Glendale Community College
Syllabus and Course Outline
SPRING 2010

Instructor: Jackie Davidson LCSW, MSW
Class meets Mon, Wed 1-2:50 CL 11 2/10 – 5/12
Email: Jacqueline.Davidson@gc.maricopa.edu
Office Hours are by appointment so please e-mail me if you wish to meet with me.

I. Name and Number of Course: SWU 292 Effective Helping in a Diverse World #59869
II. Program Level: BSW: Pre-Professional
III. Course Requirements: Credit: 3 semester hours
    Required: All BSW Students
    Prerequisite: PGS 101 or SOC 101
    Pre- or Corequisite SWU 171, SWU 291

IV. Course Description:
Theoretical foundation and skill base for effective culturally competent communication and interviewing with individuals, families, small groups, and larger systems.

V. Course Rationale:
This course is designed to provide students with the theoretical and practical foundation necessary for beginning social work practice in a diverse world. It focuses on understanding the helping relationships and the basic communication processes that are required to effectively communicate with clients of diverse backgrounds i.e., racial/ethnic, age, gender, and sexual orientation, as well as clients with diverse socioeconomic and ability/disability statuses. The course provides students with the basic understanding and skills needed to begin effective culturally competent communication, which is the foundation for building effective interviewing skills.

VI. Course Objectives:
At the end of the course, students will be able to:
1. Demonstrate an understanding of the importance of self-awareness and self reflection by examining, and understanding the implications of, their own personal, cultural values, beliefs and biases and their impact on generalist social work practice.
2. Demonstrate a conceptual knowledge of culture and its impact on human behavior, recognizing the strengths that exist in all cultures.
3. Describe the basic components of helping relationships and how they differ from other relationships.
4. Explain the strengths of ethnographic interviewing, and barriers to an effective cross-cultural interview, in a professional helper context.
5. Demonstrate the process of trust building using naturalistic inquiry and the naturalistic paradigm.
6. Demonstrate skilled listening and an understanding of basic communication processes with persons of similar and diverse backgrounds.
7. Explain the value base of the social work profession, and its implications for practice skills with diverse clients.
8. Explain the roles of both culture and social work in the helping and change process.
9. Articulate the quality and characteristics of an effective helper.
VII. **Course Units:**

**Unit One: Framework for multi-cultural understanding and the human service worker.**
A. Ethics and other professional responsibilities
B. Case Management – assessing, planning, linking, and monitoring
C. Culture and its impact on human behavior
D. The strengths perspective and empowerment model of human behavior
E. The value base of the social work profession with a focus on diversity and practice skills
F. Methods of helping and healing within ethnic, cultural and racial groups
G. Becoming culturally competent

**Unit Two: Elements and Techniques of interpersonal communication in professional helping relationships**
A. Examining Attitudes and Perceptions
B. Barriers to effective communication
C. Active listening and empathy
D. Ethnographic interviewing
E. The change process and the social work role in a multicultural context
F. Creating an effective helping relationship.

**Unit Three: Personal and Professional Development**
A. Developing self-awareness
B. Understanding cultural assumptions and value differences
C. Understanding the implications of one’s values and beliefs in the helping relationship.
D. Professional self-development
E. Compassion and professional boundaries
F. Social worker self-care

VIII. **Key Concepts:**

helping relationship  empathy
cross-cultural communication  cultural assumptions and biases
 cultural competence  unconditional positive regard
social work values  establishing trust
self-reflection  barriers to cross-cultural communication
self-awareness  active listening
ethnographic interview  motivation and resistance
naturalistic paradigm  verbal and nonverbal communication
case management  ecological model
strengths perspective  professional boundaries
generalist social work practice  critical thinking
Code of Ethics  self care

IX. **Required Texts:**


Assigned readings posted on Blackboard. On the syllabus, these assigned readings will be preceded with (BB).

The instructor may periodically assign additional readings or make substitutions. Readings may be put on reserve in
Resources Available:


X. Classroom Expectations:

**Attendance** and **participation** are mandatory since classroom interaction is critical to mastering the subject matter, especially in a seminar course. Attendance will be taken each class session. Students are expected to stay for the entire session; if a student leaves before the end of class without a pre-approved arrangement with the instructor an absence will accrue.

**Lateness** to class is disruptive to the educational process for the class as well as the individual and will result in the reduction of points for the Attendance and Participation grade. **Punctuality** is most important!

You can miss two class sessions without any penalty to your grade. After two missed classes you will lose 5 points for each subsequent absence. The reason for this policy is because you cannot learn if you do not attend and participate.

Students are responsible for knowing material covered during a missed class, **including any changes in class assignments or schedule** and for making up any in-class assignments that were missed.

**Active participation** is expected and should include integration of personal and professional experience, critical analysis of assigned readings, and should demonstrate critical thought. Stated differently this means that everyone is expected to speak in class discussions about the assigned readings with no student dominating the discussion and **no student remaining silent**. Since this is a seminar class, failure to participate regularly in discussions will result in a lower grade.

**Active participation also means active listening.** a necessary skill for a good social worker. This includes listening attentively when others are speaking, not having “side-bar” conversations which are very disruptive to the learning process for other students, and paying attention to your non-verbal responses. The person speaking deserves your full attention and respect, regardless of the point of view shared by colleagues. The class participation component of the grade will be based on contributions to the class discussion.

There will be **NO use of computers** in class since they distract from classroom activity unless approved by instructor. **Use of cell phones or other electronic equipment will not be tolerated.**

There is a zero tolerance policy for disruptive classroom behavior. You may be asked to remove yourself from the room and potentially from the class or the program.

**Please bring to class the book we will be using that day.**

The instructor reserves the right to change or amend the syllabus.
XI. Grading

This class is based on 100 points. The point breakdown for the assignments is below.

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Participation/Attendance</td>
<td>A</td>
</tr>
<tr>
<td>Value Reflection paper (due 3/8)</td>
<td>B</td>
</tr>
<tr>
<td>Ethnographic interview reflecting Cross-cultural Understanding paper (due 4/19)</td>
<td>C</td>
</tr>
<tr>
<td>Group Project and Presentation (15 for content, 5 for group participation eval)</td>
<td>D</td>
</tr>
<tr>
<td>Reflection papers on 2 articles (2/24 &amp; 3/31) (5 points each)</td>
<td>E</td>
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</tbody>
</table>

Total 100

This class will not utilize the plus/minus system. Grades will be straight letter grades based on the following breakdown.

An “A” grade at the undergraduate level means that a student is doing outstanding or excellent work. The student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an “A” grade a student must go well above and beyond the basic expectations for the course.

A “B” grade at the undergraduate level means that a student is doing above average work. The student attends class regularly, hands in all of the course assignments and demonstrates (at the very least) a strong grasp of the material.

A “C” grade at the undergraduate level means that a student is doing at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A “D” or “E” at the undergraduate level means that a student is doing unacceptable work. The student misses classes, does not turn in assignments, and/or demonstrates a lack of understanding of course concepts.

XII. Assignments:

All papers are to be typed and double-spaced, APA format. A hard-copy is to be turned into class on the due date. None will be accepted via computer. 5 points are deducted if not turned in at the start of class.

Values Reflection paper (due 3/8)

For this assignment you are to use the NASW Code of Ethics (Appendix D in Leigh’s textbook) and the NASW Standards for Cultural Competence as the foundation and backdrop for your exploration.

Then you are to read the article on Blackboard by Michael Spencer which should be a catalyst to examine social justice principles and your writing should reflect the thoughts and principles he raises.


Answer the following in order and divide your paper into the following sections:

1. Do you identify with any of Spencer’s experiences/ reflections? If so, why? If not, why not?
2. Identify your own background in terms of culture, country of origin, ethnicity, gender, age, class, religion, sexuality, etc.
3. How did your social identity develop and shape your personal value system?
4. Any areas of social work, types of client situations and/or personalities where you might struggle due to your value system. (** below)
5. How might a bias affect a social worker’s practice?
6. What are possible strategies to work through your biases?

Do NOT screen your writing and thinking; dialog with yourself in an honest way regarding your own biases toward a meaningful end. It should be a minimum of 4-6 pages to cover the points adequately. The amount of thoughtfulness will determine your grade. It must be double-spaced in 12 point font and will not be accepted if it is not STAPLED!

(**The following are some areas of social work to consider:

Ethnographic Interview paper reflecting Cross-Cultural Understanding (due 4/19)

In the first assignment you identified your own background and your personal value system. The key to your effectiveness as a social worker is to be aware of how your values impact your worker-client relationship.

This assignment is to identify in detail at least 2 major differences that could possibly have an effect on your working relationship with a client. Conduct an interview with a client who is different from your background in at least two major ways. For example if you are a White Catholic married Female in your mid 20’s you might choose a Mexican Single Male who is recently immigrated to Arizona and discuss how your race, your socio-economic status, your marital status, your religion, and/or your gender could impact your working relationship with this client.

Using Leigh’s description of ethnographic interviewing you will conduct an ethnographic interview of this individual as a community member (no boyfriends, girlfriends or family) who agrees to assist you. The focus of the interview will be on the interviewee’s culture, values, background, etc. It would be most helpful for you if you use an audiotape during the interview because it will help you write your paper.

Tell them that you are a social work student, and you are expected to work with people whose backgrounds, cultures, beliefs, etc. differ from your own. Also tell them that you will not use their names. You may want to discuss discrimination in society and how the person has experienced discrimination. You may want to discuss the person’s plans for the future and how his or her culture figures into the plans. In other words, you will elicit a brief description of some aspect of the informant’s life, such as religious practices, family celebrations, rites of passage, or community life that highlights strengths of the individual’s culture and beliefs and focuses on capacity building or empowerment at the individual, group or community level.

You will write a paper about the interview and what you learned about that person and just as important what you learned about yourself and how you deal with differences.

Answer the following in order and divide your paper into the following sections:

INTERVIEW CONTENT:
• Describe the client, client’s background and how discrimination has impacted his/her life
• How have economic, social, and political realities impacted the client’s group?
• How do the client’s values, beliefs, culture, etc. differ from your own?
• Did you learn anything about yourself and how you deal with differences (reactions you may have had when listening to the person’s story)?

**ETHNOGRAPHIC INTERVIEW STYLE:**

Do an analysis of the interview using specific examples about how you incorporated each of the following points of Leigh’s ethnographic interviewing into your interview:

- The use of friendly conversation (Leigh’s book, ch. 6)
- Setting the purpose (ch. 7)
- Expressing ignorance (ch. 6)
- Global questions (ch. 8)
- Cover terms (ch. 9) and descriptors (ch. 10)

This paper is expected to be 4-5 pages of text. It must be double-spaced in 12 point font and will NOT be accepted if it is not STAPLED!

**Two reflection papers are assigned in the Schedule section of the syllabus**

**Group Presentation**

There will be a group project and presentation due toward the end of the semester. Further instructions for this assignment will be forthcoming.

**XIII. Schedule:**

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introductions, Syllabus Review, class expectations</td>
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<tr>
<td>2/10</td>
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<tr>
<td>2/15</td>
<td>PRESIDENT’S DAY HOLIDAY</td>
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<tr>
<td>2/17</td>
<td>Ethics and other professional responsibilities in Case Management</td>
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<tr>
<td></td>
<td>Summers ch. 1 Prepare to discuss</td>
</tr>
<tr>
<td>3</td>
<td>History of Case Management; racial prejudice, “whiteness”, “colorblindness”</td>
</tr>
<tr>
<td>2/22 &amp; 2/24</td>
<td>Summaries ch. 2 Prepare to discuss</td>
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**DUE 2/24 REFLECTION PAPER ON:**


Your assignment is to read the above article and comment on 2 points you found particularly poignant or of interest to you and why. Do this on 1 typed page, double-spaced.

Video “Race: The World’s Most Dangerous Myth”
Week 4  Cultural competency; privilege, oppression, differences
3/1 & 3/3  Leigh chs. 1 & 2 Prepare to discuss


Naturalistic Inquiry, Conceptual knowledge
Leigh Ch. 3, 4 Prepare to discuss

Week 5  Friendly Conversation; Euro-ethnics, immigrants

Leigh ch. 6 Prepare to discuss
DUE 3/8 VALUE REFLECTION PAPER

3/15 & 3/17  SPRING BREAK

Week 6  Ethnographic interviewing; Setting the Stage, expressing ignorance
3/22 & 3/24  Leigh ch. 7 Prepare to discuss

Asian culture
Article to be assigned Prepare to discuss

Week 7  Attitudes and Boundaries; GLBT issues
3/29 & 3/31  Summers ch. 5 Prepare to discuss

DUE 3/31 REFLECTION PAPER ON:

Your assignment is to read the above article and write about the competencies you feel are most important for social workers in general to have in order to best work with this population. Also, what attributes would you personally need to develop to be effective with this population? No more than 2 typed pages, double-spaced, stapled.

VIDEO “Laramie Inside Out”

Week 8  Native American Culture; global questions

Leigh ch. 8 Prepare to discuss
Week 9 Reflective Listening and Responding; reflecting empathy; African Americans
4/12 & 4/14 Summers ch. 8 Prepare to discuss

Week 10 Cover terms; work with Arab Americans
4/19 & 4/21 Leigh ch. 9 Prepare to discuss

DUE 4/19 ETHNOGRAPHIC INTERVIEW PAPER


Week 11 Descriptive Questions; working with Hispanics/Latinos
4/26 & 4/28 Leigh ch. 10

Article to be assigned

Week 12 Group Presentations
5/3 through 5/10