



## **SOWK 3325/SOWK 5316: Culturally Grounded Social Work**

**CRN:** 22637

**Term:** Spring 2024

**Meeting Times and place:** T 18:00 PM – 8:50 PM HSSN 135

**Professor:** Silvia M. Chavez-Baray

**Email:** smchavezbaray@utep.edu

**Phone:** 915-747-7009

**Office Hours:** MW 10:00 – 11:30AM in-person or virtually by appointment.

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

### **COURSE DESCRIPTION**

This course covers emerging trends in cultural responsiveness and adaptation, and the culturally grounded perspective. Culture is viewed as the intersectionality of race, ethnicity, gender, religion, age, socioeconomic status, sexual orientation, immigration status, and other identities. This course examines 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 with an emphasis on the U.S.-Mexico border region.

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.

### **DIVERSITY STATEMENT**

At UTEP, we embrace and celebrate diversity as a cornerstone of our institution's identity. As the United States' leading Hispanic-serving institution situated along the U.S.-Mexico border, we recognize the richness and value of diversity in our community's backgrounds, perspectives, and life experiences. The Department of Social Work at UTEP is committed to creating brave and inclusive spaces where students, faculty, and staff feel comfortable expressing themselves authentically knowing they will be respected and accepted as they are. The department encourages open dialogue, critical thinking, and respectful engagement across differences with the understanding that such dialogue is essential for personal and professional growth. Through our commitment to diversity, we aim to prepare social work students with the skills and knowledge to navigate and

contribute to an increasingly diverse and interconnected society through an enriching and inclusive curriculum.

## COURSE GOALS

Students, at the end of the semester, will:

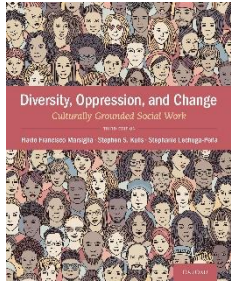
- ❖ Understand the definition of culture, cultural identity, cultural diversity and intersectionality, the difference between culture, race, and ethnicity and the ethical implications of providing culturally grounded social work services
- ❖ Demonstrate comprehension of theories that explain how different 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 persons, 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
- ❖ 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, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being" (CSWE, 2015, p. 6). 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 and reflection.
2: Advance human rights and social, racial, economic, and environmental justice	Class discussions, Group presentations and reflection.
3: Engage anti-racism, diversity, equity, and inclusion (A DEI) in practice	Class discussions, Group presentations and reflection.
4: Engage in practice-informed research and research-informed practice	Class discussions, Group presentations and reflection.
6: Engage with individuals, families, groups, organizations, and communities	Culturally grounded service at HOPE health fair and Reflection Paper
7: Assess individuals, families, groups, organizations, and communities	Culturally grounded service at HOPE health fair and Reflection Paper

## REQUIRED MATERIALS



Marsiglia, F. F., Kulis, S. S., & Lechuga-Peña, S. (2021). *Diversity, oppression, and change: Culturally grounded Social Work*. Oxford University Press. ISBN 978-190059507

You are required to read chapters from your book, articles, and websites. Check the BB for the links to download articles, and websites.

## COURSE ASSIGNMENTS & GRADING

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

### **Grades**

Your final grade is comprised of the points earned through your individual and teamwork according to the following point ranges:

- A** = 901 - 1000 points
- B** = 801 - 900 points
- C** = 701 - 800 points
- D** = 600 - 700 points
- F** =  $\leq$  599 points

### **Points**

Culturally grounded service at HOPE health fair and Reflection Paper	250 points
Power Point Chapter presentation	200 points
Cultural Group presentation	200 points
Attendance	100 points
In-class participation (i.e., activities, discussions)	100 points
Evaluation of course	50 points
Final evaluation	100 points

Culturally grounded service at HOPE health fair and Reflection Paper: Assess students' ability to explore and understand the client's culture, support them in navigating services according to the client's needs and culture. Reflect on how generationally the student and their family have responded to people who are different from them, and describe the ability to identify the influence of privilege on the student and their family. Instructions and assignment rubric will be provided through Blackboard.

Power Point Presentation: To assess student knowledge around culture, cultural identity, diversity, the impacts of oppression; and how it influences the behavior of humans along with its implications for social work practice.

1. The student will prepare a 10-minute Power Point presentation of the book chapter assigned by the professor
2. Cultural Group presentation. Students will create a visual 20-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. A rubric will be provided via Blackboard. There will not be any opportunities to make-up the presentations.

### **Suggested Outline:**

- Briefly describe the identity group/culture, its history, traditions, beliefs, struggles, etc. (assume the rest of the class is not familiar with the cultural or identity group you are focusing on).
- Describe specific issues related to prejudice and discrimination (historical and current) that this group or community faces.
- Explain its presence in our local community and the unique characteristics of this population in the region if applicable.
- Address issues related to social work practice with this group/culture, possible counseling barriers, and culturally grounded interventions.

Participation & Attendance: For this course, students will be required to actively participate and engage in weekly class discussions, and occasional in-class activities with their peers and instructor. Students will be required to participate in Blackboard discussions/activities as part of their participation grade. See the attendance policy on the number of absences allowed.

## **TECHNOLOGY REQUIREMENTS**

Course content is delivered via the 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, a webcam, and a microphone should virtual class meetings occur. 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 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 the 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 can!

### **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:** Monday & Wednesday 10am-11:30am by appointment. Both in-person and virtual options are available.
- **Email:** UTEP email is the best way to contact me. I will make every attempt to respond to your email within 24-48 hours of receiving your email. When emailing me, be sure to email from your UTEP student account.
- **Phone** (915) 747-7009
- **Announcements:** Check the Blackboard announcements for any updates, deadlines, or other important messages. I will use email for most announcements should there be any.

## **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 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 professors 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.” The deadline for this semester is **Thursday, March 28, 2024**. 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-hour 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.

### **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 if 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 backup. 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 backup 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 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 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 for 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](mailto:cass@utep.edu) or apply for accommodation online via [CASS portal](#)

## **ILLNESS PRECAUTIONS**

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.

## **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](#).

## GUIDANCE ON ARTIFICIAL INTELLIGENCE

The use of generative AI tools such as Chat GPT is not permitted in this course.

Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright laws, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution (OSCCR).

## PLAGIARISM DETECTING SOFTWARE

Some of your coursework and assessments may submitted to SafeAssign, a plagiarism-detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

### **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_Library): 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](http://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](mailto:elpaso.nami@dshs.state.tx.us) or **915-534-5478**



## WEEKLY SCHEDULE

Spring 2024	Assigned Readings & Course Outline	Topics and/or Assignments	Competencies Addressed and/or Measured
<b>Week 1</b> 1/16 1/18	<b>Syllabus Review</b>  <b><i>Part I:</i></b> <b>Chapter 1</b>	Syllabus Review and Course Expectations  <i>Cultural Diversity and Social Work</i> <ul style="list-style-type: none"> <li>• Culture</li> </ul>	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. Identify key social work values, knowledge, principles, and skills within an ethical framework as defined in the NASW Code of Ethics. Define the roles and functions of community-based generalist social work practice.
<b>Week 2</b> 1/23 1/25	<b>Chapter 2</b>	<ul style="list-style-type: none"> <li>• Cultural Diversity, Oppression, and Action: A Culturally Grounded Paradigm</li> </ul>	
<b>Week 3</b> 1/30 2/1	<b>Chapter 3</b>  <b>Student Presentation</b>	<ul style="list-style-type: none"> <li>• The Intersectionality of Race and Ethnicity with Other Factors</li> </ul> Hispanic(Latino) and Hispanic American population	
<b>Week 4</b> 2/6 2/8	<b>Chapter 4</b>  <b>Student Presentation</b>	<ul style="list-style-type: none"> <li>• Intersecting Social and Cultural Determinants of Health and Well-Being</li> </ul> Asian and Asian American population	
<b>Week 5</b> 2/13 2/15	<b>Part II:</b> <b>Chapter 5</b>  <b>Student Presentation</b>	<i>Theories and Perspectives on Oppression</i> <ul style="list-style-type: none"> <li>• Evolutionary and Structural Functionalist Classical</li> </ul> Native Americans	
<b>Week 6</b> 2/20 2/22	<b>NO CLASS</b>	Switch of day for the engage and assess activity on April 17.	
<b>Week 7</b> 2/27 2/29	<b>Chapter 6</b>  <b>Student Presentation</b>	<ul style="list-style-type: none"> <li>• Theoretical Perspectives on Diversity</li> </ul> Black and African American population	
<b>Week 8</b> 3/5 3/7	<b>Chapter 7</b>	<ul style="list-style-type: none"> <li>• Social Work Perspectives: Social Context, Consciousness, and Resiliency</li> </ul>	

	<b>Student Presentation</b>	Religious identity (Christians, Muslims, Hindu, Buddhist...)	<p>generalist social workers with systems of all sizes. Demonstrate understanding of the numerous fields of practice in which generalist social workers perform their functions. Describe the effect of the person, agency, and society on the generalist social work process.</p>
	<b>NO CLASS</b>	<b>SPRING BREAK: 3/11-03/15 (SELF CARE!)</b>	
<b>Week 10</b> 3/19 3/21	<b>Part III</b> <b>Chapter 8</b>  <b>Student Presentation</b>	<i>Cultural Identities</i> <ul style="list-style-type: none"> <li>The Formation and Legacies of Racial and Ethnic Minorities</li> </ul> <p>UTEP students (university students) and food insecurity.</p>	
<b>Week 11</b> 3/26 3/28	<b>Chapter 9</b>  <b>Chapter 10</b>  <b>Student Presentation</b>	<ul style="list-style-type: none"> <li>Gender</li> <li>Sexual Orientation</li> </ul> <p>Gender violence and migration. Groups LGBTQIA+ and migration</p>	
<b>Week 12</b> 4/2 4/4	<b>Part IV</b> <b>Chapter 11</b>  <b>Chapter 12</b>  <b>Student Presentation</b>	<i>The Profession of Social Work Grounded in Culture</i> <ul style="list-style-type: none"> <li>Cultural Norms and Social Work Practice</li> <li>Culturally Grounded Methods of Social Work Practice</li> </ul> <p>Elderly population Homeless population</p>	
<b>Week 13</b> 4/9 4/11	<b>Chapter 13</b>  <b>Chapter 14</b>  <b>Student Presentation</b>	<ul style="list-style-type: none"> <li>Culturally Grounded Community-Based Helping</li> <li>Social Policy and Culturally Grounded Social Work</li> </ul> <p>Veterans Disabled people</p>	
<b>Week 14</b> 4/16 4/18  4/17	<b>Chapter 15</b>  <b>Student Presentation</b>  <b>Engage and assess</b>	<ul style="list-style-type: none"> <li>Culturally Grounded Evaluation and Research</li> </ul> <p>Persons with mental illnesses. Migrants and refugees</p> <p>Culturally grounded service at HOPE health fair</p>	
			<p>Objectives 7, 8, &amp; 9 Define the dimensions of diversity and oppression as well as thoroughly describe social justice issues related to the needs and hurdles of a</p>

<b>Week 15</b> 4/23 4/25	<b>Chapter 16</b>	<ul style="list-style-type: none"> <li>Culturally Grounded Social Work and Globalization</li> </ul>	particular concern population.
<b>Week 16</b> 4/30 5/2	<b>Final evaluation</b>	<b>Reflection Paper Due: 05/09</b> <b>Final</b>	Demonstrate understanding of factors related to populations at risk. Identify empowering practices and ways of working collaboratively as generalist social workers

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

**ANY CHANGES WILL BE COMMUNICATED WITH STUDENTS**