



SOWK 3325: Culturally Grounded Social Work

CRN: 22380 / 25654

TERM: Spring 2023

MEETING TIMES: (MEETING TIMES AND LOCATION)

SOWK 3325 CRN 22380, 9am – 10:20 am, LART 101

SOWK 3325 CRN 25654, 10:30am – 11:50am, CCSB 1.0204

Professor: Silvia M. Chavez-Baray

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Phone: 915 747 7009

Office Hours: Tuesday and Thursday from 12 to 2 pm, by appointment

Course Information: What this class is about and what we will do

COURSE DESCRIPTION

The Culturally Grounded Social Work course covers emerging trends in cultural competence, cultural adaptation, and the culturally grounded perspective. Culture is examined as the intersectionality of ethnicity, gender, religion, age, socioeconomic status, sexual orientation, immigration status. This course examines the impact of discrimination, oppression, and economic deprivation on various disenfranchised populations (i.e., people of color, women, gay and lesbian persons). It explores theoretical and historical perspectives on racism, sexism, heterosexism, classism, ageism, ableism, and other forms of discrimination and powerlessness with an emphasis on working in the U.S.-Mexico Border.

The course includes an experiential component, which involves students in developing self-awareness about their own culture and their attitudes, beliefs, and responses to people with diverse backgrounds and orientations within the context of professional social work values and culturally responsive practice.

COURSE GOALS

Students, at the end of the semester, will:

- Understand the definition of culture, cultural identity, cultural diversity and intersectionality, the difference between culture, race, and ethnicity and the ethical implications of providing culturally grounded social work services
- Demonstrate comprehension of theories that explain how different cultures interact, theories that justify oppression, and explain injustice and theoretical perspectives on diversity
- Demonstrate ability to assess and comprehend the effects of stereotypes, fallacies, and misconceptions about historically oppressed groups, including women, gays/lesbians/bisexual/transgender person, older Americans, persons with disabilities,

persons of color, and persons of lower socio-economic class with emphasis placed on issues related to the U.S.-Mexico border

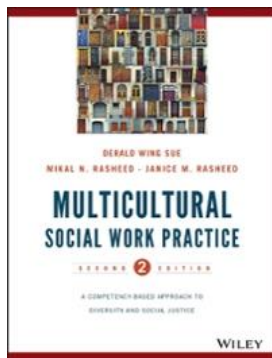
- o Demonstrate comprehension of the role culture, gender, sexual orientation, religion, and socio-economic class play in the way people think, feel, and behave

COURSE OBJECTIVES

Social work courses are designed to improve students’ competence through instruction, practice, and application of knowledge, values, and skills. “Social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being” (CSWE, 2022, p. 7). Through course assignments, students demonstrate the ability to meet courses objectives related to EPAS Competencies:

Competencies	Assignment(s)
1: Demonstrate ethical and professional behavior	Class discussions, Group presentations, Cultural Autobiography,
2: Advance human rights and social, racial, economic, and environmental justice	Class discussions, Group presentations, Cultural Autobiography,
3: Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice	Class discussions, Group presentations, Cultural Autobiography,
4: Engage in practice-informed research and research-informed practice	Class discussions, Group presentations, Cultural Autobiography
6: Engage with individuals, families, groups, organizations, and communities	Class discussions, Group presentations
7: Assess individuals, families, groups, organizations, and communities	Class discussions, Group presentations

REQUIRED MATERIALS



Sue, D. S., Rasheed, M. N., Rasheed, J. M. (2016). *Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice*, 2nd edition. Wiley. ISBN-13: 9781118536100

Additional readings to be assigned

COURSE ASSIGNMENTS & GRADING

A total of 1000 points are possible to earn in this course.

Grade Distribution:

1000-900 = A 899-800 = B 799-700 = C 699-600 = D 599 and Below = F

- 200 points: Cultural Autobiography
- 300 points: Group presentation
- 100 points: Course evaluation
- 100 points: Class participation
- 300 points: Final evaluation

Cultural Autobiography: To assess student knowledge regarding culture and its influence on aspects of cultural and personal identity formation. Students will analyze and evaluate their own cultural biography covering topics such as culture, ethnicity, racial identity, religious affiliations, gender-based experiences, abilities, or disabilities, and will address how intersectionality has an impact on self-perception and perception by others. Will assess student ability to conduct further research on culture and its influence on human functioning and critically analyze additional research.

Group Presentation: To assess student knowledge around culture, cultural identity, diversity, the impacts of oppression and how it influences the way in which humans behave along with its implications for social work practice. Students will create a visual 20-30 minute presentation on a cultural group following the suggested outline. Students will be asked to create a highlights/informational sheet as a resource for how best to work with this population to hand out to their peers

Suggested Outline:

- Title & Introduction
- Distinctive features of the group
- Historical background
- Cultural attributes
 - Customs
 - Beliefs
 - Linguistic features
 - Political orientation(s)
 - How oppression has impacted this group
 - Trends and developments
 - Implications for social work
 - Conclusion & discussion

Participation & Attendance: For this course, students will be required to actively participate and engage in weekly class discussions with their peers and instructor. See attendance policy on number of absences allowed.

TECHNOLOGY REQUIREMENTS

Course content is delivered via internet through the Blackboard learning management system. Ensure that 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.

If 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 [MicrosoftOffice365](#) 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 to assist you than I might be in several cases! I will work hard to assist you in times that I am able to!

Course Communication: How we will stay in contact with each other

There are several ways we can keep the lines of communication open this semester:

- **Office Hours:** Tuesday and Thursday from 12 to 2 pm, by appointment, virtual or in person.
- **Email:** UTEP email is the best way to contact me. I will make every attempt to respond to your email within 24-48 hours upon receiving your email. When e-mailing me, be sure to email from your UTEP student account.
- **Phone** 915 747 7009
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider your audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be always be displayed to classmates and the instructor. No harassment or inappropriate postings will be tolerated.
- When responding to someone else's message, address, and respectfully challenge the ideas, never 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. In line with the National Association of Social Workers (NASW) Code of Ethics, treat all information shared with the same level of confidentiality as you would a client. Whatever is posted in this online space is intended for classmates and professor

only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Course Policies: What do you need to do to be successful in the course

ATTENDANCE AND PARTICIPATION

Attendance in the course is determined by participation in the learning activities and course discussions. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participation in engaging discussion with your peers on the discussion boards and during course meetings
- Other activities as indicated on Blackboard

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his/her/their status relative to credit for the course (more than 3 absences in this course), the instructor may drop the student from the class with a grade of 'W' before the course drop deadline and with a grade of 'F' after the deadline." Deadline for this semester is Mar 30th. See academic regulations in the UTEP Undergraduate Catalog for a list of excusable absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an 'F' for the course.

ZOOM SESSIONS (Only if health concern)

This class, on occasion, will require that you participate in scheduled ZOOM session(s). The purpose of these sessions is for you to participate in live discussions of the course material and/or to participate in small discussion groups or role-plays to practice skills covered in the material. These sessions will be provided to the student.

Students are expected to participate in these sessions with a webcam and microphone. The sessions will be recorded and provided so that they can be reviewed by classmates later. Students should not record the sessions and post them to any sites outside of Blackboard.

If you are unable to attend a ZOOM session, please let me know as soon as possible so that accommodations can be made when appropriate. Communication is a must!

CLASSROOM BEHAVIOR

Students are expected to treat all others in the class with respect. Specifically, the information shared in in-class and virtual discussions, when responding to your peers. The culture of the learning environment is one of challenging ideas, not individuals. Personal attacks on your peers online and in-class, will not be tolerated.

UTEP expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Any disruptive behavior that interrupts faculty's ability to teach, compromises the safety of the learning environment, and/or inhibits students' ability to learn could lead to deductions in participation points, removal from the classroom and reporting the behavior to the Dean of Students.

DEADLINES, LATE WORK, AND ABSENCE POLICY

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me –in advance if possible– and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion posts, quizzes, and other work) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through Blackboard, please contact the UTEP Help Desk. You can e-mail me your back-up document as a last resort.

'INCOMPLETE' GRADE POLICY

Incomplete grades may be requested only under exceptional circumstances after you have completed at least half of the course requirements. Communicate with me immediately if you believe an incomplete is needed. I highly suggest keeping the lines of the communication open with me during the semester to avoid getting to this point! However, if granted, we will establish a contract of work to be completed with deadlines.

PLAGIARISM

You are required to cite your sources according to the APA Standards. You must cite the words and phrases of authors with quotation marks and including in parenthesis the name of the author and year of publication. Your dishonesty will be the cause of disciplinary actions. Ask support to the University Writing Center to help you improve your writing assignments & postings. Resubmitting a paper which has previously received credit is also considered plagiarism.

ETHICAL STANDARDS

Writing papers, working in teams, and participating in group discussions and fieldwork activities demand your outmost scholastic and ethical standards. This course will use plagiarism software and team peer evaluations to monitor your individual and teamwork. You will be reported to the Dean of Students, (747-5648) at the first infringement of your ethical and civilian conduct during the course.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them cass@utep.edu or apply for accommodation online via [CASS portal](#)

COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent (2 weeks) contact with a person who has tested positive for COVID-19. Reports should be made at [UTEP SCREENING](#). If you know of anyone who should report any of these criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus-for any reason-you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class/campus when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are

feeling unwell, please let me know as soon as possible! I will work to accommodate and support you in any way I can.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times while on campus or in class.

TITLE IX STATEMENT

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) in the following link: <https://www.utep.edu/titleix/Title-IX-Coordinators.html>

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operation Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline.](#)

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:
Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [https://www.utep.edu/library/UTEP Library](https://www.utep.edu/library/UTEP%20Library): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [Center Against Sexual and Family Violence \(CASFV\)](#): **915-593-7300 or 1-800-727-0511**
- [UTEP Food Pantry](#). Provides food and support for students and staff who are experiencing food insecurity.
- [Foster Homeless Adopted Resources](#). Connects foster, homeless, and adopted individuals through education and advocacy with resources that will assist holistically with UTEP experience.
- For crimes, contact the El Paso Police Department or UTEP Police Department (**915-747-5611**)
- For suspected abuse of children or older persons, Child/Adult Protective Services **1-800-252-5400**
- National Domestic Violence Hotline: **1-800-799-SAFE (7233)**.
- Respect Is (Dating Abuse Prevention) at loveisrespect.org
- Mental Health Crisis Line **915-779-1800**
- National Suicide Prevention Hotline **1-800-273-8255**
- Veterans Crisis Line **1-800-273-8255**
- NAMI of El Paso (National Alliance Against Mental Illness) hosts free weekly support groups for people with mental illness and their families. elpaso.nami@dshs.state.tx.us or **915-534-5478**

WEEKLY SCHEDULE

Spring 2023	Assigned Readings & Course Outline	Topics and/or Assignments No late submissions will be accepted	Student Learning Objectives
Week 1 Jan. 17 - 19	Syllabus Review <i>Part I</i> Chapter 1 (Groups) Student Presentation	<i>Syllabus Review and Course Expectations</i> <i>Principles and Assumptions of Multicultural Social Work Practice</i> Cultural Diversity and Implications for Multicultural Social Work Practice Student Presentations Discussion	Objective 1,2 & 3 Demonstrate knowledge of generalist social work and the social service delivery system and be able to make an informed decision about entry into the field of social work.
Week 2 Jan. 24 - 26	Chapter 1 Student Presentation	Cultural Diversity and Implications for Multicultural Social Work Practice Student Presentations Discussion	Identify key social work values, knowledge, principles, and skills within an ethical framework as defined in the NASW Code of Ethics.
Week 3 Jan. 31 – Feb. 2	Chapter 2 Student Presentation	Theoretical Foundations for Multicultural Social Work Practice Student Presentations Discussion	Define the roles and functions of community-based generalist social work practice.
Week 4 Feb. 7 - 9	Chapter 3 Student Presentation	Becoming Culturally Competent in Social Work Practice Student Presentations Discussion	Objectives 4, 5 & 6 Identify the multiple methods used by generalist social workers with systems of all sizes.
Week 5 Feb. 14 -16	<i>Part II</i> Chapter 4 Student Presentation	<i>Systemic Oppression & Social Justice</i> Understanding the Sociopolitical Implications of Oppression and Power in Social Work Practice Student Presentations Discussion	Demonstrate understanding of the numerous fields of practice in which generalist social
Week 6	Chapter 5	Microaggressions in Social Work Practice	

Feb. 21 -23	Student Presentation	Student Presentations Discussion	workers perform their functions.
Week 7 Feb. 28 – March 2	<i>Part III</i> Chapter 6 Student Presentation	<i>Racial/Cultural Identity Development</i> Racial/Cultural Minority Identity Development Student Presentations Discussion	Describe the effect of the person, agency, and society on the generalist social work process.
Week 8 March 7-9	Chapter 7 Student Presentation	White Racial Identity Development Student Presentations Discussion	
March 14-16	<i>NO CLASS</i>	<i>SPRING BREAK: 3/13/23-3/17/23 (SELF CARE!)</i>	
Week 10 March 21-23	<i>Part IV</i> Chapter 8 Student Presentation	<i>Practice Dimensions of Multicultural Social Work</i> Barriers to Effective Multicultural Clinical Practice Student Presentations Discussion	Objectives 7, 8, & 9 Define the dimensions of diversity and oppression as well as thoroughly describe social justice issues related to the needs and hurdles of a particular concern population. Demonstrate understanding of factors related to populations at risk. Identify empowering practices and ways of working collaboratively as generalist social workers
Week 11 March 28-30	Chapter 9 Student Presentation	Cultural Styles in Multicultural Intervention Strategies Student Presentations Discussion	
Week 12 April 4-6	Chapter 10 Student Presentation	Multicultural Family Social Work Interventions Student Presentations Discussion	
Week 13 April 11-13	Chapter 11 Student Presentation	Religion, Spirituality, and Indigenous Methods of Healing Student Presentations Discussion	
Week 14 April 18-20	Chapter 12 Student Presentation	Multicultural Organizational Changes: Antiracist Practice & Social Justice Student Presentations Discussion	

Week 15 April 25-27	Chapter 13 Student Presentation	Evidence-Based Multicultural Social Work Practice Student Presentations Discussion	
Week 16 May 2-4	<i>Part V</i> Chapter 14 Student Presentation	<i>Culturally Competent Social Work Practice with Diverse Populations</i> Profiles of Diverse Population Student Presentations Discussion	Integrate knowledge and propose actions for Social Work in local settings.
Week 17 May 9	Course Evaluation	COURSE EVALUATION	

****SYLLABUS & SCHEDULING SUBJECT TO CHANGE AT INSTRUCTOR'S DISCRETION****

ANY CHANGES WILL BE COMMUNICATED WITH STUDENTS