom. Consistent and ongoing class preparation, full class attendance and contribution to discussions will be an expectation of every student. Students will receive points for class attendance and participation as well as participation in class exercises. Any necessary absences must be discussed with the Professor in advance. Should a student’s grade be marginal, attendance and class participation records will influence the final grade.

VI. EVALUATION AND GRADING

A. Grades will be assigned on the following basis:
   Class Attendance & Participation 15%
   Focused Group Discussion & Journal 25%
   Cultural Competency (pre & post) 10%
   Cultural Self-Assessment Paper & Photo Voice Presentation 20%
   Multicultural Project 30%
B. Final course letter grades are based on the scale below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96 – 100</td>
<td>C+</td>
<td>76-79.9</td>
</tr>
<tr>
<td>A-</td>
<td>92-95.9</td>
<td>C</td>
<td>72-75.9</td>
</tr>
<tr>
<td>B+</td>
<td>88-91.9</td>
<td>C-</td>
<td>68-71.9</td>
</tr>
<tr>
<td>B</td>
<td>84-87.9</td>
<td>D+</td>
<td>64-67.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-83.9</td>
<td>F</td>
<td>Below 64</td>
</tr>
</tbody>
</table>

C. Incomplete Grades
The grade of I (incomplete) is a conditional and temporary grade given when students are passing a course but, for reasons beyond their control, have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for requesting an incomplete grade.

D. Late Assignments
Late assignments will result in the lowering of the otherwise earned grade. Late assignments will be accepted only if prior arrangements have been made with the Professor.

VIII. POLICY ON ACADEMIC DISHONESTY AND PLAGIARISM
Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one’s work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an “I” for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA format (or as approved by the Instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number (s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.
Academic dishonesty includes using any other person’s work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see Instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook.

VIII. CONSULTATION
Students are encouraged to consult with the Instructor especially as it pertains to Students’ performance in the course. The Instructor can be reached by phone at or by email at aabhabrownlmsw@gmail.com.

IX. AMERICANS WITH DISABILITIES STATEMENT
Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. For more information and/or assistance, please contact the Center for Students with Disabilities at 713-743-5400. Instructors may not provide accommodations without supporting documentation from the UH Center for Students with Disabilities.
### SOCW7321: MULTICULTURAL PRACTICE
Course Outline and Weekly Reading Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 14</td>
<td><strong>Introduction/Course Overview</strong></td>
</tr>
<tr>
<td></td>
<td>Introductions</td>
</tr>
<tr>
<td></td>
<td>Creating a Comfortable &amp; Safe Environment for Dialogue</td>
</tr>
<tr>
<td></td>
<td>Social Work Cultural Competencies Self-Assessment (Pre-Test)</td>
</tr>
<tr>
<td>January 21</td>
<td><strong>SCHOOL CLOSED - Martin Luther King Jr. Day</strong></td>
</tr>
<tr>
<td>January 28</td>
<td>Defining Multicultural Practice &amp; Culturally Competent Practice</td>
</tr>
<tr>
<td></td>
<td>Lum – Chapter 1 Culturally Competent Practice</td>
</tr>
<tr>
<td>February 4</td>
<td>The Importance of Context in Social Work Practice</td>
</tr>
<tr>
<td></td>
<td>The Framework for Culturally Competent Practice</td>
</tr>
<tr>
<td></td>
<td>Lum – Chapter 2 Social Context; Chapter 4 Framework for Cultural Competence</td>
</tr>
<tr>
<td>February 11</td>
<td>Cultural Awareness for the Practitioner</td>
</tr>
<tr>
<td></td>
<td>Lum – Chapter 5 Cultural Awareness</td>
</tr>
<tr>
<td>February 18</td>
<td>Acknowledging and Confronting Personal &amp; Societal Biases</td>
</tr>
<tr>
<td></td>
<td>Cultural Self-Assessment Assignment Due</td>
</tr>
<tr>
<td></td>
<td>Class Presentation &amp; Processing</td>
</tr>
<tr>
<td>February 25</td>
<td>Developing the Multicultural Practitioner</td>
</tr>
<tr>
<td></td>
<td>Lum – Chapter 6 Knowledge Acquisition</td>
</tr>
<tr>
<td></td>
<td><strong>Focused Group Discussion #1</strong></td>
</tr>
<tr>
<td>March 4</td>
<td>Developing the Multicultural Practitioner</td>
</tr>
<tr>
<td></td>
<td>Lum - Chapter 7 Skill Development</td>
</tr>
<tr>
<td></td>
<td><strong>Focused Group Discussion #2</strong></td>
</tr>
<tr>
<td>March 11</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 18</td>
<td>Multicultural Practice in a Global Context</td>
</tr>
<tr>
<td></td>
<td>Lum – Chapter 3 Human Rights and Social &amp; Economic Justice</td>
</tr>
<tr>
<td></td>
<td><strong>Focused Group Discussion #3</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>March 25</td>
<td>Promoting &amp; Encouraging Ongoing Cultural Competence</td>
</tr>
<tr>
<td></td>
<td><strong>Focused Group Discussion #4</strong></td>
</tr>
<tr>
<td>April 1</td>
<td>Guest Lecture – Multicultural Practice with Culturally Diverse Groups</td>
</tr>
<tr>
<td></td>
<td><strong>Multicultural Practice Worktime</strong></td>
</tr>
<tr>
<td>April 8</td>
<td>Guest Lecture - Multicultural Practice with Culturally Diverse Groups</td>
</tr>
<tr>
<td></td>
<td><strong>Multicultural Practice Worktime</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Focused Group Discussion Journals Due</strong></td>
</tr>
<tr>
<td>April 15</td>
<td>Guest Lecture - Multicultural Practice with Culturally Diverse Groups</td>
</tr>
<tr>
<td></td>
<td><strong>Multicultural Practice Worktime</strong></td>
</tr>
<tr>
<td>April 22</td>
<td><strong>Multicultural Practice Project &amp; Poster Session</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Course Evaluations</strong></td>
</tr>
<tr>
<td>April 29</td>
<td>Final Reflections on Culturally Competent Practice</td>
</tr>
<tr>
<td></td>
<td>Lum – Ch. 18 Some Reflections on Culturally Competent Practice</td>
</tr>
<tr>
<td></td>
<td><strong>Social Work Cultural Competencies Self-Assessment (Post Test)</strong></td>
</tr>
</tbody>
</table>
SOCW 7321: MULTICULTURAL PRACTICE

BIBLIOGRAPHY


