

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY
MSW PROGRAM**

**CULTURAL DIVERSITY
SWK 6135**

COURSE DESCRIPTION

The course focuses on self-awareness and builds upon the understanding developed in HBSE. The nature of practice issues related to diversity is presented in this course as fundamental for working with differences, understanding issues of oppression and privilege, and developing an appreciation for the social justice and non-judgmental perspectives of the social work profession.

COURSE OVERVIEW

A critical dimension and foundation of Cultural Diversity is understanding the importance of intersectionality in the equation of power, oppression, and social justice. The social construction of issues related to ethnicity and race, language, poverty, denial of access to resources and services, powerlessness, racism, sexism, heterosexism/homophobia, classism, and ageism change substantively when explored within the context of intersectionality. Through a process of didactic reading, critical thinking and analysis, and self-examination, students will examine themselves and the society in which we live, develop an appreciation for the multifaceted meanings of diversity, and cultivate professional alternatives for combating discrimination, stereotyping, and oppression across age groups, ethnicities, genders, classes, religions, physical and mental disabilities, and sexual orientation.

COURSE COMPETENCY OUTCOMES

The Council of Social Work Education requires all accredited schools of social work to assess nine competencies. The rubric below evaluates the following competency/competencies using the Final assignment: *Understanding and Exploring Diverse Cultural Identities*.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers:

b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts in their own lived experiences.

Measure 3B: Social workers demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Behavior Indicator	Not Competent (1)	Developing Competency (2)	Competent (3)	Advanced Competency (4)
Demonstrates cultural humility when working with constituents	Does not demonstrate the ability to use critical reflection, self-awareness, and self-reflection to manage personal bias, power, privilege, and values in working with individuals.	Demonstrates minimal ability to use critical reflection, self-awareness, and self-reflection to manage personal bias, power, privilege, and values in working with individuals.	Demonstrates some ability to use critical reflection, self-awareness, and self-reflection to manage personal bias, power, privilege, and values in working with individuals.	Demonstrates a clear ability to use critical reflection, self-awareness, and self-reflection to manage personal bias, power, privilege, and values in working with individuals.

The CSWE rubrics scores will NOT apply to your class grade. Individual scores are NOT made public; however, you can view your individual score at the following address: <https://yeshiva.tk20.com/campustoolshighered/start.do>

INSTRUCTIONAL METHODS

Learning will occur through a variety of experiences and methods, such as lectures, class discussions, discussion boards, journal assignments, case scenarios, class exercises, role plays, films, and presentations.

This class includes 37.5 contact hours. Students will be in class live online with the professor for 2 hours each week for 14 weeks and will complete an additional 9.5 hours throughout the semester on four interactive written discussion board assignments with the professor and peers.

COURSE EXPECTATIONS AND GRADING

Students are expected to attend ALL classes and to be on time. Class participation is essential, and the student is expected to complete the required reading. Students are expected to be prepared for critical discussion, NOT ONLY A REVIEW of the content.

Grades are based on attendance, class participation, participation in discussions in Canvas, and written assignments. Each assignment will be weighted as follows:

25% Film Analysis: The Visitor - Reflection through Film

25% The Interview: Understanding and Exploring Diverse Cultural Identities

50% In-class and Online Discussions: Completion of assigned readings and full participation in class and on Canvas discussion board and journal assignments

Required Texts

- Freire, P. (2006 - originally 1970). *Pedagogy of the Oppressed*, New York: Continuum Books \$14.95 ISBN 0-8264-1276-9 **SEE SYLLABUS TAB IN CANVAS FOR PDF download**
- Marsiglia, F. F., Kulis, S. S., & Lechuga-Peña, S. (2021). *Diversity, Oppression, & Change: Culturally Grounded Social Work (3rd ed.)*. Oxford University Press, USA. ISBN-13: 978-0190059507, ISBN-10: 0190059508

Recommended Texts

- Thomas, A.J. & Schwarzbaum, S.E. (2016). *Culture and identity: Life stories for counselors and therapists(3rd ed.)*. Thousand Oaks, CA: SAGE Publications.
- Solomon, A. (2013). *Far from the tree: Parents, Children and the Search for Identity*. New York: Scribner. \$17.00 ISBN 978-0-7432-3672-0

ADDITIONAL READINGS MAY BE ASSIGNED THROUGHOUT THE COURSE.

COURSE REQUIREMENTS

Assignment Descriptions



- Starring: Richard Jenkins, Maggie Moore, Hiam Abbass, Amir Arison
- Directed by: Thomas McCarthy

FILM ANALYSIS: The Visitor - Reflection through Film (Due Session 7)

This assignment requires that you watch the film - The Visitor - and respond to a series of questions. You are responsible for finding a way to watch this film. You may be able to rent the film through online sources such as Amazon Prime or iTunes. Please reach out to your instructor promptly if you have difficulties finding a way to view the film.

In the film, there is a social conflict that offers you an opportunity to explore and reflect on an experience that may be different from your usual family, work, or community.

After watching the film, respond to the questions below in essay format. This should **not** be written in a question-and-answer response since it is a paper. Support your insights with class readings and discussions. Use examples from the film to validate your impressions and be as specific as possible.

1. Who is the visitor? Why do you consider this character the “visitor”?
2. Discuss how factors of intersectionality at the micro-level (e.g., age, gender, ethnicity, income level, etc.) reflect systems of privilege and oppression among the various characters.
3. How do macro-level systems (e.g., culture, religion, customs, laws, etc.) impact the characters' lived experiences in the film?
4. There are several strong qualities depicted in the film, which include: strength, perseverance, empowerment, resilience, pride, and/or determination. Select three qualities, then use scenes from the film to explain how these qualities were depicted.
 - Be sure to focus on each quality separately. Try to show a strong understanding of each quality without confounding the terms/explanation.
5. What did you learn about the cultures portrayed in the film?
6. What surprised you? What upset you? What moved you?
7. What did you learn about your own biases from the experience of watching the film and writing this paper?

REQUIREMENTS

- This paper should be no more than 6-8 written pages, plus a reference page.
- You must use two references in addition to the required texts. Your references should come from professional academic journals. Do **not** use sites like Wikipedia, summary notes from the internet, newspapers, pop culture magazines, or movie reviews. Your references should be used to substantiate your points, as needed. This is an opportunity to show your professor that you have been keeping up with the readings.

This is an essay, and you must use APA 7 style writing, citations, reference page, and face sheet.

THE INTERVIEW PREPARATION: Understanding and Exploring Diverse Cultural Identities (Due Session 5)

INSTRUCTIONS:

Preparing for the Interview.

STEP 1: SELECT AN INTERVIEWEE

Identify a person to interview with **at least three different identities** from you. The identity categories include:

- Ability status
- Age (early adulthood: 21-34, early middle-age: 35-44, late middle-age: 45-64, late adulthood: 65-84, very late adulthood: 85 and older)
- Ethnicity
- Gender identity
- Race
- Religion (different denominations within the same religion do not count)
- Sex
- Sexual orientation

STEP 2: CREATE 10 INTERVIEW QUESTIONS

Develop 10 possible interview questions that you could use in your interview.

- Try to create open-ended questions; they will better stimulate discussion.
 - i.e.) What part of your identity are you most/least comfortable sharing with others? Why?
- Avoid using the words "culture" or "cultural identity" in your questions. Try to use the person's identities.
 - **Instead of:** What traditions are most important to your culture?
 - **Be Specific:** As an Asian American, what traditions are most meaningful to you?
- Research, in advance, some general information concerning the background of the person to be interviewed. This will assist you in developing some background knowledge about this person's cultural identities. This can be the person's race, ethnicity, religion, country of

origin, etc. Remember – the interviewee will be the expert, not you; however, having some basis of understanding is important and helpful.

- You should read at least three different and credible readings to prepare for your interview.

Your instructor will review your interview questions and provide feedback to refine your questions.

STEP 3: FILL OUT THE IDENTITIES CHART

Along with your 10 interview questions, please submit the completed chart below.

Identity Chart

Identity Categories	Self	Interviewee
<i>Type of identity</i>	<i>Identity #1</i>	<i>Identity #1</i>
<i>Type of identity</i>	<i>Identity #2</i>	<i>Identity #2</i>
<i>Type of identity</i>	<i>Identity #2</i>	<i>Identity #2</i>

FINAL PAPER: THE INTERVIEW- UNDERSTANDING AND EXPLORING DIVERSE CULTURAL IDENTITIES (Due Session 13)

INSTRUCTIONS

Culturally diverse social work practice recognizes and respects the importance of differences in people and the critical role of culture in the helping profession. This assignment allows you to explore an individual with identities different from your own that may be unfamiliar to you.

STEP 1: CONTACT YOUR INTERVIEWEE

As a reminder, the person you interview should have **at least three different identities** from you.

The identity categories include:

- ability status
- age (early adulthood 21-34, early middle age 35-44, late middle age 45-64, late adulthood 65-84, very late adulthood 85 and older)
- ethnicity
- gender identity
- race
- religion (different denominations within the same religion do not count)
- sex
- sexual orientation

STEP 2: CONDUCT THE INTERVIEW

You should spend at least 90 minutes speaking with your interview subject. This should not be a telephone conversation. In-person or videoconferencing is the preferred method. Remember to use the interview questions you created as a guide in the Interview

Preparation.

STEP 3: ANALYZE INTERVIEW CONTENT

Analyze your interview information. The paper cannot include everything you learned from the interview, so you must select the ideas, information, and quotations to make an interesting and coherent paper.

Note: Do not provide a transcript of the interview, just an analysis. Your paper should be comprehensive and not in question/answer format. Like any paper, you should have an introduction/overview, a descriptive narrative, and a summary that includes a personal reflection.

STEP 4: WRITE THE FINAL PAPER

Your final paper should include the following sections:

INTRODUCTION/OVERVIEW

Introduce your reader to the person you interviewed and provide your reader with a general overview of what you did to prepare for the interview. Some questions to consider are:

- Who did you select for your interview?
- Why did you choose this person?
- How are your identities different?
- Elaborate enough to show the contrast.
- How did you prepare for your interview?
- Where did the interview take place?
- How long did it last?
- How did you create a safe space? What made it so, or what didn't?
- What did you already know about this person's identities?
- How easy or difficult was it to ask the questions and have a conversation about their identities? Why?
- Did you feel comfortable or uncomfortable during your interview? Why?
- How do you think the other person felt? What gave you that impression?
- What were verbal and nonverbal cues present?

Be specific in your paper. Include examples as needed to illustrate your points.

DESCRIPTIVE ANALYSIS

Write an analysis about what you learned as a visitor to the other person's identities. In talking to your interviewee, you may ask them to consider some of these questions in addition to those you prepared:

- What part of your identity do you think most people notice first about you?
- What part of your identity are you most/least comfortable sharing with others?
- What part of your identity are you most proud of?
- What part of your identity is most important to you?

- Based on your research and your interview, what were some things you learned about the other person's identities that surprised you or you found fascinating?

Here's your opportunity to share what you learned about the other person's identities. Does it differ from what you read in your references?

Next, explain what you learned about yourself, as well as your biases, assumptions, and limitations as a person with different identities than your interviewee. The following are some questions for you to consider to assist you with your self- reflection.

- What did you learn about your interviewee's worldview?
- How did this compare to some of the concepts learned in class?
- How did this interview help you become aware of your worldview?
- Did you find some similarities or sharp contrasts?
- For example, did you notice that your worldview began to expand as you learned about another person's identities?
- What about your openness to differences?
- Did you notice any personal biases/assumptions that got in your way?
- How did you overcome them to stay nonjudgmental to your interviewee and maintain a safe space? Consider the applicability of some of the concepts you are learning in class. Use your textbook and additional readings as a guide.

SUMMARY AND PERSONAL REFLECTION

This last part of your paper is a chance for you to reflect on the whole experience.

- What were the most important things you learned from this interview about identities?
- What surprised you, challenged you, or will stay with you as an important lesson learned?
- What changed in you as a result of this interview/conversation?
- In considering the best practices for working with clients, were there communication practices (asking open questions, not interrupting, staying silent but present, etc.) that you wished you had used or done better? Please use your textbooks as a guide.
- How did this experience help you understand the challenges and complexities experienced by others with different identities than your own?
- What is your major takeaway from this assignment?
- Most importantly, how will this experience help to prepare you to be a more culturally competent social worker?

Requirements

To successfully complete this assignment, you need to meet the following requirements:

- Your paper should be at least 6 and at most 8 written pages, plus a reference page.
 - You must use at least two references, which may include the text, readings, and/or additional scholarly articles.
 - Your paper must be in APA 7 format.
 - Your paper must be a comprehensive essay and not written in question/answer format.
- Include the list of the questions you planned to ask in the interview, noting which ones you actually ended up asking (and adding in any others that you included impromptu during the interview).
- Notes about writing and format:
 - As you work on this assignment, you can reference this tutorial on [APA Basics for Social Work \[Video\]](#)
 - You may also wish to get to know the Writing Center. You can book your appointment with [WSSW Writing Consultants](#)
 - It is recommended that you schedule your meeting ahead of time.

OFFICE OF DISABILITIES SERVICES (ODS) collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities. The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability. <http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/>

E-RESERVES

Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e-reserves is <http://yulib002.mc.yu.edu:2262/er.php>. Most of the articles mentioned in the curriculum are available on electronic reserve (E- reserves). You can access the full text articles from your home or from a university computer at no charge.

ACCESSING E-RESERVES

FROM CANVAS

1. Go to your class Canvas page.
2. Click the link "Library Resources & E-Reserves" (no password required)

FROM CAMPUS

1. If you wish to access e-reserves from the library home page (library.yu.edu),
2. Use "**wurzweiler**" all lower case, as the password.
3. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

FROM OFF-CAMPUS

1. Go to the library's online resources page:
http://www.yu.edu/libraries/online_resource_s.asp
2. Click on E-RES; you will be prompted for your Off Campus Access Service login and password.
3. Use "wurzweiler" all lower case, as the password for all courses in all social work programs.
4. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

USING E-RESERVES

1. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
2. Click on the link to your course.
3. When the article text or book record appears on the screen, you can print, email, or save it to disk. To view documents that are in PDF format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html

PLAGIARISM

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes **plagiarism** and is a violation of academic standards. The School will not condone **plagiarism** in any form and will impose sanctions to acts of **plagiarism**. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. **Plagiarism** occurs when a student directly copies another's work without citation, when a student paraphrases major aspects of another's work without citation, and when a student combines the work of different authors into a new statement without reference to those authors. It is also **plagiarism** to use the ideas and/or work of another student and present them as your own. It is **NOT plagiarism** to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. If it is determined that a student has plagiarized any part of any assignment in a course, the student automatically **FAIL** the course. The student will

also be placed on Academic Probation and will be referred to the Associate Dean for any additional disciplinary action, which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use the following “plagiarism checker” websites, easily accessible and generally free on Google:

www.grammarly.com/plagiarism_checker

www.dustball.com/cs/plagiarism_checker

www.plagtracker.com

www.plagium.com/

www.plagscan.com/seesourc

[es/ www.duplichecker.com/](http://es/www.duplichecker.com/)

As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

HIPAA

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present in class or coursework will need to be de-identified. This means that any information that would allow another to identify the person must be changed or eliminated. This includes obvious identifiers such as names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation, it can be included if it will not allow for identification.

FERPA & OTHER UNIVERSITY POLICIES

- Wurzweiler’s policies and procedures are in compliance with FERPA regulations. Information about FERPA regulations can be found [here](#).
- Drug-Free University Policy can be found [here](#).
- Policy Statement on Non-Discrimination, Anti-Harassment, and Complaint procedures can be found [here](#).
- The University’s Computer Guidelines can be found [here](#).

INCOMPLETE POLICY

It is expected that all work must be submitted no later than the final day of this class unless otherwise specified by the instructor. Incomplete grades are only given in exceptional circumstances at the discretion of the instructor. In order for an instructor to issue a grade of "incomplete," the student must be passing this course.

If an incomplete grade is given for this course, an Incomplete Contract will be completed, which will specify a due date for the completion of any outstanding work. It is the student's responsibility to complete all outstanding work before this due date. Students will be unable to enroll in any advanced courses for which this course is a prerequisite.

Failure to complete all outstanding work before the due date will result in a grade change from an "I" to an "F" for this course. Please consult the Student Handbook for the complete incomplete policy, which will guide the receipt of an incomplete grade in this course.

COURSE OUTLINE

UNIT I: INTRODUCTION & CULTURALLY COMPETENT SOCIAL WORK PRACTICE: SESSIONS 1 & 2

Learning Themes

This unit reviews the objectives for class, course content, learning methods, course expectations, grading, and assignments. In addition, you will examine not only the lens you use to view the world but to consider other perspectives. The meaning and dimensions of cultural competence will be highlighted in this module through the readings and class discussions. By the end of the unit, you will have a better appreciation of the importance of a multicultural, informed social work practice when working with individuals, groups, and communities.

Assigned Readings

- Carroll, J. & Minkler, M. (2000). [Freire's message for social workers: Looking back, looking ahead.](#) *Journal of Community Practice*, 8(1).
- Freire, P. (2000). [Pedagogy of the oppressed \(30th anniversary ed.\)](#). New York, NY: Haworth Press.
 - Read the Introduction, Forward, Preface, and Chapter 1
- Marsiglia, F. F., Kulis, S. S., & Lechuga-Peña, S. (2021). *Diversity, Oppression, & Change: Culturally Grounded Social Work* (3rd ed.). Oxford University Press, USA.
 - Chapter 1
- Mosher, D. K., Hook, J. N., Captari, L. E., Davis, D. E., DeBlaere, C., & Owen, J. (2017). [Cultural humility: A therapeutic framework for engaging diverse clients.](#) *Practice Innovations*, 2(4), 221.

Recommended Readings

- Gerdes, K.E. & Segal, E. (2011, April 1). [Importance of empathy for social work practice: Integrating new science](#). *Social Work*, 56(2), 141-148.
- Castillo, J., Lundahl, B., Moleni, K., & Blackman, L. (2022). [Op-Ed: Failing to bend the arc of the moral universe? Dr. King, Newton, Piaget, and social work](#). *Critical Social Work*, 23(1), 74-81.
- Luciano, D. (2020). [An immersion experience in China: Cultivating cultural humility among social work students](#). *Journal of Ethnographic & Qualitative Research*, 14(3).

Reflection Discussion

You will be asked in this module to complete an online discussion question that will explore the elements needed to produce a safe environment as we explore potentially sensitive subjects. Discussion details can be found in Canvas.

UNIT II. PRIVILEGE, POWER & OPPRESSION: SESSIONS 3 & 4

Learning Themes

In this unit, we will explore theories and perspectives that address the role of oppression and privilege in contemporary society. Specifically, you will gain an understanding of the social and political forces that produce oppression and inequality. Stereotyping, microaggressions, and other factors all contribute to maintaining the status quo. Social work practice has the knowledge base and skill set to combat inequality and build resiliency in individuals, groups, and communities.

Assigned Readings

- Marsiglia, F. F., Kulis, S. S., & Lechuga-Peña, S. (2021). Diversity, Oppression, & Change: Culturally Grounded Social Work (3rd ed.). Oxford University Press, USA.
 - Chapters 2, 5, and 7
- Freire, P. (2000). [Pedagogy of the oppressed \(30th anniversary ed.\)](#). New York, NY: Haworth Press.
 - Chapter 2
- Saar-Heiman, Y. (2023). [Power with and power over: Social workers' reflections on their use of power when talking with parents about child welfare concerns](#). *Children and Youth Services Review*, 145, 106776.
- Wong, R., & Jones, T. (2018). [Students' experiences of microaggressions in an urban MSW program](#). *Journal of Social Work Education*, 54(4), 679-695.
- McIntosh, P. (1989). [White privilege: Unpacking the invisible knapsack](#). *Peace and Freedom*.

Recommended Readings

- Crandall, C.S., & Eshleman, A. (2003). [A justification-suppression model of the expression and experience of prejudice](#). *Psychological Bulletin*, 129(3), 414-446.
- Grant, J.G., & Cadell, S. (2009). [Power, pathological worldviews, and the strengths perspective in social work](#). *Families in Society*. 90(4), 425-430.

Reflection Discussion

You will be asked in this module to complete an online discussion question exploring social privileges. You will also be asked to self-reflect on your biases, assumptions, experiences, strengths, and weaknesses in the professional relationship and explore the skills and knowledge needed to address these factors with your clients. Discussion details can be found in Canvas.

UNIT III. UNDERSTANDING ETHNICITY, RACE & RACISM: SESSIONS 5 & 6

Learning Themes

Racism continues to "rear its ugly head" in contemporary American society. As American citizens and as professional social workers, we cannot ignore the devastating effects that racism has on our society and on the lives of the clients we seek to empower. This unit will explore the effects of institutionalized racism, individual prejudice, as well as class privilege in the helping process.

Assigned Readings

Marsiglia, F. F., Kulis, S. S., & Lechuga-Peña, S. (2021). *Diversity, Oppression, & Change: Culturally Grounded Social Work* (3rd ed.). Oxford University Press, USA.

- Chapter 3
- Chapter 8
- Wu, F. H. (2002). *Yellow: Race in America beyond black and white* (p. 39). New York: Basic Books.
 - Chapter 2 [Wu_2002.pdf](#)
- Franco, D. (2021). [Revisiting cultural diversity in social work education through Latino critical race theory testimonio](#). *Social Work Education*, 40(4), 522-534.
- Gourdine, R. M. (2019). [We treat everybody the same: race equity in child welfare](#). *Social work in public health*, 34(1), 75-85.

Recommended Readings

- Cabral, R.R., & Smith, T.B. (2011). [Racial/ethnic matching of clients and therapists in mental health services: A meta-analytic review of preferences, perceptions, and outcomes](#). *Journal of Counseling Psychology*. 58(4), 537-554.
- Kiehne, E. (2016). [Latino critical perspective in social work](#). *Social Work*, 61(2), 119-126.
- Azhar, S., Farina, A., Alvarez, A. R., & Klumpner, S. (2022). [Asian in the time of COVID-19: creating a social work Agenda for Asian American and Pacific Islander communities](#). *Social Work*, 67(1), 58-68.
- Siddiqui, S. [A brief history of racism in the United States](#).

Reflection Discussion

You will be asked in this module to complete an online discussion question exploring forms of oppression, their harmful impact, and the implications for contemporary social work practice. Discussion details can be found in Canvas.

UNIT IV. UNDERSTANDING DIFFERENCES IN IMMIGRATION, RELIGION & SPIRITUALITY: SESSIONS 7 & 8

Learning Themes

In this unit you will learn about the history of immigration in the United States as well as the contemporary challenges facing the immigrant and undocumented communities. You will learn ways to communicate cultural competency to immigrant, refugee, and asylum-seeking individuals, families, and communities. Additionally, you will learn about the role that both religion and spirituality can have in social work practice. You will be educated about the long-lasting effects that religious and ethnic persecution can have on individuals, groups, and communities.

Assigned Readings

- Freire, P. (2000). *Pedagogy of the oppressed* ([30th anniversary ed.](#)). New York, NY: Haworth Press.
 - Chapter 3
- Marsiglia, F. F., Kulis, S. S., & Lechuga-Peña, S. (2021). *Diversity, Oppression, & Change: Culturally Grounded Social Work* (3rd ed.). Oxford University Press, USA.
 - Chapter 11
 - Chapter 12
- Parada, M. L. (2022). [Integrating religion/spirituality into professional social work practice](#) *Download Integrating religion/spirituality into professional social work practice*. *Journal of Religion & Spirituality in Social Work: Social Thought*, 41(4), 351-368.
- Freund, A., & Band-Winterstein, T. (2017). [Cultural psychiatry: A spotlight on the experience of clinical social workers' encounter with Jewish ultra-orthodox mental health clients](#). *Download Cultural psychiatry: A spotlight on the experience of clinical social workers' encounter with Jewish ultra-orthodox mental health clients*. *Community mental health journal*, 53, 613-625.
- Carrillo, A., & O'Grady, C. L. (2018). [Using structural social work theory to drive anti-oppressive practice with Latino immigrants](#). *Download Using structural social work theory to drive anti-oppressive practice with Latino immigrants*. *Advances in Social Work*, 18(3), 704-726.

Recommended Readings

- Schnall, E. (2006) [Multicultural counseling and the orthodox Jew](#). *Journal of Counseling and Development*, 84, 276-282.
- Hodge, D. R. (2019). [Increasing spiritual diversity in social work discourse: A scientific avenue toward more effective mental health service provision](#). *Social Work Education*, 38(6), 753-765.

- Abdullah, S. (2015). [An Islamic perspective for strengths-based social work with Muslim clients](#). *Journal of Social Work Practice*, 29(2), 163-172.
- Scharf, M. (2007). [Long-term effects of trauma: Psychosocial functioning of the second and third generation of Holocaust survivors](#). *Development and Psychopathology*, 19(2), 603-622.
- Larsen, K. M., & Rinkel, M. (2016). [What does religion and spirituality mean to a racially diverse group of social work practitioners?](#) *Journal of Religion & Spirituality in Social Work: Social Thought*, 35(3), 200-221.
- Torres, S. A., Santiago, C. D., Walts, K. K., & Richards, M. H. (2018). [Immigration policy, practices, and procedures: The impact on the mental health of Mexican and Central American youth and families](#). *American Psychologist*, 73(7), 843.
- Wood, L. C. (2018). [Impact of punitive immigration policies, parent-child separation and child detention on the mental health and development of children](#). *BMJ paediatrics open*, 2(1).

Unit V: UNDERSTANDING GENDER IDENTITY IN CONTEMPORARY SOCIETY: SESSIONS 9 & 10

Learning Themes

In this unit, you will learn about the complex interaction of gender with other identity markers such as race and ethnicity. Gender—femininity, and masculinity—is a basic form of social organization used for social analysis, which often leads to gender hierarchies and inequalities. This unit will address issues related to gender inequality, social movements, masculinity, and politics of social justice.

Additionally, you will learn about the difference between sex and gender and contemporary issues related to gender, such as working with both the transgender community and highlighting issues related to intimate partner violence.

Assigned Readings

- Marsiglia, F. F., Kulis, S. S., & Lechuga-Peña, S. (2021). *Diversity, Oppression, & Change: Culturally Grounded Social Work* (3rd ed.). Oxford University Press, USA. Chapter 9
- Wagner, J., Sackett-Taylor, A. C., Hodax, J. K., Forcier, M., & Rafferty, J. (2019). [Psychosocial overview of gender-affirmative care](#). *Journal of Pediatric and Adolescent Gynecology*, 32(6), 567-573.
- Staiger, T., Stiawa, M., Mueller-Stierlin, A. S., Kilian, R., Beschoner, P., Gündel, H., ... & Krumm, S. (2020). [Masculinity and help-seeking among men with depression: A qualitative study](#). *Frontiers in Psychiatry*, 11, 599039.
- Danylova, T. (2020). [The Modern-Day Feminine Beauty Ideal, Mental Health, and Jungian Archetypes](#). *Mental Health: Global Challenges Journal*, 3(1), 38-44.
- Klein, A. (2018, June 30). [What men say about #metoo in therapy](#). *The New York Times*.
- Messing, J.T., Ward-Lasher, A., Thaller, J., & Bagwell-Gray, M.E. (2015). [The state of intimate partner violence intervention: Progress and continuing challenges](#). *Social Work*, 60(4), 305-313.
- Keilholtz, B. M., & Spencer, C. M. (2022). [Couples therapy and intimate partner violence: Considerations, assessment, and treatment modalities](#). *Practice Innovations*, 7(2), 124.

- Rollè, L., Giardina, G., Caldarera, A. M., Gerino, E., & Brustia, P. (2018). [When intimate partner violence meets same sex couples: A review of same sex intimate partner violence](#). *Frontiers in psychology*, 1506.

Recommended Readings

- Austin, A., Craig, S. L., & McInroy, L. B. (2016). [Toward transgender affirmative social work education](#). *Journal of Social Work Education*, 52(3), 297-310.
- Nagoshi, J.L., & Bruzu, S. (2010). [Transgender theory: Embodying research and practice](#). *Affilia: Journal of Women and Social Work*, 25(4), 431-443.
- Grossman, S.F., & Lundy, M. (2007). [Domestic violence across race and ethnicity implications for social work practice and policy](#). *Violence Against Women*, 13(10), 1029-1052.
- Shields, S.A. (2008). [Gender: An intersectionality perspective](#). *Sex Roles*, 59, 301-311.
- Reina, A.S., Lohman, B.J., & Maldonado, M.M. (2014). ["He said they'd deport me": Factors influencing domestic violence help-seeking practices among Latina immigrants](#). *Journal of Interpersonal Violence*, 29(4), 593-615.
- Clemans, S.E. (2006). [A feminist group for women rape survivors](#). *Social Work With Groups*, 28(2), 59-75.
- McPhail, B.A., Noel, B.B., Kulkarni, S., & Rice, G. (2007). [An integrative feminist model: The evolving feminist perspective](#). *Violence Against Women*, 13(8), 817-841.

UNIT VI. UNDERSTANDING SEXUAL ORIENTATION IN CONTEMPORARY SOCIETY: SESSIONS 11 & 12

Learning Themes

This unit provides foundational knowledge and general practice skills for working with lesbian, gay, bisexual, transgender, and questioning (LGBTQ) individuals. You will learn about historical and political LGBTQ perspectives, the development of LGBTQ identity-formation, health, mental health, familial issues, and LGBTQ issues across the lifespan. The intersectionality of race, ethnicity, gender, sexual orientation, and gender identity will be explored.

You will learn how to engage in culturally competent practice with LGBTQ clients. Additionally, resources for support and information will be identified.

Assigned Readings

- Marsiglia, F. F., Kulis, S. S., & Lechuga-Peña, S. (2021). *Diversity, Oppression, & Change: Culturally Grounded Social Work* (3rd ed.). Oxford University Press, USA.
 - Chapter 10
- Freire, P. (2000). [Pedagogy of the oppressed \(30th anniversary ed.\)](#). New York, NY: Haworth Press.
 - Chapter 4
- Asakura, K. (2016). It takes a village: Applying a social ecological framework of resilience in working with LGBTQ youth. *Families in Society*, 97(1), 15-22.
- Bowleg, L. (2013). ["Once you've blended the cake, you can't take the parts back to the main ingredients": Black gay and bisexual men's descriptions and experiences of intersectionality](#). *Sex Roles*, 68(11–12), 754-767.

- Goodman, J. A. (2022). Parent support for same-sex relationships: Considerations for clinical work and intervention research. *Couple and Family Psychology: Research and Practice*, 11(2), 161.
- Inch, E. (2017). Are you ready? Qualifying social work students' perception of their preparedness to work competently with service users from sexual and gender minority communities. *Social work education*, 36(5), 557-574.
- Rhoten, B., Burkhalter, J. E., Joo, R., Mujawar, I., Bruner, D., Scout, N. F. N., & Margolies, L. (2022). Impact of an LGBTQ cultural competence training program for providers on knowledge, attitudes, self-efficacy, and intentions. *Journal of Homosexuality*, 69(6), 1030-1041.

Recommended Readings

- Drinkwater, G. (2019). Creating an embodied queer Judaism: Liturgy, ritual and sexuality at San Francisco's Congregation Sha'ar Zahav, 1977–1987. *Journal of Modern Jewish Studies*, 18(2), 177-193.
- Kulkin, H. S., Williams, J., Boykin, L., & Ahn, B. (2009). [Social work students and homophobia: What are their attitudes?](#) *Journal of Baccalaureate Social Work*, 14(1), 79-8.
- Mattocks, K.M., Kauth, M.R., Sandfort, T., Matza, A.R., Sullivan, J.C., & Shipherd, J.C. (2014). [Understanding health-care needs of sexual and gender minority veterans: How targeted research and policy can improve health.](#) *LGBT Health*. 1(1), 50-57.
- Meyer, I. H. (2013). [Minority stress and the health of sexual minorities.](#) In C. J. Patterson & A. R. D'Augelli (Eds.), *Handbook of psychology and sexual orientation* (pp. 252-266). New York: Oxford University Press.
- Mereish, E.H., & Bradford, J.B.(2014). [Intersecting identities and substance use problems: Sexual orientation, gender, race, and lifetime substance use problems.](#) *Journal of Studies on Alcohol and Drugs*, 75(1), 179–188.
- Riggle, D.B., Rostosky, S.S., & Horne, S.G. (2010). [Psychological distress, well-being, and legal recognition in same-sex couple relationships.](#) *Journal of Family Psychology*, 42(1), 82-86.
- Stein, G.L., Beckerman, N.L., & Sherman, P.A. (2010) [Lesbian and gay elders and long-term care: Identifying the unique psychosocial perspectives and challenges.](#) *Journal of Gerontological Social Work*, 53(5), 421-435.

Reflection Discussion

You will be asked in this module to complete an online discussion question exploring the current climate for LGBTQ youth. You will be asked to consider what services and interventions could be helpful for LGBTQ youth and their families. You will also describe a current advocacy initiative designed to address some contemporary issues facing LGBTQ youth. Discussion details can be found in Canvas.

VII. UNDERSTANDING DISABILITIES, AGING & AGEISM: SESSIONS 13 & 14

Learning Themes

In this final unit you will explore issues related to age, ability, and disability in the experiences of people. Both the aging population and individuals with physical, developmental, and intellectual disabilities are long-standing marginalized populations in American culture. However, aging and disability are conditions that affect all individuals. This unit will explore broad topics related to these groups. In addition, you will explore how ageism overlaps with sexism and racism in the helping encounter with clients and the importance of developing self-awareness and empathy related to age and disability.

Assigned Readings

Aging

- Brody, J. (2018, March 19). [Finding meaning and happiness in old age.](#) *The New York Times*.
- Dovey, C. (2015, October 1). [What old age is really like.](#) *The New Yorker*.
- Linzer, N. (2004). [An ethical dilemma in elder abuse.](#) *Journal of Gerontological Social Work*, 43(2-3), 165- 173.
- Papell, C.P. (2015). [Experiencing aging: A social group worker's self- reflection.](#) *Social Work with Groups*, 38(3-4), 371- 381.
- Sanders, S. (2005). [Is the glass half empty or half full?](#) *Social Work in Health Care*, 40(3), 57-73.
- Stone, R.I., & Barbarotta, L. (2010). [Caring for an aging American in the twenty-first century.](#) *Generations*, 34(4), 5-10.

Intellectual and Developmental Disabilities

- Ben-Moshe, L., & Magaña, S. (2014). [An introduction to race, gender, and disability: Intersectionality, disability studies, and families of color.](#) *Women, Gender, and Families of Color*, 2(2), 105-114.
- Bishop-Fitzpatrick, L., Dababnah, S., Baker-Ericzén, M.J., Smith, M.J., & Magaña, S. (2018). [Autism spectrum disorder and the science of social work: A grand challenge for social work.](#) *Social Work in Mental Health*.
- Lalvani, P. (2011). [Constructing the \(m\)other: Dominant and contested narratives on mothering a child with Down syndrome.](#) *Narrative Inquiry*, 21(2), 276-293.

Recommended Readings

Aging

- Goldberg, C. (2002). [A place to call their own: The importance of the Jewish home for the aged for Jewish nursing home residents with dementia. \(Links to an external site.\)](#) *Journal of Jewish Communal Service, Winter-Spring*, 86-88.
- Hurwitz, B.A. (2001). [Culture and care of the dying. \(Links to an external site.\)](#) *Journal of Jewish Communal Service, Spring-Summer*, 164-171.
- Lee, C., & Bakk, L. (2001). [Later-life transitions into widowhood. \(Links to an external site.\)](#) *Journal of Gerontological Social Work*, 35(3), 51-63.
- Scott, P.S. (2017). [Sex in the nursing home. \(Link will open in new tab.\) \(Links to an external site.\)](#) *AARP Bulletin*.
- Solomon, R. (2004). [The role of the social worker in long-term care. \(Links to an external site.\)](#) *Journal of Gerontological Social Work*, 43(2-3), 187-202.
- Strawbridge, W., Wallhagen, M., & Cohen, R. (2002). [Successful aging and well-being: Self-rated compared with Rowe and Kahn \(Links to an external site.\)](#). *The Gerontologist*, 42(6), 727-733.

Intellectual and Developmental Disabilities

- Bui, Y.N., & Turnbull, A. (2003). [East meets west: Analysis of person-centered planning in the context of Asian American values. \(Links to an external site.\)](#) *Education and Training in Developmental Disabilities*, 38(1), 18-31.
- Donvan, J. & Zucker, C. (2010, October). [Autism's first child. \(Link will open in new tab.\) \(Links to an external site.\)](#) *The Atlantic*.
- Howlin, P., & Magiati, I. (2017). [Autism spectrum disorder: Outcomes in adulthood. \(Links to an external site.\)](#) *Current Opinion in Psychiatry*, 30(2), 69-76.
- Kim, K., & Turnbull, A. (2004). [Transition to adulthood for students with severe intellectual disabilities: Shifting toward person-family interdependent planning. \(Links to an external site.\)](#) *Research & Practice for Persons with Severe Disabilities*, 29(1), 53-57.
- Magaña, S., Lopez, K., & Machalicek, W. (2017). [Parents taking action: A psycho-educational intervention for Latino parents of children of autism spectrum disorder. \(Links to an external site.\)](#) *Family Process*, 56(1), 59-74.
- Wehmeyer, M.L. (2005). [Self-determination and individuals with severe disabilities: Reexamining meanings and misinterpretations. \(Links to an external site.\)](#) *Research & Practice for Persons with Severe Disabilities*, 30(3), 113-120.

USEFUL WEB PAGES (Many contain links to other related pages)

[Amnesty International](#)

<http://www.amnesty.org>

Anti-Defamation League (ADL) <http://www.adl.org/>

Association for Asian Pacific Community Health Organizations

<http://www.aapcho.org/>

FEDSTATS - Federal Interagency Council on Statistical Policy

<http://www.fedstats.gov/>

Feminist Majority Foundation

<http://www.feminist.org/>

Foundation for Ethnic Understanding

<http://www.ffeu.org/>

Gerontological Society of America

<http://www.geron.org/>

Gay and Lesbian Alliance Against Defamation (GLAAD)

<http://www.glaad.org/>

[Human Rights](#)

[Campaign](#)

<http://www.hrc.org/>

[g/](#)

Institute on Independent Living

<http://www.independentliving.org/>

National Asian Pacific American Legal Consortium

<http://www.napalc.org/>

National Association for the Advancement of Colored People (NAACP)

<http://www.naacp.org/>

National Coalition of Hispanic Health and Human Services Organization

<http://www.cossmho.org/>

National Gay and Lesbian Task Force (NGLTF)

<http://www.nglft.org/>

National Low Income Housing Coalition

<http://www.nlihc.org/>

National Urban League

<https://nul.org/>

Native American's Rights Fund (NARF)

<http://www.narf.org/>

National Organization for Women (NOW) <http://www.now.org/>

Simon Wiesenthal Center

<http://www.wiesenthal.com/>

[Women's Equality in Access to Care and Treatment](http://www.we-actx.org/) www.we-actx.org/

[Women for Women International](http://www.womenforwomen.org/)
[Womenforwomen.org](http://www.womenforwomen.org/)

World Association of People with Disabilities

<http://www.wapd.org/>