



**ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM**

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit College of Public Programs Department School of Social Work
 Subject SWU Number 295 Title Foundations of Social Work Practice: Effective Helping in a Diverse World Units: 3

Is this a cross-listed course? No
 If yes, please identify course(s) _____

Is this a shared course? No If so, list all academic units offering this course _____

Course description:
 Part of the BSW generalist practice sequence, provides the theoretical foundation and skill base necessary for effective culturally competent communication and interviewing with individuals, families, small groups, and larger systems.

Requested designation: Cultural Diversity in the United States-C

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
 For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Cecilia Ayón Phone 602.496.1196

Mail code 3920 E-mail: cecilia.ayon@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Michelle Carney Date: 3/4/15

Chair/Director (Signature):

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA		
CULTURAL DIVERSITY IN THE UNITED STATES		
YES	NO	Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.

Course Prefix	Number	Title	General Studies Designation
SWU	295	Foundations of Social Work Practice	Cultural

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example -See 2b. Compares 2 U.S. cultures	Example -Compares Latino & African American Music	Example -See Syllabus Pg. 5
See 2a, in depth study of cultural specific elements See 2.c, course involves the study of social, political, and psychological dimension of relationships among others	Ethnic Identify Project This assignment engages the student in reflection of their own ethnicity including cultural values, economic social and political realities that impact their ethnic group; and messages about minority vs dominant groups.	See page 5 of syllabus
See 1, course contributes to understanding of cultural diversity See 2.c, course involves the study of social, political, and psychological dimension of relationships among others	Group observation assignment The purpose of this assignment is to identify dynamics and aspects of racism and cultural insensitivity at a institutional or organizational level. Populations of interest include: people of color, women, people with disabilities, and older adults.	See page 6 of syllabus
See 1 & 2a, course contributes to understanding of cultural diversity; course involves an in-depth study of cultural specific elements.	Cross cultural interview with an immigrant The purpose of this assignment is to expose students to different cultures.	See page 7 of the syllabus
See 1, course contributes to understanding of cultural diversity See 2a, in depth study of cultural specific elements See 2.c, course involves the study of social, political, and psychological dimension of	See rationale for course - to gain effective communication skills to engage people from diverse backgrounds See core competency EP 2.14 - to recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance	See page 1 of syllabus - Rationale section See page 2 of syllabus - Course Competencies

relationships among others	privilege and power.	
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SWU 295

Catalog Description

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

**SWU 295 – Foundations of Social Work Practice**

Instructor: Kelly F. Jackson, PhD

I. Name and Number of Course: SWU 295 – Foundations of Social Work Practice: Effective Helping in a Diverse World

II. Program Level: BSW - 200

III. Course Requirements: Credit: 3 semester hours
Required: All BSW Students
Pre or co-requisites: SWU 171, SWU291

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

V. Course Description:
Part of the BSW generalist practice sequence, provides the theoretical foundation and skill base necessary for effective culturally competent communication and interviewing with individuals, families, small groups, and larger systems.

VI. Course Competencies and Practice Behaviors:

1. Core Competency EP 2.1.1: Identify as a professional social worker and conduct oneself accordingly.
 - a. Practice personal reflection and self-correction to assure continual professional development
 - b. Demonstrate professional demeanor in behavior, appearance, and communication

Practice Behaviors 1a & 1b:

 - a. **Identify and reflect on your ethnic identity and how this may impact your work with diverse clients.**
 - b. **Conduct an interview with an informant from a different culture demonstrating professional demeanor and appropriate interpersonal and interviewing skills.**
2. Core Competency EP 2.1.3: Apply social work ethical principles to guide professional practice.
 - a. Demonstrate effective oral and written communication in working with individuals, families, organizations, communities and colleagues.

Practice Behavior 2:

 - a. **Conduct an interview with a cultural informant and turn in a detailed process recording.**
3. Core Competency EP 2.1.4: Engage diversity and difference in practice.
 - a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
 - b. Gain sufficient self-awareness to eliminate the influence of personal biases and values working with diverse groups.
 - c. View themselves as learners and engage those with whom they work as informants.

Practice Behaviors 3a, 3b, & 3c:

 - a. **Observe and assess an organization's cultural competence.**
 - b. **Identify and reflect on your own cultural identity and how this may impact your work with diverse clients.**
 - c. **Engage a cultural informant in a detailed interview about their culture.**
4. Core Competency EP2.1.7: Apply knowledge of human behavior and the social environment.
 - a. Utilize conceptual frameworks to guide the processes of assessment

Practice Behavior 4:

 - a. **Utilizing frameworks of multiculturalism, racial identity development, ecological systems theory and critical theory, assess an organization's structure to determine whether it is in compliance with standards of cultural sensitivity and competence.**

VII. Course Units:

Unit One: Personal and Professional Development

- A. Developing self-awareness
- B. Understanding the influence of culture, race, and ethnicity
- C. Identifying frameworks for multicultural understanding
- D. Understanding professional values, ethics, and legal obligations
- E. Maintaining professional boundaries

Unit Two: Building Professional Relationships

- A. Developing professional working relationships
- B. Examining cultural attitudes and perceptions
- C. Identifying barriers to effective communication
- D. Developing basic interpersonal skills
- E. Utilizing active listening and empathy

Unit Three: Assessing Client Challenges

- A. Using open and closed questions
- B. Developing deeper understanding
- C. Assessing readiness and motivation
- D. Professional self care

VIII. Key Concepts:

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

IX. Required Readings*:

Book Title: *Developing Helping Skills: A Step-by-Step Approach to Competency.*
 Authors: Chang, Scott, & Decker
ISBN-10: 978-0-8400-2867-9
 Publisher: Brooks/Cole: Cengage Learning
 Edition: 2nd
 Required or Optional: **Required**

Additional reading will be available on the course Blackboard website

X. ASU and Related Professional Policies:

Students are responsible for reviewing and complying with all ASU policies, including the following:

Academic Integrity Policy:

<http://provost.asu.edu/academicintegrity/policy>

Student Code of Conduct:

<http://students.asu.edu/srr/code> (click on ABOR Student Code of Conduct)

Computer, Internet, and Electronic Communications Policy:

<http://www.asu.edu/aad/manuals/acd/acd125.html>

Missed Classes Due to University Sanctioned Activities:

<http://www.asu.edu/aad/manuals/acd/acd304-02.html>

Accommodations for Religious Practices:

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

Commercial Note Taking Services:

<http://www.asu.edu/aad/manuals/acd/acd304-06.html>

Handling Disruptive, Threatening, or Violent Individuals on Campus:

<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

School of Social Work Student Academic Integrity Policy:

<http://ssw.asu.edu/filelib/students/AcademicIntegrityPolicy.pdf/view>

Social work students are responsible for reviewing and complying with the National Association of Social Workers Code of Ethics:

<http://www.socialworkers.org/pubs/code/code.asp>

XI. Accommodations for Students with Disabilities:

If you are a student with a disability and have need of assistance or special accommodations, please review the following policy: <http://www.asu.edu/aad/manuals/ssm/index.html#700> and contact the ASU Disability Resource Center (DRC). Students requesting accommodations for a disability must be registered with the DRC, and must submit appropriate documentation to the instructor from the DRC. Students enrolled with the School of Social Work Downtown Phoenix Campus and Tucson Component locations may contact the DRC at the Downtown Phoenix Campus: <http://campus.asu.edu/downtown/DRC>

If you are having any difficulties in meeting the requirements of the course or if you have any special needs that require my knowledge and attention, please contact me as soon as possible. It is my hope that all students will be successful in meeting the requirements of this course.

XII. Health Insurance Portability and Accountability Act (HIPAA) Policy Statement:

Even as students, social workers are subject to HIPAA regulations that protect client health information. To comply with these regulations, any client information you present from your internship or work must be de-identified. Any information that would allow someone to determine the client's identity must be changed or eliminated. This includes obvious information like names and birthdates. Other information so unique to the person that it will allow for identification may include such variables as diagnosis, race/ethnicity, gender, sexual orientation, and place of residence.

XIII. Assignments:

1. Quizzes (25pts):

Quizzes will be administered periodically at the beginning of class to test your knowledge of course content and skill development during the 15 week course. In this class, quizzes are also used as a means to track attendance and whether or not you are paying attention in class. Quizzes will include content from readings, lectures, in-class activities, videos, and in-class discussions. You will have approximately 5-10 minutes to take each quiz. **Please note: Since quizzes are used as a means to track attendance they CANNOT be made up.**

2. Ethnic Identity Project (25pts) Class 7

The purpose of this assignment is to increase your awareness of an aspect of your cultural background and how this may impact your work as a social worker. Discuss and analyze in a 5-8 page paper the following questions:

- What do you remember being taught as a child about your ethnic group(s)? What values and beliefs are associated with your ethnic group(s)? **(5pts)**
- What economic, social and political realities impact (or have impacted) your ethnic group(s) either in the past or present? How has this influenced your values and/or impacted your social relationships? **(5pts)**
- What are some things you feel pride about regarding your ethnic group(s)? What are some things you feel shame about? How has this influenced your identity? **(5pts)**
- What messages did you receive from family, friends and society about other ethnic groups, both dominant and minority groups? How might this impact you as a social worker? **(5pts)**

Create a **mind map** or creative visualization of your final paper (see basic guidelines: <http://www.mindmapping.com/>). Use different media: crayons, markers, pencils, pictures, etc. Keep this separate from your paper as it will be used in a class exercise. **(5pts)**

3. Group Observation: Observe and analyze an organization's cultural competence (25pts) Classes 16 & 17. Sign-up Class 4!

The purpose of this group assignment is to help you identify dynamics and aspects of racism and cultural insensitivity in institutions, organizations, and agencies. Choose an organization with which you are familiar (e.g., ASU School of Social Work, YMCA, field placement, volunteer organization, etc.).

Answer the following questions:

1. How many people of color or other minority ethnic group members, women, people with disabilities, and persons over 65 work in this organization, and what kind of jobs do they have? **(2pts)**
2. How are people hired or brought into the organization? Is there anything about this process that may differentially affect people of color and other cultural minority groups (e.g., women, persons with disabilities, persons who are LGBTQ, elderly, persons with specific religious beliefs, etc.) **(2pts)**
3. Does the organization promote cultural diversity? Do any mission statements, plans, or projections in this direction exist? Can you discern any unwritten feelings or attitudes that prevail about cultural issues within the organization? Has the organization done anything specific to promote greater diversity? **(3pts)**
4. How would you describe the organization culture? Is it predominately Euro-American? Do you feel that members of various cultural minority communities would be welcomed and feel a part of it? Explain in detail using your own perceptions. **(2pts)**
5. How is the organization run? Who has the power and makes the decisions? Is there anything about the organization's structure that makes it accessible or inaccessible to cultural minorities? **(2pts)**
6. Who are the organizations clients? Do staff reflect the cultural backgrounds of the clientele? Are there any efforts being made to broaden the cultural composition of the clientele and/or staff? **(2pts)**
7. Overall, would you say this is a culturally competent organization? Explain. What kind of advice might you offer this organization to help it become more culturally sensitive and competent? **(2pts)**

In order to thoroughly answer these questions, groups are required to do online research about the organization, at least one on-site visit, and interview at least one person who is in a leadership position within the organization. Develop a brief (15 minute) power point presentation of your assessment and conclusions about the organization's cultural competence.

You will be graded on the following:

- How thoroughly the group addressed the above questions **(15 pts)**
- Power point presentation professionalism and creativity **(5 pts)**
- Group member participation assessment form (see p.12) **(5 pts)**

4. Cross Cultural Interview with an Immigrant (25pts) Class 27

The purpose is to expose you to a different culture by eliciting information from an informant about his or her home culture and his or her experience of U.S. culture. Also, this assignment will help you practice and develop your professional practice and interviewing skills learned throughout the semester (e.g., active listening, displaying empathy, asking close and open-ended questions, and reflection). Find someone who immigrated to the U.S. from another country after the age of 15 and who is willing to talk with you for at least an hour.

Your informant may be a friend, a relative, someone you met standing in line for a movie... as long as they are not being interviewed by someone else in this class. Interview your informant for at least 30 minutes. You should audio record the interview so you can focus on the conversation without having to write extensive notes. Ask beforehand if your informant is comfortable with being voice recorded; clarify that any identifying information will be removed from the final paper. Offer to give your informant a copy of the final paper. Keep in mind that you will need to utilize professional practice skills throughout the course of the interview. You will generate appropriate interview questions in class 22. At the end of the interview please ask the informant to evaluate the interview process.

For example, "I'm wondering if you might reflect for one last moment about what this interview process has been like for you."

1. What were your thoughts and feelings during the interview?
2. How do you think this interview has affected you?
3. On a scale of 1 to 10 how comfortable were you during the interview?
 - a. What things could I have done to make it more comfortable?
4. On a scale of 1 to 10 how truthful do you feel you were in this interview?
5. Did you feel like I was respectful of your story? If so how?
6. Do you have any suggestions for me to help improve my interviewing skills?
7. Do you have any other comments about the interview process?

You will be graded on the following:

- Turn in a detailed process recording of the transcribed interview (see *WORD template on Blackboard*). Please note - a complete process recording reflecting a 30 minute interview should be approximately 15-20 pages in length. **(15 points)**
- Complete a Summary Assessment/Analysis of the Interview. Answer the following questions in a separate 2-3 page paper (Please include a cover page) **(10 points)**
 1. Reflect on the interview as a whole. What did you learn from the session that adds to your understanding of this particular person and their culture? **(3pts)**

2. On a scale of 1 to 10 (10 being 'excellent') assess your interpersonal interviewing skills (i.e., listening and responding, asking close and open-ended questions, etc.). Describe in detail why you selected this number. What would need to happen in order for you to improve to the next number on the scale (for instance you rate yourself a 4 – what would need to improve in order for you to achieve a 5 on this scale?) and how might you accomplish this? **(4pts)**
3. Finally, how did this experience enhance your professional development as a social worker and your understanding of cultural competence? **(3pts)**

XIV Guidelines and Criteria for Grading:

Your grade is based on the following:

COURSE REQUIREMENTS	POINTS WORTH
Participation Quizzes	25
Ethnic Identity Project	25
Group Observation	25
Cross Cultural Interview	25
TOTAL	100

In assigning grades, it is assumed that excellence is the standard as befits a BSW level program.

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

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

A C grade at the graduate level means that a student is doing **inconsistent** work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.

A D or E at the graduate level means that a student is doing **unacceptable** work, demonstrating a complete lack of understanding of course concepts.

Grading Scale (in points)

A = 94 -100

B = 84-86

C = 74-76

A- = 90-93

B- = 80-83

D = 60-69

B+ = 87-89

C+ = 77-79

E(fail) =<60

Grading Procedures:

Your grade is based on the completion of participation in class discussions and exercises and the skill integration assignment. All written assignments must be typewritten or word-processed using 1" margins, 12pt. Font and double spacing (NO JUSTIFYING MARGINS!). Assignments should be clearly written and professionally presented (e.g., attach a cover sheet) using the style manual of the American Psychological Association (APA), 6th edition. Assignments are due AT THE BEGINNING OF CLASS. ALL Assignments must be in paper format (unless otherwise specified). Electronic copies will not be accepted. Late assignments will only be accepted in the event of a medical or other emergency.

Students are expected to hand in only their own original work, except where references are clearly cited. Any work that you do for this class MUST be your own. Plagiarism is a very serious offense! (PLEASE NOTE: If the instructor believes an act of academic dishonesty has been committed, i.e., inappropriate citation or failing to cite, the student will receive sanction in accordance with the policies and procedures described in the Faculty Professional Staff Handbook. Such sanction will include either a reduction of grade for the particular assignment, a failure for that assignment, or a failure of the course, as well as notifying the director of the MSW program.) Students are responsible for reviewing and complying with ALL ASU policies (see ASU Policies Section X of your syllabus).

Grading Criteria:**All written assignments should possess the following:**

1. Organization and clarity of ideas presented, including an introduction and summary/conclusion paragraph.
2. Adequacy and thoroughness of responses to all the instructions in the assignment.
3. Incorporation of class and reading materials to support critical analysis.
4. Use and integration of supportive data and ideas from the literature properly cited and done in APA style.
5. Undergraduate level writing quality, e.g., proper use of punctuation, correct grammar, spelling and sentence structure (PLEASE NOTE: The instructor reserves the right to hand back any assignment where they are correcting more of the grammar, sentence structure, proper use of punctuation, etc., as opposed to content).

XV. Other Expectations:**Course Format and Requirements:**

This is an intense 15 week course. You are expected to attend every class in its entirety. You are responsible for all material presented in class. Your ability to demonstrate competency of course material will be measured by participation in class activities and assignments.

Course content will be presented through readings, videos, class discussions, group exercises, and lectures. Students are expected to read assigned materials **prior to** class and be able to discuss them in relation to case examples drawn from work experience. Additional course information is available electronically on Blackboard and through the ASU library. Students should be familiar with accessing these course resources (e.g., Blackboard) and using them on a regular basis. The instructor may or may not highlight the assigned readings in class, but will generally augment these materials with additional information. As adult learners, we learn best from engaging interactively with our peers around issues of mutual concern and interest. Therefore, to enhance the teaching/learning environment, attendance at class and participation in classroom activities is expected and grades will be assigned accordingly.

Laptops are not a requirement for this course and **should not be used** when class is in session (under certain circumstances professor will make exceptions). Please be considerate of your classmates and the instructor – **Turn off all cell phones** or in cases of emergencies switch your notification mode to vibrate. Please no texting when class is in session!

The *Student Success Center* (411 N. Central Avenue, Suite 171; <http://uc.asu.edu/studentsuccess/>) is available for students who seek additional help with writing and assignments. The instructor may refer students to the tutor for extra support and assistance throughout the semester. *If you know you have trouble writing please utilize the writing center ASAP, and always have a peer read your paper prior to turning it in!*

XVI. Session Outline and Calendar (Topics/readings are subject to change!)

Class	Topic/Readings
1	Introductions and syllabus review
2 & 3	The profession of social work and cultural competence NASW Standards of Cultural Competence (BB = Blackboard) <i>The New Social Worker, 19(2)</i> , Spring 2012 (BB) "Strengthening your writing skills" (BB)
3 & 4	Self-awareness and understanding the influence of culture Chapter 1 Group Observation/Cultural Competence Sign-up
4 & 5	Ways of understanding and perceiving self and others Chapter 2
6 & 7	Social work values, ethics and legal obligations Chapter 3 Ethnic Identity Paper Due
8 & 9	Boundary issues and managing dual relationships "Boundary issues in social work" article (BB), and http://www.socialworktoday.com/archive/012610p18.shtml
10 & 11	Social Work Professionalism Chapter 4
12 & 13	Developing working relationships Chapter 5
14 & 15	Group Observation/Cultural Competence Presentations
16 & 17	Basic Interpersonal Skills Chapter 6 "Noticing" Article (BB)
18 & 19	Active Listening Chapter 7
20 & 21	Expressing Empathy Chapter 8 http://www.naswdc.org/practice/behavioral_health/0605snapshot.asp
22 & 23	Gaining further understanding Chapters 9 & 10
24 & 25	Assessing readiness and motivation for change – motivational interviewing Chapter 11
26 & 27	Putting it all together Cross-Cultural Interviews Due
28 & 29	Professional Self Care "How to survive and thrive in social work" article (BB)
30	Course Review and Online Evaluations

**Group Participation Observation Assignment
Participation Scores (worth 5pts)**

Group Members Names (list & score yourself too!)	Circle Participation Score (whole #'s only!)
	1 – 2 – 3 – 4 – 5
	1 – 2 – 3 – 4 – 5
	1 – 2 – 3 – 4 – 5
	1 – 2 – 3 – 4 – 5
	1 – 2 – 3 – 4 – 5

Use the following descriptions as a guide...

- 5 = Outstanding group participation (i.e., took initiative and contributed wholeheartedly to the entire project process)
- 3 = Mediocre participation (i.e., lacked initiative, had to be reminded often of due dates/tasks, did not show up to one or more meetings, did a minimal share)
- 1 = Never met group member in my life!

Please note: group participation points will be calculated by averaging the score reported by all group members (including the score you rate for yourself) for each individual. For example if you are in a group of 5 and your reported scores = 4, 4, 3, 5 & 1 your group participation grade is 3.4.

Please fold in half and hand in to instructor the day of the presentation!

****Please note if you fail to turn in a group score sheet your scores will not be included in the participation point calculation!***

Book Title: *Developing Helping Skills: A Step-by-Step Approach to Competency.*

Authors: Chang, Scott, & Decker

ISBN-10: 978-0-8400-2867-9

Publisher: Brooks/Cole: Cengage Learning

Edition: 2nd

Section 1 Foundation

Chapter 1 Importance of Self Understanding

Influences on Personal Development	4
Homework Exercise 1.1: Understanding Your Personal Belief System	4
The Influence of Culture, Race, and Ethnicity	5
Homework Exercise 1.2: White Privilege	5
Homework Exercise 1.3: Your Cultural Beliefs	7
The Influence of Gender	7
Homework Exercise 1.4: Gender Influences	8
The Influence of Sexual Orientation	8
Homework Exercise 1.5: Sexual Orientation Influences	9
The Influence of Family of Origin	9
Homework Exercise 1.6: Your Family	11
The Influence of Spirituality	11
Homework Exercise 1.7: Religion or Spirituality	11
The Influence of Stress and Demands	13
Homework Exercise 1.8: Influence of Stress and Demands	14
The Influence of Your View of Self and Others	14
Homework Exercise 1.9: Self-Understanding	15
Expected Competencies	15

Chapter 2 Ways of Understanding and Perceiving Self and Others

The Constructivist Perspective	17
Defining the Constructivist Perspective	17
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Homework Exercise 2.2: Your Constructs of Self, Others, and the World	19
Applying the Constructivist Perspective	19
Homework Exercise 2.3: Identifying Constructs	20
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Homework Exercise 2.6: Resilience	25
Applying the Resilience Perspective	26
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Defining the Empowerment Perspective	26
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Homework Exercise 2.7: Understanding Empowerment	28
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