UNIVERSITY OF TEXAS AT EL PASO
Department of Social Work
SOWK 5316 - Culturally Grounded Social Work
CRN: 22649
Spring 2021

Instructor: Bruce D. Friedman, PhD, ACSW, CSWM, LCSW   Phone: 915-747-8078
Office: CHS 429   email: bdfriedman@utep.edu
Office Hours: by appointment for virtual access
Classroom: blackboard (the course will be offered as a hybrid with content on BlackBoard.
There will be virtual class meetings.

I.   COURSE DESCRIPTION

The Culturally Grounded Social Work course covers emerging trends in cultural competence, cultural adaptation, and the culturally grounded perspective from a standpoint of intersectionality. Students will examine the impact of discrimination, oppression, and economic deprivation on disenfranchised populations and theoretical and historical perspectives on racism, sexism, heterosexism, classism, ageism, ableism, and other forms of discrimination and powerlessness with an emphasis on social work in the U.S.-Mexico Border region. Students will develop awareness of their own culture and attitudes, beliefs, and responses to diversity within the context of professional social work values and culturally responsive practice.

II.   COURSE OBJECTIVES

By the end of the semester, the student will:

1. Demonstrate fluency in a variety of communication styles to effectively engage and work with people and groups of different political ideologies, interests, religious, and cultural backgrounds, and points of view.

2. Formulate inclusive engagement strategies based on an intersectional analysis of systems of power, privilege, and oppression both within and outside organizational, community, and policy contexts, including political economy and for example areas of racism sexism and nativism.

3. Provide opportunities for open discussion about issues to promote sensitivity and use conflicts that arise in practice to forge new understanding and appreciation of one another.

4. Mediate tensions and conflicts that arise from managing cultural, political, and social differences between and within diverse groups.

III.   Required Texts and Readings

There is no required textbook for this class. We will be reading a series of articles and handouts provided to student in advance of class. The first one to read is:

National Association of Social Workers (2015). *Standards and indicators for cultural competence in social work practice*. Washington DC: Author.
https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0

IV.   Teaching Methodology

This course is a *Discussion Course.* The focus of the course is to look at the insectionality between racism and oppression as it relates to social work practice. This will be accomplished through a variety of graded discussion posts on BlackBoard as well as small group presentations led by students. Groups will select topics from a variety of topics from these three Web Sites: *Facing History and Ourselves* web page (https://www.facinghistory.org/topics/race-us-history); *Racial Equity Tools* (https://racialequitytools.org/resources/curricula); *Undoing Racism* (http://www.pisab.org); or *Office of DEI* (https://diversity.llnl.gov/about/bias#:~:text=Unconscious%20biases%20are%20social%20stereotypes,organize%20social%20worlds%20by%20categorizing).

V.   Evaluation Criteria

Evaluation of the student's performance in this course will be based upon the following assignments:

1. Cultural Autobiography

2. Group Presentation on Culture, Race, and Oppression – select from topics listed: https://www.facinghistory.org/topics - any other topic needs to be pre-approved.

3. Group Assessment

4. Class Discussion

VII. Grading

ASSIGNMENTS   **Percent of Grade**

Cultural Autobiography	25%
Group Presentation on Culture, Race, and Oppression	25%
Group Assessment	25%
Class discussion (see below)	25%
Total	100%

VII. CLASS POLICIES

1. Students are active in the learning process. This implies substantive class participation, although quality of participation will be judged over quantity. Active participation in class through expression of opinion, risk taking, and constructive interaction with others prepares students for active professional participation after graduation. Students are expected to demonstrate their mastery of course content, including reading material, through class discussions, written assignments, and examinations.

2. Class participation through **discussion** posts are mandatory. Discussion should be thoughtful and demonstrate mastery of material. Initial posts must be completed by the end of the day on Thursday. Participation will entail responding to **at least two other classmates**. Responses should be completed by the end of the day on Sunday. The rubric below is how your discussion is assessed.

Criteria	Non-performance	Basic	Proficient	Distinguished
Apply relevant course concepts, theories, or materials correctly.	Does not explain relevant course concepts, theories, or materials.	Explains relevant course concepts, theories, or materials.	Applies relevant course concepts, theories, or materials correctly.	Analyzes course concepts, theories, or materials correctly, using examples or supporting evidence.
Collaborate with fellow classmates, relating the discussion to relevant course concepts.	Does not collaborate with fellow learners.	Collaborates with fellow learners without relating the discussion to the relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts.	Collaborates with fellow learners, relating the discussion to relevant course concepts and extending the dialogue.

Prepared by Bruce D. Friedman 1992

Group Roles

Apply relevant professional, personal, or other real-world experiences.	Does not contribute professional, personal, or other real-world experiences.	Contributes professional, personal, or other real-world experiences, but contributions lack relevance.	Applies relevant professional, personal, or other real-world experiences.	Applies relevant professional, personal, or other real-world experiences to extend the dialogue.
Support position with applicable knowledge.	Does not establish relevant position.	Establishes relevant position.	Supports position with applicable knowledge.	Validates position with applicable knowledge.

3. Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor.

Late assignments:
Any assignment that is not turned by class time on the day it is due will be considered late. While extenuating circumstances may be taken into consideration, anticipate that the grade received on a late assignment will be lowered by the equivalent of 10 points for each day it is late.

Attendance and the Drop Deadline: Students who miss more than three classes risk being withdrawn from class with a grade of W if absences occur prior to the first eight weeks or an F if the total of class sessions missed exceeds three after the first four weeks of the course.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

f you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help

Desk is much better equipped than I am to assist you!

Because this is an online class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

Office Hours: We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. Office hours will be held using BlackBoard Collaborate and special sessions will be listed in the announcement.

The best way to contact me is via email. I will make every attempt to respond within 48 hours. Be sure to email from your UTEP student account (preferably through BlackBoard).

NETIQUETTE

Communication online can be challenging. It is possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Please keep these netiquette guidelines.

- Consider your audience; all communications should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment of inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and past them to a publicly accessible website, blog, or other space.

AMERICANS WITH DISABILITIES ACT

The University of Texas at El Paso is committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act- (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing the Center for Accommodation and Support Services of their disability, and for requesting accommodations within two weeks of the start of each semester. The Center for Accommodation and Support Services determines whether students need accommodation, and assists the instructor in providing accommodation.

If you have or suspect a disability and need accommodation, you should contact the Center for Accommodation and Support Services at 747-5148. You can also email the office at

Group Roles

cass@utep.edu or go by room 106, Union Building East. For additional information, visit the CASS Website at: http://sa.utep.edu/cass/

TITLE IX

The Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at http://admin.utep.edu/Default.aspx?tabid=68750]

Inquiries regarding Title IX should be referred to the University's **Title IX Coordinator(s):**

- Ms. Sandy Vasquez, Title IX Coordinator (Investigation of concerns related to Faculty and Staff): 915-747-5662 svasquez@utep.edu
- Dr. Charlie Gibbons, Deputy Title IX Coordinator (Investigation of concerns related to Students) 915-747-5648 cegibbens@utep.edu

ACADEMIC DISHONESTY

It is the philosophy of the University of Texas at El Paso that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Assignment One

Cultural Autobiography

Each student will write a 5 – 8 page paper (APA Style) summarizing their own cultural biography. This entails both a scholarly and personal discussion of the cultural, ethnic, racial,

religious, gender-based, ability-based, and other related factors that were critically formative in each student's development as a person, a member of a cluster of identities, and as a social worker. Describe one's own cultural and educational formation within the context of family, schools, peers, neighborhoods, social class, occupation, community, state and nation. Support your work with the literature pertaining to the groups with which you identify and in which you were acculturated such as ethnic groups, the military, denominations/faiths, identity, and any other affiliation that was formative in their development. Illustrate how your world view, values, attitudes, behaviors, risk factors and resilience were all shaped. Discuss how this might pertain to your practice as a social worker specifically focusing on client systems that are similar and different. Discuss how you might meet the challenge of overcoming your own biases and experiences in working with disparate groups. Demonstrate critical thinking skills and apply a theoretical orientation.

Assignment Two

Cultural Group/Issue/Controversy Presentation

Each student will be work in a group of three to jointly prepare and present on a specific cultural group, issue, or more broadly a diversity topic in American society. Topics should be selected from one of these four Web Sites: *Facing History and Ourselves* web page (https://www.facinghistory.org/topics/race-us-history); *Racial Equity Tools* (https://racialequitytools.org/resources/curricula); *Undoing Racism* (http://www.pisab.org); or *Office of DEI* (https://diversity.llnl.gov/about/bias#:~:text=Unconscious%20biases%20are%20social%20stereotypes,organize%20social%20worlds%20by%20categorizing) and then obtain approval from the instructor. The topic may also include any relevant issue, historical or contemporary, that relates to the practice of culturally, socially economically grounded social work. It does not have to focus on a specific ethnic or cultural group, but may address a broader concern or any area of diversity, equity, or inclusion. You have considerable latitude on the topic and format. It may take the traditional form of a presentation and PowerPoint or you could go in a completely different direction. The purposes of the group presentation are to develop particular expertise on issues of DEI and social work. It is important that the group or topic be narrow enough that meaningful generalizations can be made.

Each presentation will be approximately 30 minutes with 10 or more minutes for discussion and questions. Each member of the group will contribute to the process.

One possible outline:
- Title and Introduction
- Distinctive features of the group
- Historical background
- Cultural attributes
  - Customs
  - Beliefs

Group Roles
- o Linguistic features
- o Political orientation(s)
- o Trends and developments
- o Implications for social work
- o Conclusion and discussion

Assignment 3 – Group Assessment

Write a 5 to 8 page paper describing your experience in the work group. Describe how you engaged, assessed, intervened, and evaluated your interaction with the group. Also, address how you incorporated your knowledge of yourself; of professional values; of diversity and difference; and of human behavior and the social environment in your work with the group. Refer to the Group Roles (task and maintenance) when describing your experience in the group.

Class Participation

Regular contributions to class in the form of questions, analysis, feedback, constructive debate and affirmation are a part of the graduate school experience. Class contributions will be continuously evaluated by the instructor based on the quality and consistency of class participation.

Class Schedule – Culturally Grounded Social Work
Thursdays at 3pm (as scheduled on BlackBoard)

Class	Assignment	Topic
1	Person in Environment Read Friedman and Allen Chapter	Introductions and Review of Syllabus
2	Read: Abrams – Critical Race Theory Yosso - Whose Culture … Kolivoski – CRT… Ladson – Just What is…. Cappiccie – CRT	Prejudice and Discrimination Assimilation and Pluralism Stereotypes Structural Racism, Discrimination Social Class Theories of class, racism, prejudice **Critical Race Theory**
3	Culture Culture map - group Cultural Competence Race and Ethnic Relations Ethnicity, Race, Racism	Cultural Self Identity
4	1) Targeting El Paso PBS https://www.pbs.org/wgbh/frontline/film/targeting-el-paso/?fbclid=IwAR1xJD-nPmOJ7cIctJ-fY6cfl5gWGEbeDaYtSFEsCRRWnjOvC_nfl6tNNDU Read: Burnette – Historical Oppression	History of Oppression Immigration
5	*1) Documenting Hate* https://www.pbs.org/video/documenting-hate-new-american-nazis-vrbezk/	Hate
6	2) NASW's Guidelines on Cultural Competence Cultural Autobiography DUE DATE	Professional standards
7	Read: Greenblatt – America Divided	Intersectionality of Race and Ethnicity with: social class, gender, sexual orientation, religion, ability, age

Prepared by Bruce D. Friedman 1992

8	Read: Kao'Pua, Friedman, et al World Health Organization Sustainable Development Goals https://sdgs.un.org/goals	Intersectionality and Social and Cultural Determinants of Health and Well-Being: Health Equity, Health Disparities, Societal Risks, Cultural Determinants. SDGs and implications for Social Work Practice
9	National Association of Social Workers (2015). *Standards and indicators for cultural competence in social work practice*. Washington DC: Author. https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0	Skills for Social Workers working with Persons with Disabilities
10	Read: Ortega – Child Welfare Workers Danso – Cultural Competence/Cultural Humility Bennett – Teaching cultural humility Sciuchetti – culturally responsive practice in special education Aparicio – Sociocultural factors of teenage pregnancy in Latino Communities	Cultural Humility Culturally Responsive Practice
11	Working with LGBTQ Clients LGBTQ Read NASW's policy doc on "conversion therapy" as well as the survivors' stories at the second link: https://www.socialworkers.org/LinkClick.aspx?fileticket=IQYALknHU6s%3d&portalid=0 http://www.nclrights.org/bornperfect-survivor-stories-and-survivor-network/	LGBTQ
12	Read: Saleeby	Strength and resilience
13	Student Presentations	Student presentations
14	Student Presentations	Student presentations

Prepared by Bruce D. Friedman 1992

Group Roles

15	Student Presentations	Student presentations
16	Student Presentations	Student presentation

Group Roles – Task and Maintenance

Task Roles

Information and opinion giver - offers facts, opinions, ideas, suggestions, and relevant information to help group discussion.

Information and opinion seeker - asks for facts, information, opinions, ideas and feelings from other members to help group discussion.

Starter - proposes goals and tasks to initiate action within the group.

Direction giver - develops plans on how to proceed and focuses attention on the task to be done.

Summarizer - pulls together related ideas or suggestions and restates and summarizes major points discussed.

Coordinator - shows relationships among various ideas by pulling them together and harmonizes activities of various subgroups and members.

Diagnoser - figures out sources of difficulties the group has in working effectively and the blocks to progress in accomplishing the group's goals.

Energizer - stimulates a higher quality of work from the group.

Reality Tester - examines the practicality and workability of ideas, evaluates alternative solutions, and applies them to real situations to see how they will work.

Evaluator - compares group decisions and accomplishments with group standards and goals.

Group Maintenance Roles

Encourager of Participation - warmly encourages everyone to participate, giving recognition for contributions; demonstrating acceptance and openness to ideas of others; and is friendly and responsive to group members.

Harmonizer and Compromiser - persuades members to analyze constructively their differences in opinions, searches for common elements in conflicts, and tries to reconcile disagreements.

Tension Reliever - eases tensions and increases the enjoyment of group members by joking, suggesting breaks, and proposing fun approaches to group work.

Communication Helper - shows good communication skills and makes sure that each group member understands what other members are saying.

Evaluator of Emotional Climate - Asks members how they feel about the way in which the group is working and about each other, and shares own feelings about both.

Process Observer - watches the process by which the group is working and uses the observations to help examine group effectiveness.

Standard Setter - expresses group standards and goals to make members aware of the direction of the work and the progress being made toward the goal and to get open acceptance of group norms and procedures.

Active Listener - listens and serves as an interested audience for other members, is receptive to others' ideas, goes along with the group when not in disagreement.

Trust Builder - accepts and supports openness of other group members, reinforcing risk taking and encouraging individuality.

Interpersonal Problem Solver - Promotes open discussion of conflicts between group members in order to resolve conflicts and increase group togetherness.