ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE April 15, 2009

1. ACADEMIC UNIT: School of Social Work

2. COURSE PROPOSED: SWU 295 Foundations of Social Work Practice 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON:
   Name: Teri Kennedy
   Phone: 602-496-0076
   Mail Code: 3920 E-Mail: terikennedy@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. 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. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry-L ☐ Mathematical Studies-MA ☐
   CS ☐ Humanities, Fine Arts and Design-HU ☐
   Social and Behavioral Sciences-SB ☐
   Natural Sciences-SQ ☐

   Awareness Areas
   Global Awareness-G ☐ Historical Awareness-H ☐
   Cultural Diversity in the United States-C ☐

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

   CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: __________________________

   Is this a multisession course?: ☐ No ☒ Yes; Is it governed by a common syllabus? yes

   Teri Kennedy, Chair, BSW Program Committee

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08

Mandatory Person
Chair/Director (Print or Type)  
Date: 04/15/09  
Chair/Director (Signature)  
Jeri Kennedy
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 of American Indians, Hispanic Americans, 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.
Proposer: Please complete the following section and attach appropriate documentation.

**ASU--[C] CRITERIA**

**CULTURAL DIVERSITY IN THE UNITED STATES**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>1.</td>
<td></td>
<td>A Cultural Diversity course must meet the following general criteria:</td>
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<td>The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.</td>
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<td>Syllabus; Textbooks</td>
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<td>2.</td>
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<td>A Cultural Diversity course must then meet at least one of the following specific criteria:</td>
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<td>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.</td>
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<td>Syllabus; Textbooks</td>
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<td>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.</td>
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<td>Syllabus; Textbooks</td>
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<td>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.</td>
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<td>Syllabus; Textbooks</td>
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*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: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.
### Course Prefix | Number | Title | 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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example-See 2b. Compares 2 U.S. cultures</td>
<td>Example-Compares Latino &amp; African American Music</td>
<td>Example-See Syllabus Pg. 5</td>
</tr>
<tr>
<td>Criterion 1: The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.</td>
<td>Provides theoretical foundation and skill base for effective culturally competent communication and interviewing with individuals, families, small groups, and larger systems.</td>
<td>Syllabus: V. Course Description, VI. Course Rationale, VII. Course Objectives, VIII. Course Units, IX. Key Concepts, XI. Cross-Cultural Understanding Paper &amp; Ethnographic Interview Paper; Textbooks</td>
</tr>
<tr>
<td>Criterion 2.a.: The course is an in-depth study of culture-specific elements &amp; experiences</td>
<td>Focuses upon developing culturally-competent communication with an understanding of the impact of culture-specific elements and experiences of people of diverse backgrounds*</td>
<td>Syllabus: VI. Course Rationale, VII. Course Objectives, VIII. Course Units, XI. Cross-Cultural Understanding Paper &amp; Ethnographic Interview Paper; Textbooks</td>
</tr>
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<td>Criterion 2.c.: The course is primarily a study of the social, economic, political, &amp; psychological dimensions of relations between groups within the U.S.</td>
<td>Focuses upon developing culturally-competent communication with an understanding of the unique social, economic, political, &amp; social experiences of people of diverse backgrounds*</td>
<td>Syllabus: VI. Course Rationale, VII. Course Objectives, VIII. Course Units, XI. Cross-Cultural Understanding Paper &amp; Ethnographic Interview Paper; Textbooks</td>
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<td>*racial/ethnic, age, gender, sexual orientation, socioeconomic, a disability Dis hedability status</td>
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ARIZONA STATE UNIVERSITY
COLLEGE OF PUBLIC PROGRAMS
SCHOOL OF SOCIAL WORK

SWU 295
T/TH 9:15 – 10:30 AM
University Center 213

LEAD INSTRUCTOR: Kelly F. Jackson, Ph.D.

I. Name 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-requisite SWU 171, SWU 291

IV. Required Texts:


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 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,
VII. Course Objectives:
At the end of the course, students will be able to:

1. Demonstrate an understanding of the importance of self-awareness and self reflection by examining, and understanding the implications of, their own personal, cultural values, beliefs and biases and their impact on generalist social work practice.
2. Demonstrate a conceptual knowledge of culture and its impact on human behavior; recognizing the strengths that exist in all cultures.
3. Describe the basic components of helping relationships and how they differ from other relationships.
4. Explain the strengths of ethnographic interviewing, and barriers to an effective cross-cultural interview, in a professional helper context.
5. Demonstrate the process of trust building using naturalistic inquiry and the naturalistic paradigm.
6. Demonstrate skilled listening and an understanding of basic communication processes with persons of similar and diverse backgrounds.
7. Explain the value base of the social work profession, and its implications for practice skills with diverse clients.
8. Explain the roles of both culture and social work in the helping and change process.
9. Articulate the quality and characteristics of an effective helper.

VIII. Course Units:

Unit One: Framework for multi-cultural understanding and the human service worker.
A. Ethics and other professional responsibilities
B. Case Management – assessing, planning, linking, and monitoring
C. Culture and its impact on human behavior
D. The strengths perspective and empowerment model of human behavior
E. The value base of the social work profession with a focus on diversity and practice skills
F. Methods of helping and healing within ethnic, cultural and racial groups
G. Becoming culturally competent

Unit Two: Elements and Techniques of interpersonal communication in professional helping relationships
A. Examining Attitudes and Perceptions
B. Barriers to effective communication
C. Active listening and empathy
D. Ethnographic interviewing
E. The change process and the social work role in a multicultural context
F. Creating an effective helping relationship

Unit Three: Personal and Professional Development
A. Developing self-awareness
B. Understanding cultural assumptions and value differences
C. Understanding the implications of one’s values and beliefs in the helping relationship.
D. Professional self-development
E. Compassion and professional boundaries
F. Social worker self-care

IX. Key Concepts:

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

X. Evaluation of Student Performance

Grading Guidelines for Undergraduate Courses

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

A “B” grade at the undergraduate level means that a student is doing above average work. The student attends class regularly, hands in all course assignments, and demonstrates (at the very least) a strong grasp of the material.

A “C” grade at the undergraduate 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 course assignments, and demonstrates a basic level of understanding of course concepts.

A “D” or “E” at the undergraduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.
Grading Criteria

90-100   A
80-89    B
70-79    C
60-69    D
Below 60 E

Grading Standards

Regular attendance is critical to maximize active learning and class participation. Attendance will be taken at the beginning of each class session. Prompt arrival is expected. Early departures are discouraged. Students who anticipate late arrivals and/or early departures should discuss this with the instructor in advance. It is the student’s responsibility to sign the attendance sheet. Two absences are permitted without a reflection on your class grade. Additional absences will result in points being deducted from your class participation grade. It is the student’s responsibility to email the instructor when not attending class. When absent from class it is the student’s responsibility to gather any class content available to them from fellow students or blackboard.

Timely submission of assignments is expected. Hard copies of assignments must be submitted during class on the assigned due date. Late assignments will be penalized 10% except where extensions are negotiated. Extensions are negotiated with the instructor based on extenuating circumstances beyond the student’s control. I will respond to all emails I receive so that you know I received your assignment. If you do not receive a response, do not assume I received your email.

The grade of “I” (Incomplete) can only be given by an instructor when a student, who is doing otherwise acceptable work, is unable to complete a course (e.g., final exam or major assignment) because of illness or other conditions beyond the student’s control. Unfinished work must be completed with the same instructor except under extenuating circumstances.

The student has one calendar year from the date the mark of “I” is recorded (or less if indicated by the instructor or necessary due to prerequisite considerations) to complete the course. If work is not completed within the stated time frame, the grade will become an “E”. Requests for a grade of “Incomplete” must be discussed with and approved by the instructor. A completed “Request for Grade of Incomplete” form must be provided to the instructor by the final class session.

Classroom Etiquette and Responsibilities

- Please maintain professional relationships with classmates and instructors as defined by section 2. (2.01-2.11) Social Worker’s Ethical Responsibilities to Colleagues in the Code of Ethics of the National Association of Social Workers.
Please disable any cellular telephones or pagers during class, or turn them to the vibrate mode.

Late arrivals and early departures are disruptive to your learning and the class process. If you have discussed an individual situation with the instructor, please arrive or leave as quietly as possible.

Please dispose of any refuse before leaving class.

Please return tables and chairs to their original locations prior to leaving class.

Written assignments should be in the students own words except where otherwise cited. All direct quotes must appear either in quotation marks or indented and must include the source, year of publication, and page number(s). Material taken from authors that is paraphrased must also include source information. Noncompliance with these requirements constitutes plagiarism and is grounds for a failing grade.

**Accommodations for Students with Disabilities**

If you are a student with a disability and have need of assistance or special accommodations, please contact me to make arrangements. If you have not already done so, you may want to contact Disability Resources for Students (DRS) at (480)965-1234, (480)965-9000 (TTY), or www.asu.edu/drs/index.htm.

**XI. Major Assignments:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>25 pts</td>
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<tr>
<td>Final Exam</td>
<td>25 pts</td>
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<tr>
<td>Class Activities/Participation/Attendance</td>
<td>10 pts</td>
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<tr>
<td>Cross-Cultural Understanding Culture</td>
<td>15 pts</td>
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<tr>
<td>Value Conflict Paper</td>
<td>10 pts</td>
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<tr>
<td>Ethnographic Interview Paper</td>
<td>15 pts</td>
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Cross-Cultural Understanding Paper (15 pts)

Identify your own background in terms of culture, country of origin, ethnicity, gender, age, class, religion, sexuality, etc. The key to this assignment is to identify in detail at least 2 major differences that has or could possibly have an effect on your working relationship with a client. Choose a client who is different from your background in one or two major ways. For example if you are a White Catholic Married Female in your mid 20’s you might choose a Mexican Single Male who recently immigrated to Arizona and discuss how your race, your marital status, your religion, and/or your gender has impacted or will impact your working relationship with this client. This paper is expected to be 4-5 pages of text, APA format. Be sure to include the following:

- Describe your background
- Describe the client and his/her background
- How do the client’s values, beliefs, culture, etc. differ from your own?
• How have economic, social, and political realities impacted the client’s group?
• Reflect on any presenting issues or issues you anticipate will surface due to the differences you’ve identified. How have these issues influenced your service to the client or how do you perceive they will influence them?

Value Conflict Paper (10 pts)

Identify a value conflict you choose to explore which you feel you may experience or have experienced in social work practice. Clearly state the conflict and the personal values you ascribe to that may influence your service to the client and the social work values that apply to the situation and your ideas about how you will resolve the conflict. This paper is expected to be 2-3 pages of text, APA format.

Ethnographic Interview Paper (15 pts)

Using Leigh’s description of ethnographic interviewing you will conduct an ethnographic interview of a classmate or a community member (no boyfriends, girlfriends or family) who agrees to assist you. The focus of the interview will be on the interviewee’s culture, values, background, etc. Make an audiotape of the ethnographic interview with permission from the interviewee by asking them on the audiotape. Use the audiotape when writing the paper. You may want to also take notes as you audiotape also. Do not use real names in the paper. The paper is expected to be 4-5 pages of text. APA format. Be sure to specifically integrate the following descriptions providing examples of each:
• The use of friendly conversation
• Setting the purpose
• Expressing ignorance
• Global questions
• Cover terms and descriptors

Midterm Exam (25 pts)

Final Exam (25 pts)

Chapter 4 Cultural Competence

Introduction
- Culture and Communication
- Your Ethical Responsibility
- When You Are Not Sure

Where Are the Differences?
- Cultures
- Subcultures
- Race and Ethnic Group
- How We Develop a We-Versus-Them Attitude

Strangers
- Anxiety and Uncertainty
- Thoughtless Versus Thoughtful Communication
  - Recognizing Our Tendency to Categorize
  - Looking for Exceptions
  - Checking Our Attributions
  - Evaluating Scripts
  - Checking Perceptions
  - Allowing Differences

Dimensions of Culture
- Individualistic and Collectivistic Cultures
- How Individualistic and Collectivistic Cultures Differ

Obstacles to Understanding
- Stereotyping
- Ethnocentrism
- Prejudice
- Conflict
- Changing Attitudes

Competence
- Testing Your Cultural Competence
Communicating for Cultural Competence

James W. Leigh

Today, more than ever, workers in the helping professions face a culturally diverse society in which they will engage marginalized individuals. Students and practitioners of social work need to understand how these people experience the world. To that end, Leigh first provides background on becoming a culturally competent social worker and then focuses on the beginning stage of the helping process—interviewing. This much-needed text features a highly regarded ethnographic interview model that casts clients in the role of experts on their own lives. Readers learn how to gather information that fosters a positive relationship between helper and client, eventually leading to a culturally congruent assessment and treatment plan. In addition, end of chapter exercises; excerpts of interviews; and detailed information on assessment, negotiated consensus treatment planning, and culturally relevant interventions enhance readers’ learning experience.

$23.95 list, 188 pages
© 1998

Quantity: 1  Add to Cart

"I love the communication focus!! It's perfect for social workers, as that's an essential component of cultural competence." — Juliet Rothman, University of California, Berkeley

"Finally, a book that relates to the issue of multiculturalism and the helping relationship. I was encouraged by the up-to-date materials and the quality of the research!" — Marina Bademan, Metro State College

"The book is a valuable asset to social workers in an increasingly diverse society. I like the exercises provided. They encourage the student to develop cultural competence in a way that helps to empower the client, and not at the expense of the client." — Alfred Joseph, Miami University

"Well researched, with lots of great resources (appendices). The book has a good balance of theory and skills-based activities." — H. Jardine, Macon State College

"This book adds much needed insight into understanding how to become culturally competent. The author does an excellent job of conceptualizing the knowledge, values, and skills social workers need to engage in competent social work practice." — Freddie Avant, Stephen F. Austin State University

"The author does an excellent job of connecting theory to skill development. The ethnographic and naturalist approach creates an 'other-focused' practice, which is essential for social work practice." — Rebecca E. Coleman, Grace College

Table of Contents
1. Introduction
2. Becoming Culturally Competent
3. Naturalistic Inquiry: A Base for Cultural Competence
4. Knowledge: The Foundation for Cultural Competence
5. The Helping Relationship
6. Friendly Conversation

http://www.waveland.com/Titles/Leigh.htm
7. Setting the Stage for the Ethnographic Interview
8. Global Questions
9. Cover Terms
10. Descriptors
11. Terminating the Interview
12. The Ethnographic Interview Summary
Appendix A: Falling Out of the Model: Evaluating Self
Appendix B: Self-Evaluation Form
Appendix C: Assessment, Negotiated Consensus Treatment Planning, and Culturally Relevant Interventions and Treatment
Appendix D: Code of Ethics, National Association of Social Workers
Appendix E: Code of Ethics, National Federation of Societies for Clinical Social Work
Appendix F: Code of Ethics, National Association of Black Social Workers
Appendix G: Seven Principles for the Culturally Competent Social Worker