



# GRACE ABBOTT SCHOOL OF SOCIAL WORK

## ETHNIC DIVERSITY AND SOCIAL WORK PRACTICE

SOWK 4050/8056 | 3 credit hours

Class Meetings: TBD

**Instructor:** TBD

**Office:** TBD

**Office Phone:** TBD

**Email:** TBD

**Office Hours:** TBD

**Department:** Grace Abbott School of Social Work

**Main Office:** 206 CPACS

**Dept. Phone:** 402.554.2793

**Dept. Email:** [graceabbott@unomaha.edu](mailto:graceabbott@unomaha.edu)

### COURSE INFORMATION

#### Description

This course focuses on effective social work practice with ethnic diversity. Students critically examine different theoretical frameworks to understand ethnic diversity. Current major ethnic groups in American society are explored regarding demographics, history, worldviews, cultural traditions, and social welfare. The goal is to deepen student's basic knowledge, skills, and values of ethnic diversity in relation to family structure, gender roles, caregiving, and help-seeking behaviors. In addition, attention is given to immigrants, refugees, and persons who identify as multi-ethnic.

#### Rationale/Overview

The proposed course aims to encourage life-long learning and self-reflection among social work students regarding ethnic diversity at the individual, family, group, organizational, and community levels. Social work students will explore diversity and intersectionality that may shape human experiences affecting equity and inclusion.

#### Course Objectives/Student Learning Outcomes

1. Analyze the experiences of major ethnic groups in the United States to inform social work practice.
2. Distinguish various theoretical frameworks to examine ethnic diversity in the United States, including anti-racism, diversity, equity and inclusion (ADEI) frameworks.
3. Apply knowledge about ethnic identity to social work practice.

4. Critique how culture, values, and beliefs influence ethnic identity and development.
5. Critique evidence-based practices regarding engagement, assessment, and intervention with diverse ethnic communities. (Graduate students only)

### **REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS**

#### **Required text(s)**

TBD

### **COURSE STRUCTURE/FORMAT**

Lecture, discussion, experiential learning experiences, video and Internet resources, and guest presentations.

### **TENTATIVE COURSE SCHEDULE**

<b>Session/Date</b>	<b>Topic</b>	<b>Assignment</b>
Session 1 [date]	Course Overview	
Session 2 [date]	Personhood & Ethnicity: a social welfare perspective	
Session 3 [date]	Culture & Social Work Values: a global perspective	
Session 4 [date]	Ethnic Identity: a developmental perspective	
Session 5 [date]	Asian Americans	
Session 6 [date]		
Session 7 [date]	African Americans	
Session 8 [date]		
Session 9 [date]	Latinx Americans	
Session 10 [date]		
Session 11 [date]	Native Americans	
Session 12 [date]		
Session 13 [date]	Multi-ethnicity	
Session 14 [date]	Immigrants & Refugees	

Session/Date	Topic	Assignment
Session 15 [date]	Final Thoughts	

### IMPORTANT DATES

Last day to drop a course (via MavLink) and receive a 100% refund TBD

Last day to withdraw from a course (via MavLink) with a grade of “W” TBD

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

### ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)

points

points (total)

400 points (total)

50 points (total)

100 points (total)

**points (total)**

### GRADING SCALE

Percent	Final Grade	Quality Points
98–100%	A+	4.00
94–97.9%	A	4.00
91–93.9%	A-	3.67
88–90.9%	B+	3.33
84–87.9%	B	3.00
81–83.9%	B-	2.67
78–80.9%	C+	2.33
77–77.9%	C	2.00
71–73.9%	C-	1.67
68–70.9%	D+	1.33
64–67.9%	D	1.00
61–63.9%	D-	0.67
Below 60.9%	F	0.00

## WRITING GUIDELINES

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

## PLAGIARISM STATEMENT

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

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.

**Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.**

## ACADEMIC INTEGRITY POLICY

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the [policy on Academic Integrity](#) shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

## CLASSROOM EXPECTATIONS

Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

## **CELL PHONES, MOBILE DEVICES, AND LAPTOPS**

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

## **TECHNOLOGY REQUIREMENTS**

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult [Information Technology Services](#) and the [Criss Library](#), for more information on equipment locations and availability.

## **TECHNICAL SUPPORT**

Technical support for common university systems, including Canvas and email, is available from Information Technology Services [technical support](#) located in Eppley Administration Building (EAB) 104.

## **ACCESSIBILITY ACCOMMODATIONS**

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: H&K 104, Phone: 402.554.2872, Email: [unoaccessibility@unomaha.edu](mailto:unoaccessibility@unomaha.edu))

## **CRISS LIBRARY**

UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the [Criss Library](#) website.

## **EMERGENCY PREPAREDNESS**

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO's [emergency information page](#). If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

### **INCLEMENT WEATHER**

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

### **PREFERRED NAME AND PREFERRED GENDER PRONOUNS**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student's request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

### **WRITING CENTER**

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to [unomaha.edu/writingcenter](http://unomaha.edu/writingcenter) or visit their main location in Arts and Sciences Hall (ASH) 150.

### **SPEECH CENTER**

The [UNO Speech Center](#) provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

### **STUDENT SAFETY**

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the [Division of Student Success](#).

### **OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)**

#### **Council on Social Work Education (CSWE) Competencies**

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE's 2022 Educational Policies and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, economic, and environmental justice.
3. Engage in anti-racism, diversity, equity, and inclusion (A DEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. Course objectives are italicized to distinguish them from the core competencies set forth by the CSWE's 2022 EPAS.

<b>EPAS Competency*</b>	<b>Course Objective/Student Learning Outcome</b>	<b>Assignment</b>	<b>Dimension *</b>
1 = Demonstrate Ethical and Professional Behavior	4.Critique how culture, values, and beliefs influence ethnic identity and development.		
2 = Advance Human Rights and Social, Racial, Economic, and Environmental Justice	3.Apply knowledge about ethnic identity to social work practice.		
3 = Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice	1.Analyze the experiences of major ethnic groups in the United States to inform social work practice. 2.Distinguish various theoretical frameworks to examine ethnic diversity in the United States, including anti-racism, diversity, equity and inclusion (A DEI) frameworks. 4.Critique how culture, values, and beliefs influence ethnic identity and development.		
4 = Engage in Practice-Informed Research and	5. Critique evidence-based practices regarding engagement, assessment, and intervention with		

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension *
Research-Informed Practice	diverse ethnic communities. (Graduate students only)		

\*Dimensions Key:

K = Knowledge

S = Skills

V = Value

CAP = Cognitive and Affective Processing

## REFERENCES AND SUPPLEMENTAL MATERIALS

### References

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>

Cohen, Adam, B. (2010) Just How Many Different Forms of Culture Are There? American Psychologist, January 2010, 59-61.

Tebes, Jacob Kraemer (2010) Community Psychology, Diversity, and the Many Forms of Culture. American Psychologist, January 2010, 58-59.

African Americans

History events and legislation impacting Blacks

[http://www.pbs.org/wnet/jimcrow/stories\\_events.html](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>

Native American Indians

Turner, S. & Pope, M. (2009). North America's Native peoples: A social justice and trauma counseling approach. Journal of Multicultural Counseling and Development, 37, 4, 194-216.

Latinx

Hispanic websites that share culture and information on this population.

<http://www.explore-hispanic-culture.com/>

[http://www.cdc.gov/healthycommunitiesprogram/tools/pdf/hispanic\\_latinos\\_insight.pdf](http://www.cdc.gov/healthycommunitiesprogram/tools/pdf/hispanic_latinos_insight.pdf)

How Has Hispanic Culture Influenced America

[http://conill.com/images/uploads/thinking/The\\_Hispanic\\_Influence\\_on\\_America.pdf](http://conill.com/images/uploads/thinking/The_Hispanic_Influence_on_America.pdf)



Asian Americans  
Model Minority Myth

<http://www.asian-nation.org/model-minority.shtml>

<http://asiasociety.org/blog/asia/konrad-ng-asian-pacific-american-experience-quintessentially-american>

Arab American

The American-Arab Anti-Discrimination Committee <http://www.adc.org/>

Classic sources:

Berry, J.W. (1970). Marginality, stress, and ethnic identification in an acculturated Aboriginal community. *Journal of Cross-Cultural Psychology*, 1, 239-252.

Berry, J.W. (1997). Immigrants, acculturation, and adaptation. *Applied Psychology: An International Review*, 46(1), 5-33.

K.M. Chun, P.B. Organista, & G. Marin (2003, Eds.), *Acculturation: Advances in theory, measurement, and applied research*. Washington D.C.: American Psychological Association.

Sue, D.W., Rasheed, M.N., & Matthews, J. (2016). *Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice* (2nd Edition). Hoboken, NJ: John Wiley & Sons.

Wong, P.T.P. & Wong, L.C.J. (2006, Eds.), *Handbook of multicultural perspectives on stress and coping* (pp. 287-298). New York: Springer.