

California Social Work Education Center

C A L S W E C

**ETHNIC-SENSITIVE AND
MULTICULTURAL PRACTICE**

**A RESOURCE GUIDE BASED ON THE
CALSWEC COMPETENCIES FOR
PUBLIC CHILD WELFARE
SOCIAL WORK PRACTICE**

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CALSWEC PREFACE

The California Social Work Education Center (CalSWEC) is the nation's largest state coalition of social work educators and practitioners. It is a consortium of the state's 20 accredited schools of social work, the 58 county departments of social services and mental health, the California Department of Social Services, and the California Chapter of the National Association of Social Workers.

The primary purpose of CalSWEC is an educational one. Our central task is to provide specialized education and training for social workers who practice in the field of public child welfare. Our stated mission, in part, is "to facilitate the integration of education and practice." But this is not our ultimate goal. Our ultimate goal is to improve the lives of children and families who are the users and the purpose of the child welfare system. By educating others and ourselves, we intend a positive result for children: safety, a permanent home, and the opportunity to fulfill their developmental promise.

To achieve this challenging goal, the education and practice-related activities of CalSWEC are varied: recruitment of a diverse group of social workers, defining a continuum of education and training, engaging in research and evaluation of best practices, advocating for responsive social policy, and exploring other avenues to accomplish the CalSWEC mission. Education is a process, and necessarily an ongoing one involving interaction with a changing world. One who hopes to practice successfully in any field does not become "educated" and then cease to observe and learn.

To foster continuing learning and evidence-based practice within the child welfare field, CalSWEC funds a series of curriculum sections that employ varied

research methods to advance the knowledge of best practices in child welfare. These sections, on varied child welfare topics, are intended to enhance curriculum for Title IV-E graduate social work education programs and for continuing education of child welfare agency staff. To increase distribution and learning throughout the state, curriculum sections are made available through the CalSWEC Child Welfare Resource Library to all participating schools and collaborating agencies.

The section that follows has been commissioned with your learning in mind. We at CalSWEC hope it serves you well.

ACKNOWLEDGEMENTS

This resource guide was funded with support from the California Department of Social Services, federal Title IV-E funds, and the California Social Work Education Center.

CalSWEC would like anyone to feel free to duplicate the competencies, internet sources, and bibliography pages in this guide as long as the source is cited. Please contact the individual faculty member regarding the syllabi.

GUIDELINES FOR USE

The California graduate schools of social work have been educating public child welfare workers using the CalSWEC Competencies for Public Child Welfare Social Work Practice since 1992. The competencies were modified in January 1996 based on input from many constituent members of CalSWEC, including deans and directors of social work programs, directors of county welfare agencies, professional organizations such as NASW, field liaisons, classroom faculty, students, graduates, and community members throughout the state. Our coalition now includes 13 graduate schools of social work and plans are underway for the graduate curriculum to articulate with the statewide training academy inservice curriculum for child welfare workers.

The competency-based approach is designed to encourage schools to infuse child welfare content into already existing resources, to develop new courses addressing a specialization in public child welfare, and to create guidelines for consistency in field placements in public child welfare. It is intended to allow for maximum decision-making opportunities on the part of the schools while still paying attention to the provision of a consistent experience for the preservice child welfare student.

This resource guide is one of three which are built on the competency based structure of this set of competencies. The two sections of the competencies to which this guide relates are entitled, *Workplace Management* and *Child Welfare Policy, Planning, and Administration*. Other guides are available: *Ethnic Sensitive*

Practice and Core Child Welfare Skills. One more guide is in development, *Human Behavior and the Social Environment* (HBSE). These guides grew out of an effort to organize the mountain of resources compiled by staff that would support our child welfare curriculum.

These guides are meant to be used in several different ways:

- As curriculum materials which could stand on their own for use in individual classes within courses;
- To encourage the development of courses in the guide areas which cross-cut traditional social work education categories (e.g., methods, research, and so on) with public child welfare practice;
- As discussion tools/exercises which can be used in already existing courses needing child welfare examples;
- To pave the way for child welfare researchers to access some of the literature available in the area; and,
- To enlighten those in the field as to resources available on the Internet, including bulletin boards and government documents pertaining to child welfare.

This guide contains information in the following categories:

- Suggestions for activities to address specific competencies in this area;
- Bibliographies of articles and books relating to the competencies contained in the section of the curriculum addressed by the guide;
- Descriptions of teaching tools—audio-visual teaching aids, including videos and curriculum guides produced specifically for CalSWEC through curriculum development grants;
- On-line resources relating to social work and child welfare (e.g., current research institutes).

Many thanks go to Lisa Tracy and Ruth White, doctoral student researchers for compiling the original guide, and to Carmen Canto, who updated this guide

during her tenure as an MSW student. The members of the curriculum committee of the Board also deserve acknowledgment for their support and encouragement to help us to complete this effort.

Finally, you will see, at the back of this Guide, a survey form entitled, *Tell Us What You Think*. We at CalSWEC would appreciate it if you would fill out the survey, with your opinions about how the Guide helped you and how it can be improved, after you have used it, and then return the survey to us. Thank you.

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COMPETENCIES FOR ETHNIC SENSITIVE AND MULTICULTURAL SOCIAL WORK PRACTICE IN PUBLIC CHILD WELFARE

This section of the competencies was revised by a multidisciplinary group of classroom and field faculty, practitioners, and administrators as part of the CalSWEC Statewide Curriculum Modification Conference in January 1996. Besides updating the competencies, participants developed objectives for each competency that can be combined to create a course or used as learning objectives for the field. In addition, the group designed activities for teaching the competencies in the classroom and/or in the field. Suggested methods for student evaluation complete this section.

SECTION I: ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE

This section includes essential knowledge, values, and skills for culturally competent child welfare practice. A comprehensive understanding and sensitivity to the dynamics of ethnic and cultural differences within the context of oppression and racism are at the core of child welfare services. Culturally competent practice acknowledges that an individual's culture is an integral part of the physical, emotional, intellectual, and overall development and well-being of that individual and strives to use concepts of culture in a manner that empowers the individual and enhances family functioning. Given the increasingly diverse service population, cultural competency and understanding of the cultural norms and values of the major client ethnic populations in the State of California should be a criterion for competent performance in all sections of this document for a graduate of this program.

With three noted exceptions, these competencies can be taught in the classroom as well as in the field. Suggested activities for each site are noted.

1.1 Student understands and is sensitive to cultural and ethnic differences of clients.

Objective: Identify and demonstrate understanding and sensitivity to cultural and ethnic similarities and differences of the family assigned.

Activities: *In the classroom:*

- Classroom presentation, readings, class assignment.

In the field:

- Interview and assess a culturally different (from the student) family to
- Perform a risk assessment and an ethnographic assignment.

1.2 Student considers the cultural norms, beliefs, values, language, race, ethnicity, customs, family structure, and community dynamics of major ethnic groups in the State of California in assessments and continues training to increase knowledge in this area.

Objective: Demonstrate working knowledge of major client ethnic groups including history, customs, beliefs, values, language, race, ethnicity, customs, family structure, and community dynamics.

Activities: *In the classroom:*

- Reading, written assignments, research papers, journals, class discussion, role play, research, participating in extracurricular cultural and educational activities.

In the field:

- Liaison with natural support/community liaisons, groups.
- Supervision, expert consultations, role play.

1.3 Student is able to develop an ethnically sensitive assessment of a child and the child's family and adapt casework plans to that assessment in the provision of child welfare services, while demonstrating an understanding of the continuum from traditional to acculturated values, norms, beliefs, and behaviors of major ethnic groups.

Where: Field

Objective: Develop ethnographic assessment and appropriate casework plan.

- Activities:
- Assignment of culturally different family; develop an ethnographic assessment and adapt case plan appropriate to family that is culturally and ethnically sensitive.
 - Conduct culturally and ethnically sensitive interviews.
 - Learn ethnographic assessments and writing of casework plans with adaptations.

1.4 Students can develop relationships, obtain information, and communicate in a culturally sensitive way.

Objective: Develop culturally and ethnically diverse personal relationships at micro, meso, and macro levels using communication skills.

Activities: *In the classroom:*

- Develop interviewing skills
- Journals, feedback, self-evaluation, role plays with a variety of interaction (i.e., with clients [adults, children, youth], supervisors, field instructors, students, colleagues, community persons, faculty, and other professionals.
- Use of case vignettes, examining videotapes.

In the field:

- Interact with clients and others with feedback, process recordings, and supervision.

1.5 Student considers the influence of culture on behavior and is aware of the importance of utilizing this knowledge in helping families improve parenting and care of their children within their own cultural context.

Objectives: Demonstrate ability to develop a case plan that reflects the services and objectives which are appropriate to a specific family while supporting the client family's own plan to bring about appropriate change. Development of the awareness of student's own cultural/family identity and how that identity affects his or her view of American society.

Activities: *In the classroom:*

- Written and oral assignments.
- Research, readings, journals, case presentations, and discussion of behaviors in cultural context.
- Family of origin exercise.

In the field:

- Assignment of a culturally different family.

- Develop casework plan with appropriate assessment and interviewing of key family members on parenting practices.
- Case presentation/consultation, process recordings, supervision.

1.6 Student has knowledge of the legal, socioeconomic, and psychosocial issues facing immigrants/refugees.

Objective: Demonstrate working knowledge of laws, policies, systems operations, and how these elements impact on the family.

Activities: *In the classroom:*

- Research policy papers, readings, special populations class assignments, analysis of immigration policies, expert presenters, extracurricular participation in community activities related to new immigrants/refugee communities.

In the field:

- Inservice trainings,
- Visits to courts and the immigration service.
- Linkage with community agencies involved in resettlement work, ESL programs, schools, etc.

1.7 Student is able to evaluate models of intervention such as family preservation, family-centered services, and family-centered crisis services for their application, possible modification, and relevance to cultural and ethnic populations.

Objective: Demonstrate the ability to understand and discriminate among the models of intervention to tailor casework plans appropriate to a client's needs.

Activities: *In the classroom:*

- Research papers, analysis papers, journals.
- Case presentations.

In the field:

- Ethnographic assessment as part of risk assessment.
- Supervision.

1.8 Student understands the importance of client's individual language and its use in assessment and treatment of children and families in child welfare services.

Where: Field

Objective: Identify, understand, and respond to the importance of the client's language.

- Activities:
- Inservice on significance of language and culture (possibly learn language).
 - Research and practice team work with interpreters/cultural experts/native speakers.
 - Interviewing, communicating verbally and nonverbally with monolingual non-English speakers.
 - Role play, cross-cultural assessment issues, use of consultation, creative problem solving, advocacy.
 - Resource development to meet the needs of new/emerging groups with limited English.
 - Linkages with community groups.
 - Process recordings, supervision.

1.9 Student understands and uses knowledge in the provision of child welfare services to cultural and ethnic populations.

Objective: Identify, understand, and respond to the need for culturally sensitive casework plans.

Activities: *In the classroom:*

- Genograms/ecomaps, and ethnographic assessments.
- Case presentations, journals.

In the field:

- Assignment of a culturally different family.
- Case plan development and ethnographic assessments.
- Home visits, neighborhood walks, process recordings.

1.10 Student can distinguish diagnostically between the traditional culturally based disciplining and child-rearing practices of cultural and ethnic families and those of the dominant society and will be able to differentiate "culturally different" from "abusive" behavior.

Objective: Distinguish between culturally different child-rearing practices and child abuse in diverse cultures.

Activities: *In the classroom:*

- Study of child-rearing practices transculturally.
- Research papers, case presentations, written assignments, role play, journals.

In the field:

- Assignment of a culturally different family; incorporate issues into assessment/casework plans through interviews, expert consultations, research, supervision, process recordings.

1.11 Student is able to advocate for equity in availability of resources and services.

Objective: Identify problems, analyze policies and programs, and advocate for equity in availability of resources/services.

Activities: *In the classroom:*

- Assignments/discussion on policy analysis and its impact.
- Evaluation of programs.
- Equity issues of resources and services.
- Advocacy role play, debate of positions.
- Journals, research data/reports.

In the field:

- Knowledge of policies (agency policy manual) and procedures. Resource knowledge and understanding barriers.
- Service delivery and service accessibility for clients and community groups.
- Consultation with cultural experts.
- Practice various advocacy activities on behalf of clients.

1.12 Student has knowledge of and applies the Indian Child Welfare Act.

Objective: Identify issues, understands and applies knowledge of the Indian Child Welfare Act.

Activities: *In the classroom:*

- Read/review/discuss the ICWA and Indian Registration documents.
- Lectures and research.

In the field:

- Genograms, case presentations, guest expert lecturers, research papers.
- Apply ICWA knowledge in assessment/casework plans which meet the legal requirements.
- Use of expert consultation, BIA resource supervision.
- Appropriate referrals, advocacy, and evaluation.
- Visit or have a placement in Indian Child Welfare Agency.

1.13 Student participates in community outreach activities and develops and maintains collaborative relationships with individuals and groups in community agencies and organizations.

Where: Field

Objective: Participate in and develop relationships with persons in community activities.

- Activities:
- Visits to community agencies, schools, churches, organizations.
 - Attend board meetings, participate in case conferences and collaboration meetings.
 - Attend community events planning committees and participate in cultural events.

1.14 Student has knowledge of and applies the Multiethnic Placement Act and related federal and state child welfare legislation.

Objective: Identify issues, understands and applies knowledge of the Multiethnic Placement Act

Activities: *In the classroom:*

- Read/review/discuss the Multiethnic Placement Act.
- Lectures and research.

In the field:

- Genograms, case presentations, guest expert lecturers, research papers.
- Apply knowledge in assessment/casework plans which meet the legal requirements.
- Use of expert consultation
- Appropriate referrals, advocacy, and evaluation.

METHODS FOR EVALUATION OF SECTION I: ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE

The group revising this section of the curriculum felt that these competencies are basic to all other areas of child welfare social work practice. Evaluation of them involves a great deal of reflection and self examination of one's own values and attitudes. In the classroom, the students' grasp of these competencies may be evaluated with specific paper assignments, exams, and research projects. Journals

and field process recordings may be used in field seminars to help integrate the knowledge obtained in the practice arenas with concepts learned in practice, human behavior, and policy classes. Other important tools for self-examination include staging role plays of actual client-student interaction and examining videotapes of student client interviews. This is an area in which client feedback is an important evaluation tool. Casework plans can be evaluated for inclusion and thoroughness of assessments related to culture. In addition, specific assignments to culturally different (from the student) families can also enhance learning; the student's responses can be evaluated in supervision and in the field evaluations. Community feedback is also useful. For some of the more complicated competencies, effectiveness of outcomes and process recordings should be evaluated in the field in supervision for cultural competence.

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SECTION I BIBLIOGRAPHY FOR ETHNIC SENSITIVE AND MULTICULTURAL PRACTICE

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SECTION II

**TEACHING TOOLS FOR ETHNIC-SENSITIVE AND
MULTICULTURAL SOCIAL WORK PRACTICE IN
CHILD WELFARE**

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June 20, 1995

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June 1998

SECTION II

TEACHING TOOLS FOR ETHNIC SENSITIVE AND MULTICULTURAL SOCIAL WORK PRACTICE IN CHILD WELFARE

EXPERIENTIAL EXERCISES AND ASSESSMENT

Christensen, C. P. (1992). Training for cross-cultural social work with immigrants, refugees, and minorities: A course model. *Journal of Multicultural Social Work*, 2(1), 79-97.

Includes an outline of a very successful course in cross-cultural social work practice. Includes experiential exercises and recommended topics.

Devore, W., & Schlesinger, E. G. (1994, March 5). *Revisiting experiential and cognitive approaches to multicultural assessment*. A presentation at the Faculty Development Institute at the Council on Social Work Education 40th annual meeting.

The materials from this workshop include: (a) experiential and cognitive approaches to multicultural assessment, (b) an experiential exercise, (c) an eco-map, and (d) other useful materials. (These documents are included in this manual, following this page, with permission from the authors).

Shulman, L. (1993). *Teaching the helping skills: A field instructor's guide*. Alexandria, VA: Council on Social Work Education.

Includes a section on developing skills for practice with diverse populations. Especially helpful for field instructors.

Tabbert, W., & Walker, P. (1997). *Culturally sensitive risk assessment: An ethnographic approach*. Berkeley: University of California at Berkeley, California Social Work Education Center.

This module incorporates James Leigh's Ethnographic Assessment Tool. It was funded with a grant from the California Social Work Education Center and is available under the Online Curricula link at <http://www.csulb.edu/projects/ccwr1>

VIDEO SOURCES

Film and Video Catalog: Child Abuse and Neglect

National Child Abuse and Neglect Clearinghouse
P.O. Box 1182
Washington, DC 20013-1182
phone: 703-385-7565 or 800-FYI-3366

The Family Violence Audio-Visual Resource Guide

National Film Board of Canada
1251 Avenue of the Americas, 16th floor
New York, NY 10020
phone: 212-586-5131
fax: 212-575-2382
(lists AV materials from various sources across North America)

National Resource Center for Special Needs Adoption/Spaulding for Children

16250 Northland Drive, Suite 120
Southfield, MI 48075
phone: 810-443-7080 or 810-443-0300
fax: 810-443-7099 or 810-443-2845

CalSWEC Library

School of Social Work
CSU-Long Beach
1250 Bellflower Blvd.
Long Beach, CA 90840-4602
phone: 562-985-4570
fax: 562-985-5630

National Multicultural Institute

3000 Connecticut Avenue, NW, Suite 438
Washington, DC 20008-2556
phone: 202-483-0700
fax: 202-483-5233

**COUNCIL ON SOCIAL WORK EDUCATION
40th ANNUAL MEETING
MARCH 5, 1994
ATLANTA, GEORGIA**

FACULTY DEVELOPMENT INSTITUTE

**REVISITING EXPERIENTIAL AND COGNITIVE APPROACHES
TO MULTICULTURAL ASSESSMENT**

Elfriede G. Schlesinger, Professor, Rutgers University
Wynetta Devore, Professor, Syracuse University

Objectives: The objective of this institute is to help social work faculty to sharpen those areas of knowledge and skill necessary in the education of students for multicultural assessment.

In order to achieve this objective there will be opportunity to:

1. review several theoretical frameworks that serve as the basis for ethnic sensitive practice and multicultural assessment;
2. review prevailing approaches to social work practice and show the need for adaptation to the "ethnic reality;"
3. review approaches to enhancing cognitive, affective, and behavioral approaches to multicultural assessment;
4. engage in exercises intended to enhance self-awareness of one's own ethnicity/culture as a way of sharpening skill.

Throughout there will be emphasis on instructional strategies.

Components of Ethnic-Sensitive Practice

A. Theoretical Approaches

1. Ethnic-Sensitive Social Work
 - a. Ethnic Reality
 - b. Layers of Understanding
 - c. The Route to the Social Worker
2. The Dual Perspective
3. Minority social work practice
4. Biculturalism

- B. Adapting Approaches to Social Work Practice
 - 1. The Psychosocial Perspective (Hollis)
 - 2. Problem Solving (Perlman)
 - 3. Structural Approach (Wood & Middleman)
 - 4. Systems (Pincus & Minahan)
 - 5. Community Work (Rivera-Erlich)
- C. Examining Our Own Ethnic Reality
 - 1. Culturagram
 - 2. Role modeling
 - 3. Green assignment
 - 4. Self-assessment of cultural sensitivity
- D. Assessment Tools
 - 1. Culturagram
 - 2. Levels of ethnic assessment
 - 3. Ecomap/genogram
 - 4. Community profile
- E. Practice Principles
 - 1. Simultaneous attention to individual and systemic concerns
 - 2. Develop cognitive, affective, and behavioral skills
- F. Practice Strategies: Adapting to the Ethnic Reality
 - 1. Tuning in
 - 2. Stage setting
 - 3. Attending
 - 4. Reaching for facts and feelings
 - 5. Contracting

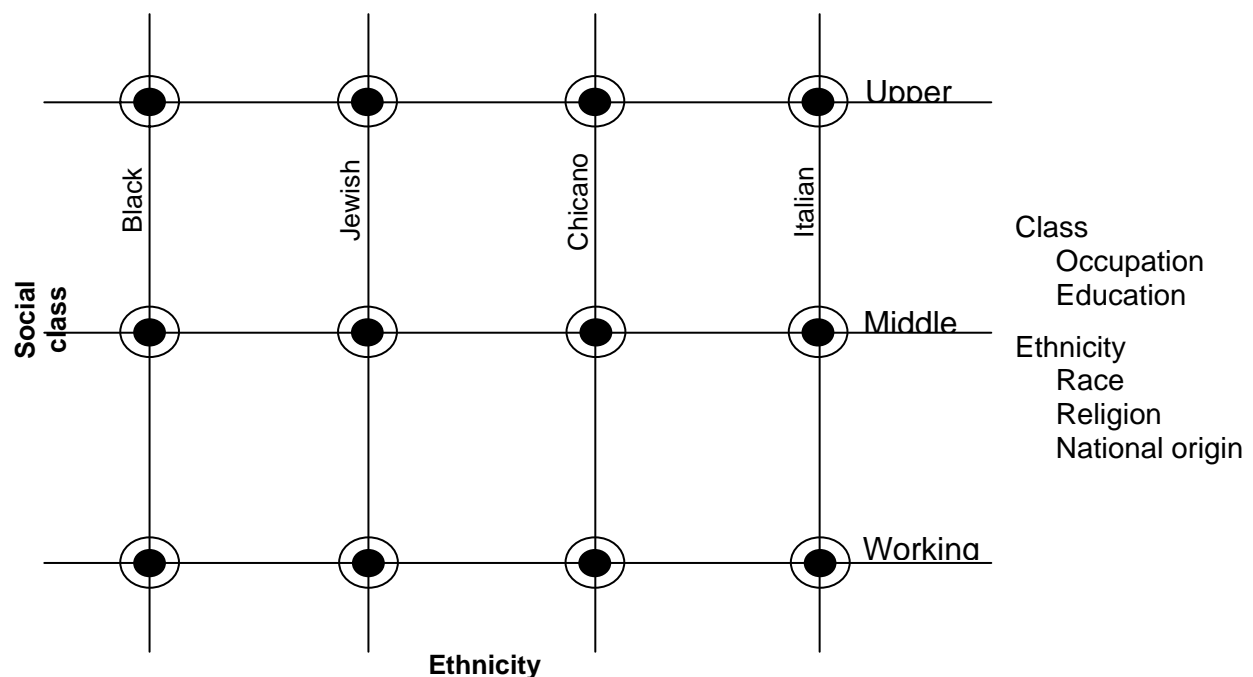


Figure 2.1 The Ethnic Reality: Ethneclass in Action

The “social space” created by the intersection of social class and ethnicity has been called ethneclass. The disposition and behaviors that flow from this are termed the ethnic reality or ethneclass in action. Ethnicity and the associated sense of “people-hood” are represented by the vertical axis and stress the fact that ethnicity is a component of social life at all social class levels. Social class is represented by the horizontal axes. The circles represent the ethnic reality and suggest that as social class intersects with ethnicity a unique configuration is formed.

THE LAYERS OF UNDERSTANDING

1. Social work values
2. Basic knowledge of human behavior
3. Knowledge and skill in social welfare policies and services
4. Self-awareness, including insight into one's own ethnicity and an understanding of how that may influence professional practice
5. The impact of the ethnic reality upon the daily life of clients
6. An understanding that the route taken to the social worker has considerable impact on the manner in which social services will be perceived and delivered
7. Adaptation and modification of skills and techniques in response to the ethnic reality

SYRACUSE UNIVERSITY SCHOOL OF SOCIAL WORK

ROUTES TO THE SOCIAL WORKER*	CLIENTS	FIELDS OF PRACTICE
Totally coercive	Clients assigned by the courts to probation, parole, protective services	Child welfare Corrections
Highly coercive	Welfare clients expected to enter job training or counseling in order to maintain eligibility; person assigned to drug rehabilitation center or Job Corp as an alternative to jail	Public welfare Corrections
Somewhat coercive	Patient involvement with hospital for social worker discharge planning; interview with school social worker to maintain child's presence in school; employer suggests alcohol treatment program	Health services Schools
Somewhat voluntary	Husband enters marriage counseling at wife's request	Mental health Family services
Highly voluntary	Family enters into treatment at the suggestion of the clergy	Mental health Family services
Totally voluntary	Individual presents self to family counseling; psychotherapist	Family services Private practice

*From: Devore, W., & Schlesinger, E. G. (1981). *Ethnic-sensitive social work practice*. Boston: Allyn & Bacon.

GUIDE FOR MAKING AN ETHNIC ASSESSMENT

INTRODUCTION

In keeping with the principles of ethnic sensitive social work practice, tools are needed to help social workers to develop systematic approaches to assessing key components of the ethnic reality, and integrating these understandings into practice.

Fandetti and Goldmeir (1988) make an important contribution by identifying three "levels of ethnic assessment"—micro (the person), mezzo (the family client group), and macro (the local and nonlocal community).

Using their framework as a point of departure, we have adapted and expanded this tool, and suggest that the three levels identified may be viewed as several components of the ethnic reality as follows:

LEVEL 1: THE PERSON

Assessment of the client ethnic reality at this level involves:

- a. Cultural orientation
language(s) spoken
religious identification and practice, and
generation of immigration
- b. Ethnic/cultural dispositions to identification of problem source and solution (e.g., is disposition passive as if controlled by external forces, or active mastery; gender/sex role assignment-related approaches to problem resolution); affective/introspective or externally oriented; individualistic vs. collectivity oriented
- c. Social class membership/ethclass

LEVEL 2: THE FAMILY/CLIENT GROUP

Assessment of the client ethnic reality at this level involves:

- a. Cultural orientation; same issues as in Level (1a) with special focus on whether individualistic or family/collective orientation paramount and/or whether there are clashes between individual family group on these matters; are there intergenerational differences; are there differences within the ethnic group?
- b. Ethnic/cultural disposition to identification of problem source and solution—essentially as in Level 1b.

- c. Social class membership/ethclass

In making assessments at Levels 1 and 2, intergenerational differences as well as differences horizontally in family structures must be taken into account.

LEVEL 3: MACRO: THE LOCAL AND NONLOCAL COMMUNITY

Assessment of the client ethnic reality at this level involves:

- a. Status of group of which client is a member (e.g., highly valued; held in low esteem; minority status/subject to discrimination);
- b. Is there a sufficiently sizable population cluster in locality to generate ethnic-based services, support network;
- c. What are identifiable customs, networks, sources of difficulty, sources of problem amelioration.

MAKING AN ETHNIC ASSESSMENT

Sources of Information

1. Nonclient: There are a variety of sources that can aid in gaining a basic understanding of any group, its customs, gender role assignments, and typical stances on approaching the kind of problems with which social workers deal:
 - a. The literature (see possible sources of reference appended).
 - b. Materials available in agency records, libraries, files, especially as these materials focus on population distribution, changes in populations, and problems. (see guidelines for developing a community profile attached).
2. Client: Making an ethnic assessment must become part and parcel of the social worker's interventive repertoire. Just as the social worker learns to ask questions pertaining to sensitive and troubled areas of the client's life, such as the nature of her illness, the status of a troubled marriage, or a child rearing conflict, the social worker learns to ask questions about the client's ethnic/cultural background.

A sense of the client's cultural orientation can be obtained by the process of observation and use of a series of open/closed-ended questions. Guidelines for when these are appropriate are found in major practice texts (e.g., Hepworth & Larsen; Schulman)

Getting at the Facts

If it is important to know facts concerning a client's religious orientation, for example, so that proper dietary provisions can be made in a day setting or an institutional setting. Clear-cut questions calling for direct answers are called for:

(Worker) Mr. Goldstein, are you an orthodox Jew? I need to know so that I can arrange for proper meals for you when you come here.

(Worker) Mr. Ho, does your father speak English or will we need to make arrangements to have a translator here?

Getting at Feelings, More Subtle Nuances of Dispositions Derived from the Ethnic Reality

In trying to understand such matters as to how a person feels about the importance of the individual's right/need to make decisions/judgments as opposed to the importance of the collective (issues which come up in many non-Western cultures, including Native Americans) the worker uses his/her judgments concerning the pace and appropriateness of raising certain questions at any point in time.

A case example will illustrate several points:

Mr. Garcia, a native of Colombia, South America, was hospitalized following a severe auto accident. He was undergoing a course of intensive physical therapy. He was responsive to the therapy and seemed to be adapting reasonably well to the injury. It was becoming increasingly clear that he had incurred severe injury to both legs and would probably not be able to walk again. He had held a skilled job as a construction worker. He spoke English well. His wife had some difficulty with the English language. There was considerable insurance coverage and a great deal needed to be done to assure that the young couple would derive maximum benefits for themselves and their young children.

The worker had met with Mrs. G. through a translator and asked her to assume the responsibility of learning about the potential benefits that would accrue from the insurance coverage. Days went by and nothing seemed to be getting done. In the meantime, Mr. G. was becoming more morose, and less responsive to the workers' effort to engage him around the psychosocial issues that were facing him.

As work progressed it became clear that the worker did not ask, and the clients did not readily tell that in this Latino household all such matters as dealing with the bureaucracy were considered *man's work*. Further, asking Mrs. G. to take it on compounded Mr. G's already eroding sense of loss of himself as a man. Once this became apparent Mr. G. was encouraged and did spend a good part of his day on

the telephone obtaining needed information, and continuing to take the place he thought was rightfully his, as head of the family who deals with important matters.

Had the worker been aware of this element of Latino culture, she might have asked, "We need a lot of information from the insurance company. Who does that kind of thing in your family?" (Not only might such a simple question have led to early identification of family dynamics but other personally and culturally relevant matters pertaining to Mr. G's and the family adaptation to the injury and its sequelae might have surfaced.

Fandetti, D. V., & Goldmeir, J. (1988, Summer). Social workers as culture mediators in health care settings. *Health and Social Work, 13*(3), 171-180.

Practice Principles

1. Simultaneous attention to individual and systemic concerns;
2. Develop cognitive, affective, and behavioral skills:

cognitive: knowledge of characteristic approaches in models of practice coupled with understanding of the ethnic populations served including their disposition to formally organized helping systems and likely approaches to problems; indigenous community networks.

affective: sharpening self-awareness, emotional appreciation for ethnic-based dispositions and fears associated with seeking help, response to oppression;

behavioral: move with client at given pace including giving up, if needed, cherished notions about value of verbal expression of tension-laden emotions; respect if need be, traditional healing practices such as the ministrations of folk healers; vigilant attention to systemic sources.

Suggested Readings

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- Ho, M. K. (1987). *Family therapy with ethnic minorities*. Newbury Park, CA: Sage Publications.
- Lum, D. (1992). *Social work practice and people of color* (2nd ed.). Monterey, CA: Brooks/Cole Publishing Company.
- McGoldrick, M., Pearce, J. K., & Giordano, J. (Eds.). (1982). *Ethnicity and family therapy*. New York: The Guilford Press.
- Pinderhughes, E. (1989). *Understanding race, ethnicity and power: The key to efficacy in clinical practice*. New York: The Guilford Press.

ASSIGNMENT II
My Family of Origin: Ethnicity and Identity—20% of grade
6-8 pages

The goal of this assignment is to clarify your own perceptions about your ethnic background and how they influence your personal identity. In addition, it is an opportunity to consider how your family experience may affect your practice of social work. (Green, J. W. [1982]. *Cultural awareness in the human services*. Englewood Cliffs, NJ: Prentice Hall).

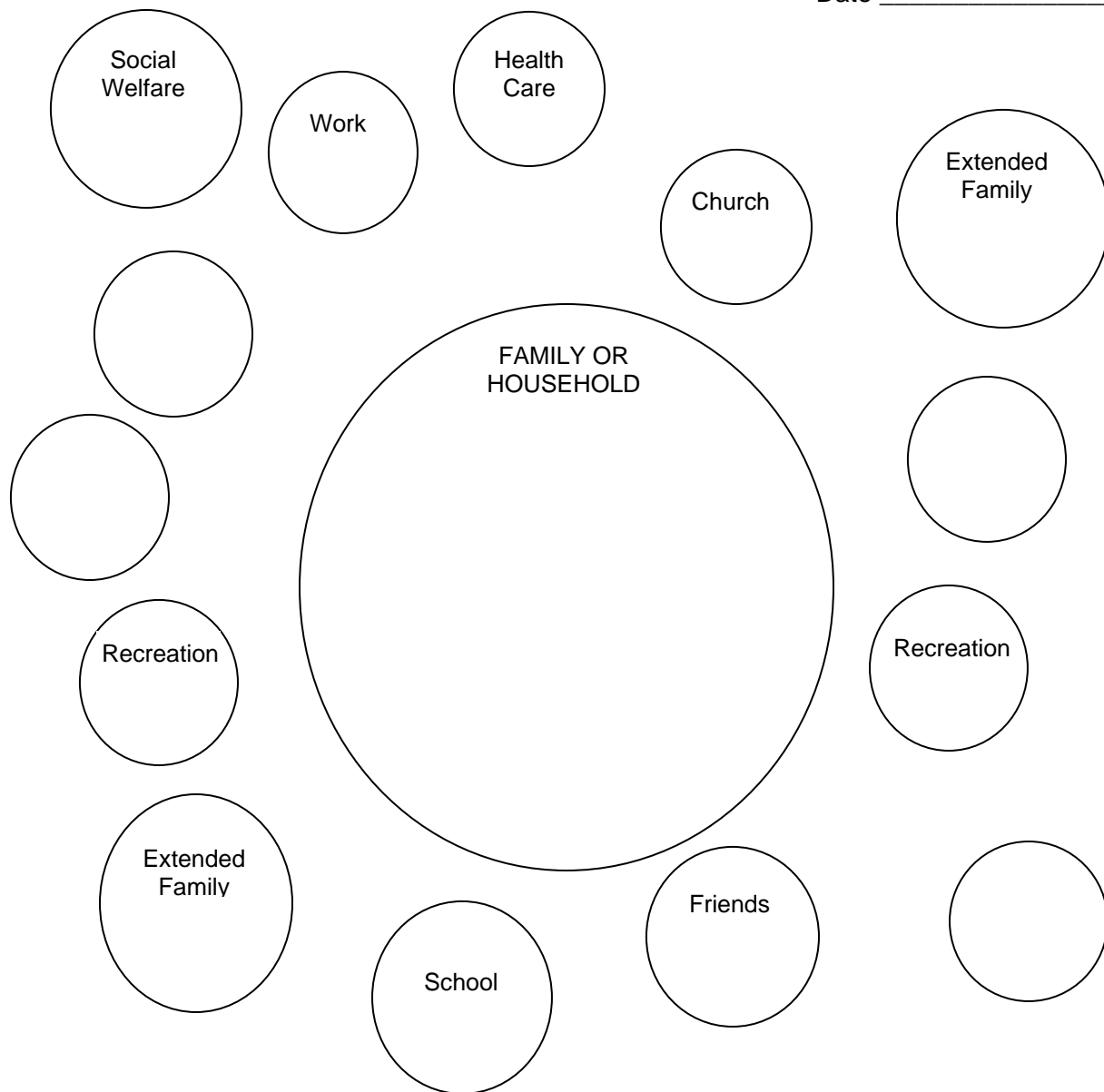
- a) Identity your family origins as far back as you can trace specific ancestors. Where possible, specify the earliest dates, names, and places of which you can be sure. If you are unsure, speculate about probable ancestors and how far back you might be able to trace them, as though you were planning to do genealogical research.
- b) Why and how did your ancestors come to this country? Speculate on the conditions they left behind and on their possible motives for leaving these conditions.
- c) When your ancestors arrived here, their ethnic background undoubtedly influenced how they were perceived and treated by others. Describe both disadvantages and advantages your ancestors may have experienced because of their ethnicity. Examples might include matters of religion, racial characteristics, economic background, language, family patterns, or political involvement.
- d) Look at any of the ethnic advantages you have listed. These are often reflected in family strengths, the desirable things people do or experience because they are members of a particular family and ethnic group. Name any privileges, advantages, or family strengths that you or your family members have enjoyed because of your family's ethnic background or identity. Discuss.
- e) In one or two sentences, identify your ethnic background, and describe one important personal benefit that you enjoy as a consequence of the ethnicity.
- f) Discuss the implication of your findings for ethnic sensitive practice as a generalist social worker.

ASPACK2.DOC

Eco-Map

Name _____

Date _____



Key:

Fill in connections where they exist.

Indicate nature of connections with a descriptive word or by drawing different kinds of lines:

_____ strong; ----- tenuous; ++++++ stressful.

Draw arrows along lines to signify flow of energy, resources, etc. → → →

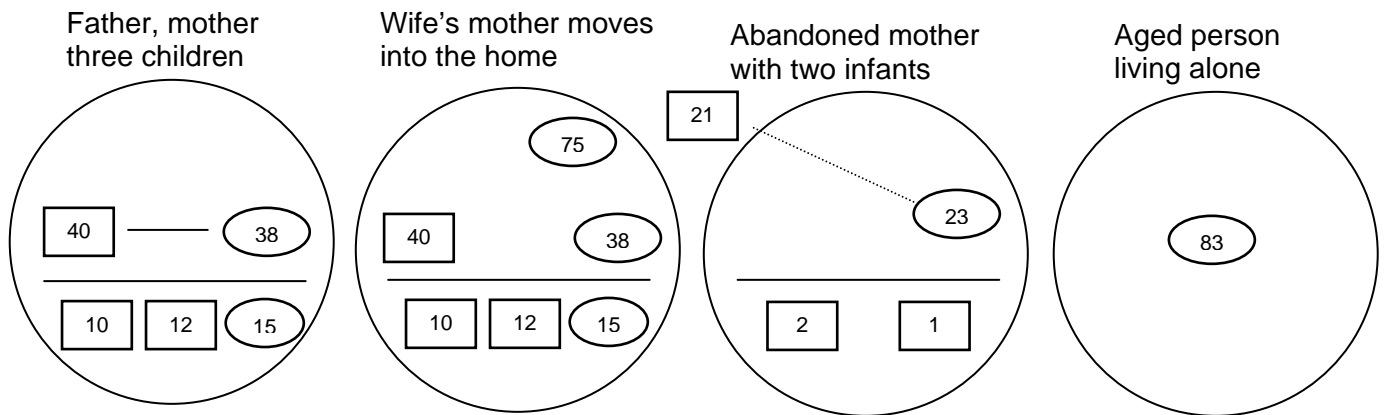
Identify significant people and fill in empty circles as needed.

CONSTRUCTING AN ECO-MAP

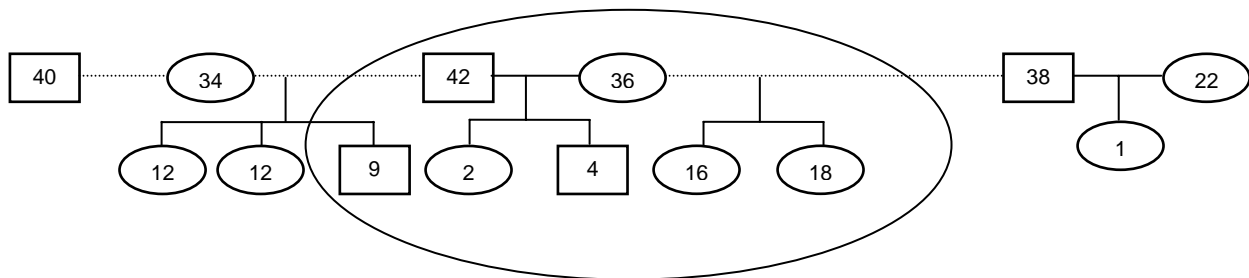
An ecological assessment requires the conceptualization of a highly complex system with multiple variables contemporaneously transacting. Language and thought is linear, and it is difficult to think of more than one thing at a time. We find ourselves writing long descriptions which analyze and partialize, and this very process tends to distort and over simplify. One picture, however, is worth a thousand words and thus, through drawing a rather simple map of the person or family in the life space, many of the complexities and interrelationships can be captured.

Instructions for completing the Eco-Map

- 1) Within the large inner circle, draw a picture of the immediate family system—the intimate environment. Use \square for males and \circ for females and indicate connections. Put age in the center.



Complex family system may be easily portrayed, for example – can you figure this one out?



- 2) Having pictured the family group (or individual) within the large circle in the middle, draw in existing connections between the family and the other parts of the ecological system. Draw a dotted line for a tenuous connection, a solid line for a strong connection, and a crossed line for a conflicted or stressful connection. Draw where appropriate, arrows along the lines to indicate the flow of energy, nurture, supplies, or support. This may be one way or may go in both ways. Indicate within the empty circles any connection not accounted for. You may break down the complex system into different individuals and subsystems. You may also show which family member is connected with a particular system.

Uses of the Ecomap

The Ecomap may be used in a variety of ways:

- 1) *A “thinking tool” for the worker* – The worker may simply want to think about a family situation, organize data, discover areas where more information is needed, and begin to locate possible areas for intervention. Sketching out the map may enable the worker to see the situation in a new way and out of this enhanced understanding may come meaning by creative problem solving.
- 2) *An assessment tool to be used jointly by worker and client(s)* – doing the Ecomap together moves both worker and client to a view of the total situation. The construction of the map gives the information gathering some pattern and structure. Following completion of the map, the worker and client(s) can examine it together and reach a joint assessment of the situation and a plan for change.

When using the Ecomap jointly with a client, it has been discovered that categorizing relationships as *tenuous* or *conflicted* has led to defensiveness with some clients and cuts off important material. It appears to work better to ask the client what word or two would best describe the relationship with each part of the life-space.

- 3) *A recording tool* – Some agencies have found the map to be a useful recording and communication tool. The presence of an Ecomap in a case record can give another staff member or a supervisor a quick sense of the situation and communicate considerable information.
- 4) *A measure of change* – Some agencies have experimented with drawing the Ecomap at intake and again at termination. A comparison of the two will demonstrate what change has taken place.

SECTION III RESOURCES FOR CONTINUING EDUCATION AND TRAINING

Compiled by
Ruth C. White, MSW
Doctoral Student, UC Berkeley School of Social Welfare
Research Assistant, California Social Work Education Center

SECTION III RESOURCES FOR CONTINUING EDUCATION AND TRAINING

The following list of resources provides continuing education and training, and relevant materials in the field of cross-cultural social work practice. Some of these agencies provide training and education in the field of cross-cultural communication or diversity and not specifically cross-cultural social work. However, the topics these agencies cover are very relevant to direct and indirect cross-cultural social work practice in child welfare.

TRAINING IN MULTICULTURAL SOCIAL WORK PRACTICE

The Institute for Multicultural Research and Social Work Practice

San Francisco State University

School of Social Work

1600 Holloway Avenue

San Francisco, CA 94132-1722

phone: 415-338-7527 fax: 415-338-0591

Services: The Institute for Multicultural Research and Social Work Practice (IMRSWP) conducts research and provides technical assistance and training in the area of multicultural social service practice and delivery systems. IMRSWP also serve as advocates on behalf of historically oppressed and underserved populations, and as activists within multicultural communities. IMRSWP publishes various resource materials and a newsletter three times per year. IMRSWP also sponsors conferences, workshops, and seminars on issues of relevance to work with underserved and culturally diverse populations.

The Center for Human Services Training and Development

University Extension

University of California, Davis

Davis, CA 95616-8643

phone: 916-757-8643 fax: 916-757-8558

Services: The Center for Human Services Training & Development provides a full range of training possibilities, which meet University of California standards, for all levels of employees in human services. Offerings include several workshops in cross-cultural sensitivity, communication, and practice. The faculty includes

more than 100 professionals with extensive experience in a variety of settings from academia to social service organizations. Many of the Center's institutes, workshops, and certificate programs qualify for academic and professional continuing education credit.

EDUCATION AND TRAINING IN CROSS-CULTURAL COMMUNICATION

Intercultural Communication Institute

8835 SW Canyon Lane, Ste 238

Portland, OR 97225

phone: 503-297-4622 fax: 503-297-4695 e-mail: ici@pacificu.edu

Services: The Intercultural Communication Institute (ICI) offers workshops in intercultural communication, covering a wide variety of topics, in three sessions during the summer. College credit for these workshops is available through Pacific University. There is also a summer intern program which offers an opportunity to more fully explore the area of intercultural communication. ICI also offers a Master of Arts in Intercultural Relations. This program is a joint offering with Antioch University in Ohio. There is also an extensive reference library that contains over 9,000 articles, books, papers, videos, and other materials which are accessible year-round to scholars and practitioners. Other services include referrals and information on intercultural topics, and support of professional activities in the field.

DIVERSITY TRAINING

National MultiCultural Institute

3000 Connecticut Ave, NW, Ste 438

Washington, DC 20008-2556

phone: (202) 483-0700 fax: (202) 483-5233

Services: The National MultiCultural Institute (NMCI) is a private nonprofit organization which provides diversity training and consulting to individuals and organizations. The primary goal of these trainings is to develop cross-cultural awareness and sensitivity. NMCI also produces resource materials for educators, trainers, and mental health and social service professionals. NMCI sponsors an annual conference on diversity issues in the spring of each year and includes sessions which focus on mental health. There is also a counseling and referral service which provides access to mental health professionals who provide therapy in 25 languages to individuals and families in the Washington area.

Equity Institute

6400 Hollis Street, Suite 15

Emeryville, CA 94608

phone: 510-658-4577 fax: 510-658-5184

Services: The mission of Equity Institute is "to assist institutions in becoming more fully multicultural." Equity provides technical assistance and training in the area of diversity. They also provide a training of trainers program. Equity has produced a video which "focuses on homophobic, racial, ethnic, and anti-Jewish slurs" and is for use with college and high school students.

PUBLICATIONS AND LIBRARY RESOURCES

Intercultural Press

P.O. Box 700

Yarmouth, ME 04096

phone: 207-846-5168 fax: 207-846-5181 e-mail: intercultural@mcimail.com

Services: Publishes and sells books, manuals, and videos that can be used in cross-cultural training in a variety of settings. Topics covered include international business, family and social issues, education, simulations, and diversity issues in counseling and in the workplace.

Intercultural Communication Institute (ICI)

8835 SW Canyon Lane, Suite 238

Portland, OR 97225

phone: 503-297-4622 fax: 503-297-4695 e-mail: ici@pacificu.edu

Services: ICI has an extensive reference library which contains over 9,000 articles, books, papers, videos, and other materials which are accessible year-round to scholars and practitioners in the field of intercultural relations. These resources cover a broad range of topics including materials that would be of use to social work professionals.

UCLA Asian American Studies Center

3230 Campbell Hall

405 Hilgard Ave

Los Angeles, CA 90095-1546

phone: 310-825-2974 fax: 310-206-9844 e-mail: iyi4dtn@mvs.oac.ucla.edu

Services: The Center was founded in 1969 and is the most comprehensive Asian American Studies program in the country with active core programs in several areas including research, mental health, psychology and public policy, teaching, publications, archival collection, joint university-community research projects, and public education activities, among others. The Reading Room/Library has thousands of items which are available on 2-hour reserves. The Center has published several books including a directory to the Asian & Pacific Islander community in LA and Orange counties, and *Amerasia*, an academic journal.

SECTION IV

MEMBERSHIP, ADVOCACY AND SERVICE ORGANIZATIONS

Compiled by
Ruth C. White, MSW & Lisa Tracy, MSW
Doctoral Students, UC Berkeley School of Social Welfare
Research Assistants, California Social Work Education Center

MEMBERSHIP, ADVOCACY AND SERVICE ORGANIZATIONS

MEMBERSHIP ORGANIZATIONS

Cross-Cultural Social Work Practice

Membership organizations provide a forum for professionals and students with similar interests to come together to network and exchange information. The following is a list of membership organizations that would be of interest to social welfare practitioners with an interest in cross-cultural practice.

International Society for Intercultural Education, Training and Research (SIETAR International)

SIETAR International Secretariat
808 17th St., NW, Suite 200
Washington, DC 20006
phone: 202-466-7883 fax: 202-223-9569

Services: SIETAR International is an interdisciplinary professional and service organization whose purpose is to implement and promote cooperative interactions and effective communications among peoples of diverse cultures, races and ethnic groups. SIETAR currently has over 1700 members in over 60 countries and affiliate organizations in 34 different locations. Every year SIETAR sponsors an international congress which offers a wide variety of learning experiences. Membership benefits include a quarterly newsletter and journal, directory listings, reduced registration fees for SIETAR-sponsored events, membership in special interest groups, and access to the resource library housed at the International Secretariat in Washington, DC.

General Child Welfare Practice

The following is a list and brief description of the services provided by several national membership organizations which would be of interest to practitioners, students, and administrators in the field of child welfare.

Child Welfare League of America (CWLA)

440 1st Street NW, Suite 310

Washington, DC 20001

phone: 202-638-2952 fax: 202-638-4004

The Child Welfare League of America is a national nonprofit organization that unites almost 800 public and private agencies that serve more than 2 million children and their families. The CWLA advocates on behalf of children and sets standards for services to children and their families. CWLA provides information and technical assistance to agencies and publishes books, videos, posters, and brochures related to the field of child welfare. These publications are listed in a comprehensive catalog available at no cost.

The CWLA's Institute for the Advancement of Child Welfare Practice has developed a multifaceted initiative with the overall goal of improving the delivery of services to children. Some aspects of this initiative include: provision of stipends and scholarships for students, developing competency-based curricula and in-service training programs, and the recruitment of professionals to the field of child welfare.

American Humane Association (AHA)

(Children's Division)

63 Inverness Drive, E.

Englewood, CO 80112-5117

phone: 1-800-227-4645 or 303-792-9900 fax: 303-792-5333

The American Humane Association is a nationwide membership association of individuals working with public and private agencies to advocate for services and the setting of national standards and policies that will help children and strengthen vulnerable families. The AHA also concentrates its efforts on increasing community awareness and responsiveness to the problem of child abuse and neglect. Through the National Resource Center on Child Abuse and Neglect the AHA disseminates information and provides training and technical assistance services to public and private child welfare agencies. The AHA produces several publications, including posters, brochures, and the quarterly journal *Protecting Children*. A catalog of publications is available at no cost.

Council on Social Work Education (CSWE)

1600 Duke Street, Suite 300

Alexandria, VA 22314-3421

phone: (703) 683-8080 fax: (703) 683-8099 e-mail: cswe@access.digex.net

The purpose of the CSWE is to provide national leadership and collective action designed to ensure the preparation of competent and committed social work professionals, including the promotion and maintenance of standards for social work education. The CSWE is a partnership of educational and professional institutions, national social welfare agencies, and private citizens.

The CSWE publishes several reports that provide data on social work education in the U.S. and also publishes the *Journal of Social Work Education*.

American Public Welfare Association (APWA)

810 1st Street NE, Suite 500
Washington, DC 20002-4267

phone: (202) 682-0100 fax: (202) 289-6555

The APWA is committed to developing and advocating effective public policies that improve the lives of low-income Americans. The APWA represents the 50 cabinet-level, state human service departments, hundreds of public welfare agencies, and thousands of individuals concerned with social welfare policy and practice. Activities include research, development, policy analysis, publication, and training. The agency also sponsors the National Commission on Child Welfare and Family Preservation. There are nine affiliates of the APWA representing separate professional disciplines within public welfare including the National Association of Public Child Welfare Administrators and the National Staff Development and Training Association.

National Association of Social Workers (NASW)

750 1st Street NE, Suite 700
Washington, DC 20002

phone: 1-800-638-8799 or 202-408-8600 fax: 202-336-8310

For membership, phone: 1-800-742-4089

The NASW is the largest organization of professional social workers in the world connecting over 150,000 social workers in 55 chapters throughout the U.S. and its territories, and abroad. The NASW works to advance the profession, influence public policy, and advocate on behalf of clients and the profession. Various types and levels of credentials are offered. The NASW Press publishes scholarly journals, books, reference works (including practice standards and guidelines), videos, etc., which are listed in a free catalog. (For catalog phone: 1-800-227-3590 or 301-317-8688).

ADVOCACY AND SERVICE ORGANIZATIONS

The following is a brief list of service organizations which advocate on behalf of children and provide information and technical assistance to individuals and agencies in the field of child welfare.

Children's Defense Fund (CDF)

25 E Street, NW
Washington, DC 20001

phone: 202-628-8787 fax: 202-662-3501

The Children's Defense Fund is one of the leading child advocacy organizations in the U.S.

Coleman Advocates for Children and Youth

2601 Mission Street, Suite 804
San Francisco, CA 94110

phone: 415-641-4362 *fax:* 415-641-1708

Coleman Advocates for Children and Youth provides advocacy in the legal and political arena on a full range of issues affecting children including family support services, educational issues, legislation, and also monitors the media's portrayal of children's issues.

National Abandoned Infants Assistance Resource Center

1950 Addison Street, Suite 104
Berkeley, CA 94704

phone: 510-643-8390 *fax:* 510-643-7019

The National AIA Resource Center is a project of the Family Welfare Research Group at the University of California at Berkeley. They provide information and technical assistance to agencies and individuals who work with children exposed to drugs, HIV, and other medically involved children. A lending library of relevant reading materials is a recent addition to the Center.

Legal Services for Children

1254 Market Street, 3rd floor
San Francisco, CA 94102

phone: 415-863-3762 *fax:* 415-863-7708

Founded in 1975, Legal Services for Children is the first and only free comprehensive law firm for youth. Legal Services for Children provides children with a lawyer and social worker and provides legal assistance in the areas of child abuse and neglect, accusations of delinquency, and child victims of crime.

Youth Law Center

114 Sansome Street, Suite 950
San Francisco, CA 94104-3820

phone: 415-543-3379 *fax:* 415-956-9022

The Youth Law Center provides legal services, education, advocacy, and training to low-income children, families, foster parents, and court-appointed child advocates. They address issues related to the rights of minors, child health, housing access for families with children, juvenile justice, public benefit programs for children, and child welfare. Publishes *Youth Law News*, a bi-monthly newsletter covering issues of relevance to the Center.

The following agencies provide information, advocacy, and training in the area of Indian Child Welfare:

American Indian Child Resource Center

2930 Lakeshore Boulevard, Suite 300
Oakland, CA 94610
phone: 510-208-1870

Southern California Indian Center

2500 Wilshire Boulevard, Suite 750
Los Angeles, CA 90057
phone: 213-387-5772

Indian Child and Family Services

P.O. Box 22269
Temecula, CA 92390
phone: 714-676-8832

SECTION V INTERNET RESOURCES

Compiled by
Carmen Canto, MSW
Research Assistant
1997

Updated
Sherrill Clark, PhD, LCSW
1998

SECTION V INTERNET RESOURCES

With more resources being added to the Internet every day, the sites listed below are intended to be starting points only. Many of them also provide further links to related sites so that one can directly link to another site from one of the sites below. Further links are usually identified by an icon or the work link, so that a click of the mouse is sufficient to access further sites. Regarding links, several sites will provide links to another site, so that a particular site can be accessed from several other sites. This enables the netsurfer to access a particular site in several ways.

I. CHILD WELFARE

A. The Department of Health and Human Services (DHHS) <http://www.os.dhhs.gov>

This site, otherwise known as the DHHS Resources Locator, is a starting point for accessing DHHS organizations and the information they make available on the Internet. A wide variety of links are provided to federal agencies and departments that produce health statistics (i.e., the National Center for Health Statistics, which is a branch of the CDC), AIDS and cancer information, Morbidity and Mortality Weekly Reports, poverty guidelines, finance and grant information, the Consumer Information Catalog, and the 1994 Green Book (a unique collection of background material and data on entitlement programs including Social Security, AFDC, SSI, Medicare, and child welfare, foster care, and adoption assistance).

Upon opening the above location, a home page will guide the search effort. Following are child welfare-related headings which provide direct links to many types of relevant information and research data.

1. HHS-Sponsored Sites

This link can be accessed from the main DHHS home page. It provides

direct access to all of the departments under the charge of this federal agency. Following is a partial list of the departments of interest related to child welfare and ethnicity:

- a. Administration of Children and Families,
- b. Center for Disease Control and Prevention,
- c. Indian Health Service,
- d. National Institutes of Health, and
- e. Substance Abuse & Mental Health Service Administration.

2. Healthfinder

This location leads to selected online publications, databases, clearinghouses, and websites that produce reliable information for the public. The *Libraries* icon provides a good selection of links to national libraries such as the Library of Congress, The National Library of Medicine, National Institutes of Health Library, and the National Center for Research Resources. Other links to Administrative and Special Internet sites are provided.

3. Research/Policy

This home page link provides access to information provided by the DHHS data council, which coordinates data collection and analysis as well as dissemination activities of the department. Further direct links to research and data sites providing information on program evaluation and policy research, biomedical research, health services research, health statistics, and health care financing are provided.

4. Tools/HHS Partner Gateway (<http://www.hhs.gov/partner>)

This site connects to the Information Center and Clearinghouses including HHS data, Mental Health data, Public Health data, National Center for Health Statistics, and Minority Health and Humans Services data resources. Also of interest here is the link to Gateways and Partnerships.

5. Government Information Locator Service (GILS)

GILS records provide key links to HHS information systems and other information products. Search data from all Federal DHHS agencies at this site. Scroll down to *Special Interest* and access other sites from this web page.

6. The Administration for Children and Families (ACF)
<http://www.ad.dhhs.gov>

The ACF is a branch of the DHHS that brings together, in one organization, the broad range of Federal programs that address the needs of children and families. Topics include AFDC, JOBS, Refugee Assistance, the National Center on Child Abuse and Neglect (NCCAN), and child welfare services, among others. Great announcements regarding child welfare policy and programs appear at this site.

7. National Clearinghouse for Alcohol and Drug Information (NCADI)
<http://www.health.org>

The NCADI is the world's largest resource for current information and materials about alcohol and other drugs. NCADI is the information service of the Center for Substance Abuse Prevention—a section of the DHHS. From this site one has access to many resources including electronic publications on alcohol, tobacco, and other drugs; data from the National Household Survey on Drug Abuse and the Drug Abuse Warning Network; descriptions of substance abuse treatment services across the country; and recent findings from program evaluations. This site also provides links to the Internet sites of the United Nations International Drug Control Program and the Center for Disease Control and Prevention among others.

- B. U.S. Department of Education
<http://www.ed.gov/index.html>

Sites relevant and of interest to professionals in child welfare are listed following:

1. Publications and Products. Information on guides, resource directories, reports, and studies. In this site links are also provided to researchable bibliographic databases.
2. Other sites of interest. Links to sites from other relevant Federal government internet resources are provided. Extensive information on Education Statistics, including a list of statistical publications, survey data sets, and topical analysis produced by the National Center for Education Statistics to report the condition and progress of education.

II. ETHNIC SENSITIVE PRACTICE

- A. Cultural Competency Resources/CASANET Library
<http://www.casanet.org/cultcomp.htm>

This site is the National Court Appointed Special Advocate Association. It includes links to other sites and other child welfare-related links. The above URL links directly to the cultural competency site; however, clicking the mouse to the *Library* or the *Home Page* site connects to other links of interest (i.e., Native American Resources on the Net).

- B. Diversity Home Page
<http://www.inform.umd.edu/diversity>

This is a comprehensive resource index of multicultural and cultural diversity resources. It includes links to cultural diversity bibliographies, non-print media related to minority Americans, and an online search for the Diversity Database which allows searches of general diversity resources.

- C. National Multicultural Institute
<http://www.nmci.org/nmci>

This site provides links to resource materials as well as links to other related sites.

- D. The Office of Minority Health Resource Center
<http://www.omhrc.gov/welcome.htm#databases>

A nationwide service of the Office of Minority Health of the U.S. Department of Health and Human Services. Recommended links in this site are: (a) databases, (b) publications, (c) headlines, (d) The Resource Persons Network, and (e) *Closing the Gap* online newsletter.

III. POLICY, RESEARCH, AND STATISTICS INFORMATION ON CHILDREN

- A. Center for the Future of Children
<http://www.futureofchildren.org>

This is the online version of The Center for the Future of Children, which is published by The David and Lucile Packard Foundation. This organization's focus is to disseminate timely information on major issues related to children. Scroll down to *Indexing Services* for information on how this publication is indexed for easy searches.

B. Children Now

<http://www.childrennow.org>

This is the site of a nationally recognized nonpartisan independent voice for children. It is known for its expertise in policy and in providing up-to-date information on the status of children. This is also a link to Children Now's annually produced *Report Card*, as well as a link to child welfare and advocacy online publications. Scroll down the home page for easy view of excellent links.

C. National Clearinghouse on Child Abuse and Neglect Information

<http://www.calib.com/nccanch>

This is the site of a well-known resource for professionals seeking information on the prevention, identification, and treatment of child abuse and neglect. Scroll down the home page for links to the *Online Publications* and *Fact Sheets*, the *Clearinghouse Catalog*, their *Online Databases and Directories*, *Related Sites*, and much more.

D. Statistics on Children and Families

1. National Data Archive on Child Abuse and Neglect

<http://www.ndacan.cornell.edu>

2. The Children's Defense Fund

<http://www.childrensdefense.org>

E. The Annie E. Casey Foundation

<http://www.aecf.org>

This is the site of a private charitable organization dedicated to helping build better futures for disadvantaged children in the United States. Click on the *Publications* link for a list of the foundation's relevant products.

F. USDA Children, Youth, and Family Education Research Network (CYFERNet) <http://www.cyfernet.org>

This site, sponsored by the USDA Cooperative Extension System, provides access to data on children and families. The USDA Cooperative Extension System web site <http://www.reeusda.gov> provides information on a variety of populations, such as rural populations, and extension services for American Indian reservations.

IV. SPECIAL POPULATIONS

A. Chicano/Latino Net

<http://latino.sscnet.ucla.edu>

This site has an array of resources. Click the mouse pointer on *About CLNET* for a list of their sites of interest. Following are descriptions of some of the main specific sites.

1. Library. Provides information on leading Latino research collections and archives to Latino-specific references, resources, and serves as a gateway to online catalogs of major collections with Latino resources. It also includes information on publishers and bookstores and online access to Latino electronic publications.
2. Statistical Center. Contains numeric information pertaining to the Latino population, an inventory of datasets with information on the Latino population, and the data archives where these resources reside.
3. Other sites of interest. Chicano/Latino Net also provides relevant links to Research Community Centers which in turn provides a list that includes a Web Sites for Social Workers site. This in turn provides a dynamic list of direct links to World Wide Web sites that provide the browser with access to a variety of scholarly and diversionary resources of use to all social work students and practitioners.

B. Historical Research Repository

<http://www.hrr.org>

This is a national online outlet for authentic resource materials that document a view of American History from the perspective of the contributions of African Americans. Click on *African American Links* for an array of historical documentation that includes direct links to sites of interest such as: (a) The Library of Congress Ex-slaves Narratives, and (b) Beginning Library Research on African American Studies.

C. Joint Center for P/E Studies.

<http://www.jointctr.org>

The Joint Center for P/E Studies is a national nonprofit institution that conducts research on public policy issues of special concern to Black Americans. This organization provides independent analyses through research, publications, and outreach programs. Click on their *Publications*, *Selected Papers* for relevant documents and resources.

D. W.E.B. Du Bois Institute for Afro-American Research
<http://web-dubois.fas.harvard.edu>

This is the nation's oldest research center dedicated to the study of the history, culture, and social institutions of African Americans. Click on *Research Projects* for a list of projects supported by the institute, and on *Publications* and *Related Links* for other sites of interest.

1. Amistad Research Center. This center has more than 10,000 archives (it will take a few minutes to download to your PC) and it is acknowledged as the nation's largest independent African American Archives. It features an extensive collection that includes a specialized online library as well as collections on other minorities and really African and African American issues and subjects of interest.

E. Center for Southeast Asian Studies
<http://www.wisc.edu/ctrseasia>
<http://www.library.wisc.edu/guides/SEAsia>

This site provides key links to Southeast Asian resources. It includes the Gateway to Southeast Asia, which provides links itemized by country, of newspapers and journals in electronic format.

1. CORMOSEA (Committee on Research Materials On Southeast Asia). This site is the product of work by librarians from universities and research institutions within the United States with a particular interest in Southeast Asia. The link on *Southeast Asian Collections* provides a list of links to online catalogs in different universities with historically strong Southeast Asian collections.
2. The link titled *INTERNET RESOURCES* provides other further links of interest to acquire Southeast Asian *Statistics* and online newspapers and journals.

F. The Lost Bird Homepage
<http://www.montrose.net/users/fouche/zintka.htm>

This site contains excerpts of the story of *Lost Bird of Wounded Knee* by Renee Sansome-Flood, a social worker who worked with American Indian foster children. Lost Bird, a Lakota Indian baby girl was found alive in her dead mother's arms after Wounded Knee. She was wearing a hide cap on which were red, white, and blue beads, little embroidered American flags. Site contains links for information on the Indian Child Welfare Act and

adoptions issues in the United States, Canada, and Australia, as well as a message center for other "lost birds" searching for their roots.

V. OTHER RELEVANT SITES

Other sites of interest especially for statistical and research purposes are listed below:

A. Social Work and Social Services Website

<http://www.gwbssw.wustl.edu>

B. PRAXIS: Resources for social and economic development

<http://caster.ssw.upenn.edu/res.html>

This site is a gateway to a very comprehensive array of Internet sites covering topics that are related to social and economic development. The list of linked sites is nine printed pages long and includes sites that provide information on subjects ranging from world maps and constitutions to international agencies, minorities, children and youth. It is the international development homepage of Professor Richard J. Estes of the University of Pennsylvania.

C. A National Directory of Schools of Social Work

<http://www.cswe.org/directory.htm>

D. Bureau of the Census

<http://www.census.gov>

(Census data can also be accessed from other sources by keyword searching using the keyword *census*).

E. Bureau of Labor Statistics

<http://www.bls.gov>

F. Library of Congress

<http://www.loc.gov>

G. Government Publications-National Technical Information Service (NTIS) (Fedworld)

<http://www.fedworld.gov>

This site is available by telnet (i.e., without a World Wide Web browser) and provides access to different government bulletin boards (BBS).

H. Pavnet

<gopher://pavnet.esusda.gov:70/11/violence>

Pavnet is a gopher to a network of resources about programs, funding sources, general information, and technical assistance regarding the subject of family violence.

SECTION VI
SYLLABI OF COURSES ADDRESSING
ETHNIC-SENSITIVE CHILD WELFARE PRACTICE

Compiled by
Carmen Canto, MSW
Research Assistant
California Social Work Education Center

SECTION VI

SYLLABI OF COURSES ADDRESSING ETHNIC-SENSITIVE CHILD WELFARE PRACTICE

The syllabi compiled in this resource guide were collected from participating Title IV-E Social Work and Social Welfare programs in state universities in California. They reflect a wide range of approaches to the teaching of ethnic-sensitive child welfare practice. In order to be included here, each contributed syllabi was assessed according to the breadth and recency of its bibliography and its completeness with regards to methodology of teaching, evaluation, and class expectations.

Each syllabus is the work of the professor who created it and is included with his or her permission. As much as possible we have ensured that the source of the syllabus—instructor, school, and year—is clearly identified. The syllabi are intended to be examples of approaches to teaching specific subject matter. To use any one of these works, please contact the professor identified as the course instructor.

CalSWEC would like to extend a sincere thanks and acknowledgement to the participating IV-E schools and instructors who contributed to making the syllabus section.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO DIVISION OF SOCIAL WORK

SW202 MULTICULTURAL THEORY AND
PRACTICE: ISSUES OF ETHNICITY, CLASS,
GENDER, AND SEXUAL DIVERSITY
FALL 1997
SECTION 4
TIME: T 1:30-4:15
LOCATION: M/H-105

Adelle Sanders, MSW
TEL: 278-7162 (OFFICE)
641-1314 (HOME)
OFFICE HRS: M 9:30-10
T 11-12, TH 4-5; OR BY APPT.
OFFICE NO.: BUS 3091

SYLLABUS

COURSE DESCRIPTION

The purpose of this course is to present diversity and population-at-risk content for the professional foundation curriculum at the graduate level. Human diversity encompasses groups distinguished by race, ethnicity, culture, social class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. **This course focuses on ethnic and cultural diversity as well as gender and sexual orientation diversity, particularly with people of color (African, Latino, Asian, and American Indian), women of color, and gay and lesbian persons.** This course is particularly relevant to the multicultural nature of California's population and its culturally diverse groups.

Akin to historical events and the themes of human and cultural diversity are the experiences of discrimination, economic deprivation, and oppression, which have been encountered by people of color, women of color, and gay and lesbian persons. These expressions are a result of racism, sexism, and homophobia, which are examined and are initially covered in the beginning of the course and are later examined from past, present, and future perspectives of the specific treatment of these groups in the dominant society. In the context of a society which is highly stratified in economic class and group status, with attitudinal and institutional racism and sexism pervasive in the dominant culture, social work education for ethnic, gender, and sexual orientation sensitivity requires theories of the dual perspective, social class stratification, and conflict/power to address issues of group oppression. The course material establishes the experiences, needs, and responses of people who have been subjected to institutionalized forms of oppression and patterns and consequences of discrimination.

Accompanying this historical timeline are practice principles which emphasize beginning, middle, and end, including differential assessment and intervention skills and strategies with women of color, gay and lesbian persons, African Americans, Latino

Americans, Asian Americans, and American Indians. Relationship guiding, problem identification, biopsychosocial/cultural/spiritual assessment, and micro, meso, and macro intervention strategies are taught in the course. The course is designed to introduce graduate students to a repertoire of social work skills and strategies which are appropriate in multicultural social work practice.

COURSE OBJECTIVES

1. To provide a foundation for understanding human diversity, particularly in terms of cultural/ethnic, gender and sexual orientation, racism, sexism, and homophobia, which are expressed in discrimination, economic deprivation and oppression in historical and current trends, and a context of social work and culturally diverse values and ethical comparative systems which impact these themes and issues.
2. To develop a self-awareness of how racism, sexism, and homophobia affect the personal and professional lives of social workers in the social environment and results in ethnic, gender, and sexual orientation class stratification (institutional and attitudinal barriers), which restrict access to life-sustaining and life-enhancing resources.
3. To offer a practice framework which is applicable to the development of skills and strategies for working with people of color, women, and gays and lesbians.
4. To address the issues of discrimination, economic deprivation, and oppression to gays and lesbians, women, American Indians, African Americans, Latino Americans, and Asian Americans in a systematic and consistent manner to each of these groups.
5. To teach micro, meso, and macro dimensions of clinical and community relationship building, problem identification, differential assessment, and intervention and to apply these principles to gays and lesbians, women, and people of color groups.
6. To focus on differential assessment and intervention with particular emphasis on differing values, world views, communication patterns, and related ethnographic assessment and appropriate culturally diverse intervention strategies and skills.
7. To promote student understanding and use of a repertoire of strategies for individual, family, group, and community change, which builds a more quality-based society, which will challenge discrimination, economic deprivation, and oppression.

COURSE OUTCOMES

1. Knowledge and understanding of human diversity, racism, sexism, homophobia, discrimination, and oppression as they exist in American society.
2. Self-awareness of how racism, sexism, and homophobia impact the social service delivery system in the United States and impedes client access to resources.
3. Knowledge and skills in practice in working with people of color, women, and gay/lesbian populations.
4. Knowledge and skills in counteracting discrimination, oppression, and economic deprivation in populations of color, women, and gay/lesbian persons.
5. Knowledge and skills in practice assessment and intervention at the micro, meso, and macro levels including differential assessment with populations of color, women, and gay/lesbian persons.
6. Skills in conducting ethnographic and differential assessments and interventions with people of diverse values, world views, and communication patterns.
7. Knowledge and skills reflecting a broad repertoire of strategies for individual, family, group, and community change which contributes to culturally sensitive social work practice and social justice.

REQUIRED READING

1. Wynne DuBray. (Ed.). (1993). Mental Health Interventions with People of Color, West Publishing.
2. Doman Lum. (1996). Social Work Practice and People of Color: A Process Stage Approach (3rd ed.). Brooks/Cole Publisher, 1996.
3. Felix Rivera and John Erlich. (Eds.). (1995). Community Organizing in a Diverse Society (2nd ed.). Allyn and Bacon.
4. Supplementary Readings
 - a. Lillian Comas-Diaz and Beverly Greene (Eds.). (1993). Women of Color. Guilford Publishing Company. (See Library Reserve Room.)
 - b. Dorothy Van Soest. (1996). "The Influence of Competing Ideologies About Homosexuality on Nondiscrimination Policy: Implications for Social Work Education" (pp. 53-64) and Roy Cain. (1996). "Heterosexism and Self-

Disclosure in the Social Work Classroom" (pp. 65-76), both in the Journal of Social Work Education, 32(1). (See Library Reserve Room.)

- c. Wynne Hanson (DuBray), "The Urban Indian Woman and Her Family," SW202 Reader (see Library Reserve Room).

RECOMMENDED READINGS

Brown, Lester B. (1997). Two Spirit People: American Indian Lesbian Women and Gay Men, New York: Harrington Park Press.

Duran, Eduardo and Bonnie Duran. (1995). Native American Post Colonial Psychology, Albany: State University of New York Press.

Page, Clarence, (1997). Showing My Color. New York: Harper Collins.

STUDENT ASSIGNMENTS

1. Student Group Presentation (20% of the grade)

At the beginning of the semester the class will be divided into five groups: Gender and Sexual Diversity, American Indians, Asian Americans, African Americans, and Latino Americans. Each group will make a presentation to supplement the lecture on these groups and will **focus on a specific problem, issue, or target group in terms of the following areas:**

- a. The phenomenon and history of oppression;
- b. The psychological and societal consequences of oppression and their impact on a particular cultural community;
- c. The work and family role relationships and cultural norms related to gender and sexuality;
- d. Agency services and programs related to social justice for this group; and,
- e. Micro, meso, and macro intervention strategies for this group (use of a resource person to present a case and to teach intervention strategies is permitted, but not to the exclusion of the students' presentation).

The group grade will be based on the following criteria:

- a. Clarity of concepts and information,
- b. Quality of research and analysis,
- c. Quality of interaction and dialogue between the class and the presenting group (the most important element of the presentation), and
- d. Contribution of resource person.

2. **Mid-Term Assignment** (35% of the grade)

This **10-page paper** is an individual cultural self-assessment to deepen your awareness of your cultural background. You are asked to define each of the terms, integrate at least two references on each topic from the required or supplementary readings, and share a brief insight or experience on each section. Since this is your first paper of the semester, please check grammar and spelling and consult with the Social Work Writing Program resource person(s) before submitting your paper. (Also do not "full justify" your paper unless you are using a proportional printer font, such as Times New Roman.) You need to include a discussion of at least the following:

1. Your cultural identity;
2. Your family cultural traditions and child rearing practices;
3. Rites of passages;
4. Cultural values;
5. Spiritual practices;
6. Cultural activities, music, cuisine;
7. Cultural communication patterns;
8. Ethnic language;
9. Experiences of being oppressed or the target of racism and discrimination;
and
10. Experiences of oppressing others.

This paper is due the sixth session of the semester.

3. **Take Home Final Exam** (35% of the grade)

A case-oriented take home exam will be due on the last session of class and will be distributed at least 2 weeks before the semester ends.

4. **Class Participation/Discussion, Attendance** (10% of the grade)

The instructor will base part of the grade on class attendance and participation/discussion on required readings and related topics during class sessions. **To fully engage in the class, the student must come to class prepared, which assumes the students have read the reading assignments prior to class.**

COURSE TOPICS

WEEK

1. (9/2/97) **Introduction:** Introductions, Overview of the course, Assignments, Group Formation

2. (9/9/97) **Human and Cultural Diversity, Racism-Sexism-Homophobia, Discrimination-Deprivation-Oppression**

Read: Lum, Chapter 1: Culturally Diverse Social Work Practice, Chapter 2: Culturally Diverse Values and Knowledge Base, Chapter 5: Problem Identification (pp. 173-186); Rivera and Erlich, Chapter 1: Introduction: A Time of Fear; A Time of Hope; DuBray, Chapter 1: American Indians. (Recommended: Brown, Duran & Duran, and Page)

3. (9/16/97) **Practice Framework:** Contact, Problem Identification, Differential Assessment, and Intervention

Read: Lum, Chapter 3: A Framework for Social Work Practice With People of Color, Chapter 4: Contact, Chapter 5: Problem Identification (pp. 159-173, 186-190), Chapter 6: Assessment, and Chapter 7: Intervention; DuBray, Chapter 10: Preparing Mental Health Workers for the Future

4. (9/23/97) **Gender and Sexual Diversity:** Background, Differential Assessment, and Intervention

Read: Rivera & Erlich, Chapter 6: A Feminist Perspective on Organizing with Women of Color; Wynne Hanson (DuBray), "The Urban Indian Woman and Her Family; Comas-Diaz & Greene, Chapter 1: African American Women, Chapter 4: Latinas, and Chapter 3: Asian American Women; Van Soest, "The Influence of Competing Ideologies About Homosexuality on Nondiscrimination Policy; and Cain, "Heterosexism and Self Disclosure in the Social Work Classroom"

5. (9/30/97) **Student Presentation: Gender and Sexual Diversity**

6. (10/7/97) **American Indians:** Background, Differential Assessment. and Intervention **(Mid Term Paper Due)**

Read: DuBray, Chapter 2: Social Welfare Policy and American Indians, Chapter 3: American Indian Values, Chapter 4: Social Casework and American Indians, Chapter 5: Towards a Holistic Model of Intervention,

Chapter 6: Early Childhood Placement, Chapter 7: American Indian Child Welfare; Rivera & Erlich, Chapter 2: Community Development with Native Americans. (Recommended: Duran & Duran)

7. (10/14/97) **Student Presentation: American Indians**

8. (10/21/97) **Asian Americans:** Background, Differential Assessment, and Intervention

Read: DuBray & Muok, Chapter 7: Southeast Asian Refugees; Rivera & Erlich, Chapter 7: Organizing in the Chinese American Community, Chapter 8: Organizing in the Japanese American Community, Chapter 9: The Philipino American Community, and Chapter 11: Southeast Asians in the United States

9. (10/28/97) **Student Presentation: Asian Americans**

10. (11/4/07) **African Americans:** Background, Differential Assessment, and Intervention

Read: DuBray & Carter, Chapter 8: African Americans; Rivera & Erlich, Chapter 4: Organizing for Violence Prevention: An African American Community Perspective. (Recommended: Page)

11. (11/11/97) Student Presentation: African Americans

12. (11/18/97) Latino Americas: Background, Differential Assessment and Intervention

Read: DuBray and Hernandez, Chapter 9: Emerging Models of Mental Health Practice with Latinos; Rivera and Erlich, Chapter 3: Chicanos, Communities, and Change, Chapter 5: Community Social Work with Puerto Rican Communities in the United States, Chapter 10: Organizing with Central American Immigrant Communities in the United States

13. (11/25/97) **Student Presentation: Latino Americans (Take Home Exam Distributed)**

14. (12/2/97) **Multicultural Integration and Research**

Read: Lum, Chapter 9: Epilogue; Rivera & Erlich, Chapter 12: Community Development and Restoration, Chapter 13: Reaching Toward the Twenty-First Century; Fraud in Inducement?

15. (12/9/97) **Course Summary (Take Home Exam Due)**

California State University, Sacramento
Division of Social Work

SW 202 Multicultural Theory and Practice:
Issues of Race, Class, Gender, and Sexual Diversity

Dr. Doman Lum
Fall 1997

Course Description

The purpose of this course is to present diversity and population-at-risk content for the professional foundation curriculum at the graduate level. Human diversity encompasses groups distinguished by race, ethnicity, culture, social class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. This course focuses on ethnic and cultural diversity as well as gender and sexual orientation diversity, particularly with people of color (African, Latino, Asian, and American Indians), women of color, and gay and lesbian persons. This course is particularly relevant to the multicultural nature of California populations and its culturally diverse groups.

Akin to historical events, the themes of human and cultural diversity are the experiences of discrimination, economic deprivation, and oppression, which have been encountered by people of color, women of color, and gay and lesbian persons. These expressions are a result of racism, sexism, and homophobia which are examined and are initially covered in the beginning of the course and are later examined from past, present, and future perspectives of the specific treatment of these groups in the dominant society. In the context of a society that is highly stratified in economic class and group status, with attitudinal and institutional racism and sexism pervasive in the dominant culture, social work education for ethnic, gender, and sexual orientation sensitivity requires theories of the dual perspective, social class stratification, and conflict/power to address issues of group oppression. The course material establishes the experiences, needs, and responses of people who have been subjected to institutionalized forms of oppression and patterns and consequences of discrimination.

Accompanying this historical timeline are practice principles which emphasize beginning, middle, and end, including differential assessment and intervention skills and strategies with women of color, gay and lesbian persons, African Americans, Latino Americans, Asian Americans, and American Indians. Relationship-building; problem identification; biopsychosocial/cultural/spiritual assessment; and micro, meso, and macro intervention strategies are taught in the course. The course is designed to introduce graduate students to a repertoire of social work skills and strategies that are appropriate in multicultural social work practice.

Course Objectives

1. To provide a foundation for understanding human diversity, particularly in terms of cultural/ethnic, gender and sexual orientation; racism, sexism, and homophobia; which are expressed in discrimination, economic deprivation and oppression in historical and current trends; and a context of social work and culturally diverse values and ethical comparative systems which impact these themes and issues.
2. To develop knowledge and skills in practice in working with people of color, women, gay/lesbian populations.
3. To foster knowledge and skills in counteracting discrimination, oppression, and economic deprivation in populations of color, women, and gay/lesbian persons.
4. To promote knowledge and skills in practice assessment and intervention at the micro, meso, and macro levels including differential assessment with populations of color, women, and gay/lesbian persons.
5. To cultivate skills in conducting ethnographic and differential assessments and interventions with people of diverse values, world views, and communication patterns.
6. To develop knowledge and skills reflecting a broad repertoire of strategies for individual, family, group, and community change which contributes to culturally sensitive social work practice and social justice.

Required Reading

1. Doman Lum, Cultural Competent Practice (CCP), chapter drafts of a new book in the process of development with Brooks/Cole Publishing Company (in the library reserve room)
2. Doman Lum. (1996). Social Work Practice and People of Color: A Process Stage Approach (3rd ed.). Brooks/Cole Publishing Company.
3. Felix Rivera & John Erlich. (Eds.). (1995). *Community Organizing in a Diverse Society* (2nd ed.). Allyn & Bacon Publishing Company.
4. Supplementary Readings
 - a. Lillian Comas-Diaz & Beverly Greene. (Eds.). (1993). Women of Color. Guilford Publishing Company (see Library Reserve Room).

- b. Dorothy Van Soest. (1996). "The Influence of Competing Ideologies About Homosexuality on Nondiscrimination Policy: Implications for Social Work Education" (pp. 53-64), and Roy Cain (1996). "Heterosexism and Self-Disclosure in the Social Work Classroom" (pp. 65-76), both in the Journal of Social Work Education, 32(1) (see Library Reserve Room).
- c. Wynn Hanson (DuBray) The Urban Indian Woman and Her Family (see Library Reserve Room).

Student Assignments

1. Student Group Presentation (30% of the grade)

At the beginning of the semester, the class will be divided into five groups: Gender and Sexual Diversity, American Indians, Asian Americans, African Americans, and Latinos.

This paper is due the 9th session of the semester.

2. Take Home Final Exam (30% of the grade)

A case-oriented take home exam will be due after the last session of class and will be distributed at least 2 weeks before the semester ends.

3. Class Participation/Discussion, Attendance (10% of the grade)

Please let the instructor know if you will be unable to attend class. My phone number is 278-7189. Excessive absences without legitimate excuses will result in the lowering of your final grade. Please attend class or get notes from a classmate.

The instructor will base part of the grade on class attendance and participation/discussion on required reading and related topics during class sessions.

Course Topics

- 1. September 2: Introduction (Overview of the Course, Assignments, Group Formation, Color of Fear Video)
- 2. September 9: Culturally Competent Social Work Practice (Cultural Competencies Pretest)

Read: Lum, Cultural Competent Practice (CCP), Chapters 1 and 2 (library reserve room)

3. September 16: Cultural Awareness (Prepare Cultural Awareness Exercises)

Read: Lum, CCP, Chapter 3 (library reserve room)

4. September 23: Knowledge Theory (Culturally Diverse Social Work Practice, Values, and Knowledge Base) (Video 3345, Program I on Culturally Sensitive Child Welfare Practice)

Read: Lum, Social Work Practice & People of Color, (SWP & PC) Chapters 1 and 2

5. September 30: Skill Development (People of Color Practice Framework, Contact)

Read: Lum, SWP & PC, Chapters 3 and 4

6. October 7: Skill Development (Problem Identification, Assessment)

Read: Lum, SWP & PC, Chapters 5 and 6

7. October 14: Skill Development (Intervention and Termination)

Read: Lum, SWP & PC, Chapters 7 and 8

Read: Lum, Chapter 9 Epilogue, Rivera & Erlich, Chapter 12 Community Development and Restoration, Chapter 13 Reaching toward the Twenty-First Century: Fraud in the Inducement?

Take Home Exam Due on December 16, 1997

**UCLA SCHOOL OF PUBLIC POLICY AND SOCIAL RESEARCH
DEPARTMENT OF SOCIAL WELFARE**

SW 205A: INTRODUCTION TO MULTICULTURAL POPULATIONS

COURSE OVERVIEW AND PURPOSE

This course will explore the manner(s) by which race, ethnicity, culture, and other forms of social stratification influence society and social welfare. This course will provide background material on race relations, including patterns of racial interaction, goals of the American society, stratification, and inequality. The course will also include an emphasis on the interaction between the dominant group and specific minorities as an important factor in understanding minority groups' behavior.

OBJECTIVES

Selected readings and class assignments are designed to develop a better understanding of the influence of race, ethnicity, culture, and other forms of social stratification upon race relations. The objectives of the course are that each individual will be able to:

1. Identify and articulate the influence of prejudice, discrimination, and inequality upon race relations between the dominant cultural group and minority cultural groups.
2. Identify and articulate the influence of the interaction between the dominant cultural group and minority cultural groups on minority groups' behaviors and perspectives.
3. Address and articulate different sociological interactional processes between the dominant cultural group and minority cultural groups (i.e., acculturation, assimilation, pluralism, segregation, domestic colonialism, domination, etc.).
4. Identify and articulate the cultures, ethnic experiences, and specific interactions with the dominant society of the following groups: Asian Pacific Americans, African Americans, Latinos, and Native Americans.
5. Evaluate public policies and their effects on society and social welfare (i.e., Affirmative Action, Immigration laws, etc.).
6. Identify and articulate the influence of race relations upon the profession of social welfare, as well as, social welfare's role in addressing issues related to race relations.

COURSE STRUCTURE

The course will consist of lectures by the professor and student presentations. Lectures will cover the theoretical and historical foundations of the course. Student presentations will address the application of the theoretical and historical concepts to social welfare practice.

COURSE REQUIREMENTS

1. Students are expected to attend each class, and out of courtesy to other members, to be on time. Students are also expected to have completed the reading assignments.
2. There will be a midterm and a final. Both exams will be in class and will be multiple choice. Both exams will each be worth 50% of the final grade.
3. Student presentations will be an optional assignment. The grade received for the presentation may be substituted for either the midterm or final exam grade.

TEXTS AND READINGS

Kitano, Harry H. L. (1991). Race Relations (4th ed.). Englewood Cliffs, NJ: Prentice Hall.

Gioseffi, Daniela. (Ed.). (1993). On Prejudice: A Global Perspective. New York: Doubleday.

COURSE OUTLINE AND ASSIGNMENT SCHEDULE

Week 1: Introduction

Overview of the course; discussion of the syllabus and assignments; initial discussion of major issues and concepts

Readings

Gioseffi, Daniela. (Ed.). (1993). On Prejudice: A Global Perspective. pp. vii-lix.

Week 2: Goals of American society; Social stratification and inequality.

Exploration of the relationship between race, stratification, and inequality. Review of the current studies and presentation of the "functional" and "conflict" perspectives as contrasting explanations of inequality.

Readings

Kitano, Harry H. L. (1991). Race Relations (4th ed.). Chapters 1, 2, & 3 (pp. 1-40).

Gioseffi, Daniela. (Ed.). (1993). On Prejudice: A Global Perspective. Part One "On Xenophobia and Genocide: The past and the present" (pp. 1-343).

Week 3: Theoretical perspectives of interaction between the dominant cultural groups and minority cultural groups.

Historical discussion of the ways ethnic minorities have been viewed and treated in this society. Domestic colonialism and social Darwinism will be discussed.

Readings

Kitano, Harry H. L. (1991). Race Relations (4th ed.). Chapter 4 (pp. 41-50).

Gioseffi, Daniela. (Ed.). (1993). On Prejudice: A Global Perspective. Part One "On Xenophobia and Genocide: The past and the present" (pp. 1-343).

Week 4: The Domination Model

The domination model and its components of prejudice, discrimination, and segregation will be discussed.

Readings

Kitano, Harry H. L. (1991). Race Relations (4th ed.). Chapter 5 (pp. 51-66).

Gioseffi, Daniela. (Ed.). (1993). On Prejudice: A Global Perspective. Part One "On Xenophobia and Genocide: The past and the present" (pp. 1-343).

Week 5: Minority Adaptations to Dominated Status

The processes of accommodation, conflict, acceptance, aggression, and avoidance will be discussed as related to the process of adaptation by minority groups to the dominant culture.

Readings

Kitano, Harry H. L. (1991). Race Relations (4th ed.). Chapter 6 (pp. 66-83).

Gioseffi, Daniela. (Ed.). (1993). On Prejudice: A Global Perspective. Part Two "Cultural Destruction and Cultural Affirmation" (pp. 344-498).

Week 6: **MIDTERM EXAM**
(in class)

Week 7: Identity

Discussion of the development of racial, ethnic, and cultural identities. Emphasis will be on the development of positive and negative identities for minority groups in this society.

Student presentations on issues of identity.

Readings

Kitano, Harry H. L. (1991). Race Relations (4th ed.). Chapter 7 (pp. 84-96).

Gioseffi, Daniela. (Ed.). (1993). On Prejudice: A Global Perspective. Part Two "Cultural Destruction and Cultural Affirmation" (pp. 344-498).

Week 8: African American Experience

Discussion will focus on the historical and sociological experiences of the African American community in the United States.

Student presentations on the African American Experience.

Readings

Kitano, Harry H. L. (1991). Race Relations (4th ed.). Chapter 8 (pp. 97-125).

Gioseffi, Daniela. (Ed.). (1993). On Prejudice: A Global Perspective. Part Two "Cultural Destruction and Cultural Affirmation" (pp. 344-498).

Week 9: Native American and Latino Experiences

Discussion will focus on the historical and sociological experiences of the Mexican American, Puerto Rican, Cuban, and Native American communities in the United States.

Student presentations on the Native American and Latino Experiences.

Readings

Kitano, Harry H. L. (1991). Race Relations (4th ed.). Chapters 9, 10, & 11 (pp. 126-182).

Gioseffi, Daniela. (Ed.). (1993). On Prejudice: A Global Perspective. Part Two "Cultural Destruction and Cultural Affirmation" (pp. 344-498).

Week 10: Asian/Pacific American Experiences

Discussion will "focus on the historical and sociological experiences of the Chinese American, Japanese American, Korean American, Pilipino American, and Southeast Asian and Pacific Islander communities' experiences.

Student presentations on the Asian/Pacific American Experience.

Readings

Kitano, Harry H. L. (1991). Race Relations (4th ed.). Chapters 12, 13, 14, 15, & 16 (pp. 183-260).

ASSIGNMENTS

Student Presentations

Student presentations will be in a group format. The topic of the presentations will be on current policy-related issues and their effects on specific ethnic or cultural groups and/or race relations (e.g., immigration, health care, same sex marriages). Each presentation will be limited to half an hour. Presentations will include:

- a. a supplemental reading list,
- b. pro and con positions,
- c. a discussion of the implications for social work, and
- d. a set of four multiple choice questions that may be used on the final exam.

Student presentations will be an optional assignment. The grade received for the presentation may be substituted for either the midterm or final exam grade.

BIBLIOGRAPHY

Required Readings

Kitano, H. H. L. (1991). Race Relations (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Gioseffi, D. (Ed.). (1993). On Prejudice: A Global Perspective. New York: Doubleday.

Supplemental Readings

Becerra, R. (1988). "The Mexican American Family." In C. Mindel, R. Habenstein, & R. Wright, Ethnic Families in America (pp. 141-159). New York: Elsevier Publishing.

John, R. (1988). "The Native American Family." In C. Mindel, R. Habenstein, & R. Wright, Ethnic Families in America (pp. 325-366). New York: Elsevier Publishing.

Kitano, H. (1988). "The Japanese American Family." In C. Mindel, R. Habenstein, & R. Wright, Ethnic Families in America (pp. 258-275). New York: Elsevier Publishing.

- McKenna, G., & Baroni-Harris, M. (1980). "Is 'Ethnic Consciousness' good for America?" IN G. McKenna & M. Baroni-Harris, Taking Sides: Clashing Views on Controversial Social Issues. Guilford, CT: Dushkin Publishing Group.
- Staples, Robert (1988). "The Black American Family." In C. Mindel, R. Habenstein, & R. Wright, Ethnic Families in America (pp. 303-324). New York: Elsevier Publishing.
- Takaki, R.(1989). "Dollar a Day, Dime a Dance: The Forgotten Filipinos." In Strangers From a Different Shore (pp. 315-356). Boston: Little, Brown.
- Uriate, M. (1986, Spring/Summer). "Contributions to a Dialogue: Approaches to Teaching About Race and Culture to Human Service Students and Workers," Women Studies Quarterly, Vol. 14, No. 192, pp. 30-34.
- Whitson, Hollis, and Roberge, Martha (1986, July), "Moving Those Indians into the Twentieth Century." Technology Review, pp. 47-57.
- Wilson, W. J. (1987). The Truly Disadvantaged (pp. 3-62). Chicago: University of Chicago Press.

UCLA SCHOOL OF SOCIAL WELFARE

205B/Winter 1996
Cross-Cultural Awareness
Mitchell Maki, Ph.D.
Jorja Prover, Ph.D.
Joseph Nunn, Ph.D.

“Each of us is like everyone else, like some others, and like no one else.”

C. Kluckhohn and H. Murray

COURSE OUTLINE

Course Description

The purpose of this course is to explore one's own cultural background (e.g., ethnicity and race) to better understand the foundation and roots of one's values and how they influence behavior in social and professional interactions. The course aims to provide a setting in which an experiential dialogue can be fostered which highlights our experiences as they relate to our personal and professional identity.

This course starts from the premise that everyone is culturally unique. Through discussion, our understanding of human similarities and differences across cultures will expand. This creates a fuller appreciation for our cultural commonalities and cultural uniqueness.

Additionally, the course is designed to broaden our awareness and knowledge of other groups' cultural values, perspectives, and beliefs, and thus strengthen our ability to interact and work with others unlike ourselves in the social work context.

Course Assumptions

This course is built on the following assumptions:

1) One's cultural roots, in particular race and ethnic group, contribute to each individual's perspective and experience in this society. Every individual's personal background influences her/his perception and understanding of reality.

2) Everyone has a racial and ethnic identity. Along with this racial/ethnic identity, each individual comes from a socio-economic class, a specific gender, sexual orientation, religion, age, health status, and disability. Each individual's personal and professional identity is shaped by her/his cultural experiences and racial/ethnic identity, as it intersects with each of the above-mentioned factors.

Course Objectives

The major goal of the course is to understand the role that culture plays in the development of self and of each person's world view. Included in this understanding is an appreciation of how cultural awareness relates to professional practice in the field of social welfare. Selected readings and class assignments are designed to develop a better understanding of the socialization process and how socialization is an extension of culture. The objectives of the course are that each individual will be able to:

1. Specify her/his own cultural and personal values, assumptions, and priorities, and articulate how they influence her/his behavior.
2. Identify and articulate the interaction process between ethnicity and other aspects of culture (e.g., socio-economic class, gender, sexual orientation, religion, age, health status, disability).
3. Examine and identify commonalities and differences between her/his own culture and other cultures.
4. Articulate an understanding of social customs, problems, and issues from culturally diverse points of view.
5. Examine and identify personal, cultural, and societal bias in her/his perceptions of clients from culturally similar and culturally different backgrounds.
6. Demonstrate a sensitivity to and awareness of the complexity of developing a cross-cultural helping relationship.

Course Format

The course is a seminar which includes class discussion of the assigned readings, films, and student presentations. Students are expected to bring questions and ideas that will stimulate thinking in the area of cross-cultural awareness.

Course Assignments/Requirements

1. Attend and participate in all class sessions. Students are expected to attend each class, and out of courtesy to other members, be on time. Students are also expected to have completed the reading assignments and to contribute to class discussions.
2. Each student will complete two individual written assignments.

- A. The first assignment will consist of the development of a personal cultural autobiography. The paper should be 5-7 pages. This assignment is due on the third week of class.
- B. The second assignment consists of the development of a cultural analysis of an ethnic/cultural group of your choice. You are expected to read a book selected from the attached list. This assignment is due on the tenth week of class.
- C. All papers must be typed and authors must follow APA guidelines and style format, such as:

Publication Manual of the American Psychological Association (3rd ed.). (1983). Washington, DC: American Psychological Association.

Late and Incomplete Policy: It is expected that all assignments will be submitted on time. All written and oral presentations must be completed at the designated time. All late assignments will be marked down. There will be NO Incompletes given in this class. All course requirements must be completed by the end of the quarter.

- D. Optional assignment: Visit to the Museum of Tolerance. A program entitled "Tools for Tolerance" has been arranged with the Museum of Tolerance on Sunday, March 3, 1996. The program includes a tour of the museum, a small group discussion, and a workshop (*Tools for Tolerance for Professionals*). In lieu of the second individual written assignment, students may attend this workshop.

COURSE OUTLINE

Session/Date Topic

1. Overview of Culture: Race, Ethnicity, and Ethnic Experience
2. How do we learn what we value?
 Readings:
 Long, S. (1994, December). Fuzzy logic in focus. *Hemispheres*, pp. 101-103.
 DeAnda, D. (1984, March/April). Bicultural socialization: Factors affecting the minority experience. *Social Work*, 101-107.
 Tseng, W., & McDermott, J. (1981). Culture and human behavior. *Culture, Mind and Therapy* (pp. 5-12). New York: Brunner/Mazel.

MOVIE: BLUE EYES, BROWN EYES

3. Ethnographic Approach to Self and Others

Readings:

Green, J. (1982). Language and cross-cultural social work. In *Cultural Awareness in the Human Services* (pp. 67-81). Englewood Cliffs, NJ: Prentice-Hall.

Spradley, J., & McCurdy, D. (1972). The cultural experience: Ethnography in complex society (pp. 12-20, 60-76). Chicago: Science Research Associates.

MID-TERM PAPER IS DUE

4. What is a cultural lens? What is your cultural lens?

Readings:

Davis, K. (1986, March). Crossing cultural barriers: Medicine in the Melting Pot. *Generics*, pp. 28-36.

5. Interracial Dating/Marriage

Readings:

Paik, F. (1993). Happily ever after? *A*, 3(1), pp. 24-29.

Norment, L. (1994, November). Black men, White women: What's behind the new furor? *Ebony*, 44-50.

Stephan, C. (1992). Mixed-heritage individuals: Ethnic identity and trait characteristics. In M. P. Root (Ed.), *Racially mixed people in America* (pp. 50-63). Newbury Park, CA: Sage Publications.

McGoldrick, M., & Preto, N. G. (1984). Ethnic intermarriage: Implications for therapy, *Family Process*, 23, 347-364.

de Anda, D., & Riddel, V. (1991). Ethnic identity, self-esteem, and interpersonal relationships among multi ethnic adolescents, *Journal of Multicultural Social Work*, 1(2), 83-98.

MOVIE

6. Privilege and Affirmative Action

Readings:

Steele, S. (1990). *Affirmative action: The price of preference. The Content of Our Character*. New York: St Martin's Press.

Schwartz, H. (1984, Fall). In defense of affirmative action. Dissent.
Understanding Privilege
MOVIE: PRIME TIME EPISODE

7. What does religion mean to me?

Reading:

Spencer, S. W. (1956, July). Religion and social work. Social Work, 19-26.

8. How do I really feel about gays and lesbians? Gay Liberation: Make it quieter?

Readings:

Teachout, T. (1983, November). Gay rights and straight realities. National Review.

Egerton, B. (1985, May). Gay politics: A time to take stock. The Progressive.

MOVIE

ASSIGNMENT DUE

MARCH 3 FIELD TRIP MUSEUM OF TOLERANCE

9. Discussion of Assignment
Discussion of Field Trip

10. Wrap Up

**All readings are in the coursepack

ASSIGNMENT #1

Cultural Autobiography

This outline should be used as a guide in the development of your cultural autobiography. You may feel that some of this information is personal in nature. Be assured that it will be treated as such. In the final analysis, you are the judge as to what you are comfortable in discussing in relation to personal issues.

1. Describe your family of origin including information on:
 - (a) composition (parents, siblings, birth order, etc.),
 - (b) cultural identity,
 - (c) racial and ethnic background,
 - (d) describe your neighborhood, and
 - (e) other important factors (e.g., social class, religion, disabilities, etc.).
2. What is your first recollection about your cultural background (i.e., how did you come to identify with any group and to learn that there are *others*). Who were (are) defined as *outsiders* and *insiders* by your family or group? Do you recall *journeying out of your own world* entering the mainstream?
3. What went into the formation of your ideas in regard to your own physical appearance and what did you consider to be attractive and unattractive?
4. Who were your friends when growing up? Who live in your neighborhood? Who was a *desirable* friend to bring home? How did you select your dates, roommates, mates? How did these choices relate?
5. Can you relate any of your tastes in food, music, art, clothes, furnishings, activities and games to culture or class? What about modes of expression (i.e., language accent, proverbs)?
6. What have you learned about how children "should" behave and how sex roles are defined that could be related to your cultural identity?
7. How do you perceive the relative power position(s) of particular individuals in your family or group as related to their culture, gender, and class? How do these individuals vary in power and decision-making authority?
8. Based on your reading of the literary work, is there anything about your cultural background that will facilitate and/or hinder your providing social services to clients from different backgrounds?
9. What is your present identity or identities? Which identity do most others assign to you? Which identity is the most satisfying?

ASSIGNMENT #2

Cultural Analysis of Another Group

1. Identify a cultural/ethnic group of your choice.
2. Read a novel which is written from the perspective of the chosen cultural/ethnic group (a suggested reading list is attached; novels not on the list need to be approved by your instructor).
3. Include information from 2-3 informants (members of the selected group).
4. Write a final paper of 8-10 pages, integrating information from your informants, appropriate class readings, relevant class discussion, and knowledge obtained from the book to answer the following questions:
 - a. What are the predominant *values* of the group? What ideals, norms, and beliefs provide motivation and possibly problems for the group?
 - b. What *stereotypes* are typically associated with the group? Are they based on reality, and if so, in what manner? If not, how are they different?
 - c. Is there a typical family structure? What are the typical roles for family members? What is the role of extended kin, ancestors, etc.? What are the strengths of the family structure?
 - d. What sociocultural/historical factors are important to consider when providing social services to members of the group? (Include historical factors, discrimination issues, current problems, future approaches, etc.).

Note: Informants should be persons outside of the Department environment.

**California State University, Long Beach
Department of Social Work**

Jean M. Granger

Professor

**SW 500 - Foundations of Generic Social Work Practice:
A Cross-Cultural Perspective**

Course Description and Objectives

The major objective of this course is to help students become aware of, and sensitive to, the importance of culture and ethnicity and issues such as racism, sexism, ageism, poverty, and other oppression, in order to work effectively and efficiently with diverse client groups and the disenfranchised.

Based on the orienting concepts of multiculturalism, cultural pluralism, and "human diversity," a conceptual framework of multicultural/cross-cultural social work practice will be presented. It will provide the basis for the student to synthesize readings and class materials, to integrate them with their field experiences, and to develop practice principles and procedures.

Additionally, the course introduces students to the assumptions, concepts, principles, and values of generic social work practice from a cross-cultural perspective. It examines professional relationships, interviewing and communication skills, social work roles, practice processes and strategies of action, as well as analyzing service delivery models appropriate for use in working with ethnic minority individuals, groups, organizations, and communities.

This approach is designed to enhance the ability of social workers to practice effectively with people of various backgrounds, often differing from the social worker's, and to work with the societal institutions which impact their lives. This foundation course also sets the stage for advanced specialized practice courses.

Course Objectives

1. Understand the nature, philosophical, historical and conceptual roots, functions, assumptions, concepts, ethics, principles, and values of social work practice from a multicultural perspective and the way social work has traditionally responded to ethnic and minority groups.
2. Understand that ethnic minority and Euro-American perspectives are equally valid and how these perspectives impact multicultural practice.

3. Understand the impact of sociostructural, political, and economic factors on delivery of social services and develop motivation and skill to combat discriminatory policies and practice.
4. Demonstrate understanding and sensitivity to ethnic and minority concerns or needs borne out of cultural differences and requirements.
5. Demonstrate understanding of the effects of ethnicity, culture, gender, age, sexual orientation, acculturation, biculturalism, and social and psychological factors on individuals, families, groups, and communities as they seek or receive help.
6. Understand and apply to practice an eclectic, multicultural model of social work practice which addresses ethnicity, culture, gender, age, sexual orientation, acculturation, biculturalism, and other related social and psychological factors and all size systems (individual, groups, communities, and institutions).
7. Apply to practice an eclectic, generic social work practice model addressing the elements and basic practice processes common to all size systems, including the differences in these processes across systems, and in addressing ethnicity, culture, gender, age, sexual orientation, acculturation, biculturalism, and other related social and psychological factors.
8. Develop skills in using ethics and values, in professional relationships and interviewing/other communication skills, and in contact, contract, and intervention tasks with diverse client groups (see 6 & 7 above) and members of other resource systems, with emphasis upon the tasks of the beginning phase and assessment. (Completion of skills will take place in other practice courses related to individuals, families, groups, communities, and institutions.)
9. Understand and develop skills in the practice of culturally relevant interventions with individuals, families, groups, communities, and other social units. (This content will be developed in more depth in other practice courses.)
10. Synthesize knowledge and learning from 1-9 above and apply them to working with an ethnic or minority group of the student's choice and evaluation of the student's practice understanding and skills.

Much of the content noted in the objectives will be taught and practiced simultaneously.

Course Format

This course will be conducted through the use of lecture, discussion, readings, case material, small group activities, and other experiential activities. (Please note: Case material distributed for class discussion must be returned. Please do not write on it).

Reading assignments should be read before each class period (after the first class). Class time will not be used to review required reading, but to apply and build upon the content of the readings.

Texts

Lum, D. (1996). *Social work practice and people of color*. Monterey, CA: Brook/Cole.

Green, J. (1995). *Cultural awareness in the human services*. Englewood Cliffs, NJ: Prentice-Hall.

Kadushin, A., & Kadushin, G. (1997). *The social work interview: A guide for human service professionals* (4th ed.). New York: Columbia University Press.

Granger, J. M. Readings packet.

Recommended Readings

Ewalt, et al. (1996). *Multicultural issues in social work*. Washington, DC: NASW Press.

NASW. (1997). *Cultural competence in substance abuse prevention*. Washington, DC: NASW Press.

Course Outline and Reading Assignments

Class 1 Introduction and Historical Overview: Social work as a profession, philosophical/conceptual roots, functions, values, and mission. Presentation of an eclectic, generalist model.

Reid, P. N. (1995). Social welfare history. *Encyclopedia of social work* (19th ed.).

Hopps, J. G., & Collins P. M. (1995). Social work profession overview. *Encyclopedia of social work* (19th ed.).

Popple, P. R. (1995). Social work profession: History. *Encyclopedia of social work* (19th ed.).

Northern. Chapters 2 & 3. The social context, theoretical perspectives.

Green. Exercise Section (ES), B-9. *NASW codes of ethics in cross cultural learning*.

NOTE: MUCH OF THE CONTENT IN CLASSES 2-8 WILL BE COVERED SIMULTANEOUSLY.

- Classes 1-3 The Helping Relationship: Basis for developing mutual trust.
 Northern. Chapter 4, "Values, Ethics and Malpractice."
 Lum. Chapter 2, "Ethnic Minority Values and Knowledge Base."
 Kadushin, A., & Kadushin, G. Chapter 5, The Social Work Interview.
 Ewalt, P. L., & Mokuau, N. (1995, March). "Self-Determination From a Pacific Perspective." Social Work, 40(2).
 Tower, K. D. (1994, March). "Consumer-Centered Social Work Practice: Restoring Client Self-determination." Social Work, 39(2).
- Classes 3-4 Social Work Responses to Ethnic Minority Populations: Some emerging perspectives.
 Chau, K. L. (1990, Spring/Summer). "Social Work Practice: Towards A Crosscultural Practice Model." The Journal of Applied Social Sciences, 14(2).
 Lum. Chapter 1, "Ethnic Minority Perspectives on Social Work Practice;" Chapter 3, "A Frame Work for Social Work Practice With People of Color."
 Green. ES A-1, 2. "First Impressions etc. and Professional Values etc."
 Gould, K. H. (1995, March). "The Misconstruing of Multiculturalism: The Stanford Debate and Social Work." Social Work, 40(2).
 Kadushin, A., & Kadushin, G. Chapters 1, 2, The Social Work Interview.
- Classes 4-5 The Context of Practice: Social-structural factors of service delivery systems, psychological and cultural determinants, concepts and assumptions.
 de Anda, D. (1984, March/April). "Bicultural socialization: Factors affecting the Minority Experience." Social Work 29(2).
 Norton, D. G. (1976). "Working with minority populations: The dual perspective." In B. Ross & S. K. Khinduka (Eds.) Social Work in Practice.
 Green. Chapter 1, "Race, Ethnicity and Social Services;" Chapter 2, "Help-Seeking Behavior: The Cultural Construction of Care."
 Kagle, J. D., & Cowger, C. D. (1984). "Blaming the Client: Implicit Agenda in Practice Research?" Social Work, 29(4).
 Green, ES A-3 "Do French Fries Have Identity Crises," and ES A-4-7 "Racism as Rhetorical Form, Working Through Racial Issues, Life in a Glass Box, etc., Indulging Your Own Help-Seeking Behavior."

- Granger, J. M. & Portner, D. (1985). Ethnic and gender-Sensitive Social Work Practice." Journal of Social Work Education, 21(1).
- Valasque, J., et al. (1989). "A Framework for Establishing Relationships across racial ethnic lines. In Compton and Galaway, Social Work Processes.
- Green. Chapter 3, "Cross Cultural Social Work"
- Green. ES B-1. "The Pros in the Office: Minority Colleagues."
- Proctor, E. K. & Davis, L. E. (1994). "The Challenge of Racial Differences: Skills for Clinical Practice." Social Work, 39(3).
- Kadushin, A., & Kadushin, G. Chapters 3, 4, The Social Work Interview.
- Classes 5-8 The Helping Interview: Viewing the Client With a Cross-Cultural Lens.
- Kadushin, A., & Kadushin, K. The Social Work Interview, Chapters 6-9, 11, 12, 10, 13, and 14.
- Green. Chapter 4, "Language and Cross Cultural Social Work"
- De Jong, P. & Miller, S. D. (1995) "How to Interview for Client Strengths." *Social Work, 40(6).*
- Franco, J. N., Malloy, T., & Gonzales, R. (1984). "Ethnic and Acculturation Differences in Self-Disclosure," Journal of Social Psychology, 122(1).
- Green. ES B-5, "Revisiting Minority Professionals."
- Classes 8-13 The Components of an Eclectic, Generalist Model.
- The Helping Process: Exploring, Assessing, and Planning With Individuals, Families and Groups.
- Lum. Chapter 4, "Contact."
- Green. Chapter 5, "Cross-Cultural Problem Resolution."
- Lum. Chapter 5, "Problem Identification;" Chapter 6, "Assessment."
- Chau, K. L. (1990). "Needs Assessment for Group Practice with People of Color." In J. Garland (Ed.), *Group Work Reaching Out: People, Places, and Power*. New York: Haworth Press.
- Green. ES B-3, "The Pleasures of Fieldwork etc. ES B-6-8, "Describing Cultural Sequences, Cover Terms and Attributes, Genograms.
- Gold. "Putting Anti-Semitism on the Anti-Racism Agenda in North American Schools of Social Work."

- Classes 13-15 The Helping Process: Implementing Culturally Relevant Strategies with Individuals, Families and Groups.
- Lum. Chapter 7, "Intervention."
- Proctor, E., Davis, L. E., & Vosler, N. R. (1995). "Families: Direct Practice." In *Encyclopedia of Social Work*.
- Land, Nishimoto, & Chau. (1988, September). Interventive and Preventive Services for Vietnamese Chinese Refugees. *Social Services Review*.
- Daly, A., Jennings, J., Beckett, J. O., & Leashore, B. R. (1995). Effective coping strategies of African Americans. *Social Work*, 40(2)
- Gross, E. R. (1995). Deconstructing politically correct practice literature: The American Indian case." *Social Work* 40(2).
- Castex, G. M. (1995). Providing services to Hispanic/Latino populations: Profiles in diversity." *Social Work*, 40(2).
- Davis, L. E., Galinsky, M. J., & Schopler, J. H. (1995). RAP: A framework for leadership of multiracial groups. *Social Work*, 40(2).
- Classes 14-15 The Practice Process: Environmental Interventions Advocacy, and Networks.
- Well, M. O., & Gamble, D. N. (1995). "Community Practice Models." *Encyclopedia of Social Work*.
- Solomon, B. B., (1985). "Community Social Work Practice in Oppressed Minority Communities" In Taylor & Roberts (Eds.) *Theory & Practice*.
- Gutierrez, L., GlenMaye, L., & DeLois, K. (1995). "The Organizational Context of Empowerment Practice: Implications for Social Work Administration." *Social Work*, 40(2).
- Green. ES B-2 "Social Mapping;" ES B-4, "Participant Observation."
- Class 15 The Practice Process: Evaluation and Termination including evaluation of client change and your practice as a social worker.
- Lum. Chapter 8, "Termination;" Chapter 9, "Epilogue."
- Levy, R. (1987). "Single Subject Research designs. *Encyclopedia of Social Work*.

Assignments and Examinations

Assignments and Examinations are designed to help you further integrate, and apply to practice, classroom content and field activities. They are structured to facilitate sequential understanding of the subject matter.

It is important that papers/examinations be submitted on the due date. Up to 10 points will be deducted for late papers/examinations. Late papers/examinations will not be accepted unless the student has contacted the instructor no later than the day they are due to discuss a new submission date. Copies of papers/take-home examinations should be retained by students: Originals given to the instructor will not be returned.

Midterm Examination: Take-home essays (100 points)

Term Project: (100 points)

The following outline should be used for your paper. Each section should be documented thoroughly from the literature. The paper should be double spaced and 12-15 pages long.

You should select a client system, with whom you are working in your placement, whose ethnicity is different from yours. (White students should address an ethnic minority; ethnic minority students should address another ethnic minority.) If you think you do not have an appropriate client system, please discuss this issue with me. If we agree, then you will be asked to select an ethnic group different from yourself and write about a problem of major concern to that group. (The structure of the paper is designed to permit students who do not have clients of a different ethnic group from themselves to still gather information and knowledge concerning an ethnic group different from themselves.)

I. Introduction and Statement of the Purpose (5 pts.)

Use References for Sections II - V.

II. Scope of the Problem (health, mental health, or other) confronting this client system (general and specific incidence, who is affected the most, etc.) (5 pts.)

III. Existing Literature on: (15 pts.)

- A. The ethnic group you are studying. Present your understanding of the ethnic group by reviewing the literature concerning this group.
- B. The health, mental health, or other issue (describe in general, briefly state assumptions, causes, intervention issues, etc.). Indicate how client systems, in general, define the problem and the assumptions the client systems hold for causes and solutions.

- IV. Synthesis of the above (e.g., how does ethnicity influence the likelihood of the problem [increases, decreases risk], the intervention issues, the manifestation or expression of the problem, the intervention alternatives, and the "help-seeking" behavior of the client). Are client definitions of the problems and the assumptions held different from III-B? How is the client system and the problem similar or different from what you have learned in III? (25 pts.)
- V. Contrast the methods and outcomes of a culturally competent intervention model vs. the methods and outcomes of a more "traditional" intervention model that may have been used in the past. Be sure that intervention, both traditional and cross-cultural, not only comments on general intervention activities, but also addresses the specific problem you stated you were researching in the previous sections (e.g., if you chose domestic violence in Latino families, your intervention section should be focused upon helping these families with domestic violence issues). (40 pts.)
- VI. The impact that this paper and/or your work with a representative client has had upon your self-awareness and knowledge base. (5 pts.)
- VII. Implications for social work practice and the role of the social worker in intervening with the client (5 pts.).

You should use a case or case examples to illustrate your points in sections I through V. If you are not using your own client system, use examples from the literature. Your paper should reference carefully those points you have drawn from the literature and should use the APA reference model. In the body of the paper, the citation would be (author, year). In the bibliography section, a book and an article would be written as follows:

Green, J. (1995). Cultural Awareness in the Human Services. Englewood Cliffs, NJ: Prentice Hall.

de Anda, D. (1984). "Bicultural Socialization: Factors Affecting the Minority Experience." Social Work, 29, 101-107.

Final Examination: Objective, completed in class (100 pts)

Grading Determination:

270-300 pts. = A

240-269+ pts. = B

210-239+ pts. = C

180-209+ pts. = D

179 and below = F

CROSS-CULTURAL PERSPECTIVES

Maruyama, M. (1983). Cross-Cultural Perspectives on Social and Community Change. In E. Seidman (Ed.), Handbook of Social Intervention. Beverly Hills: Sage Publications.

1. Euro-American cultures view change as something unusual that requires a special explanation. On the other hand, many African (including Black Americans), Asian, and Native American (and some Hispanic) cultures see change as something natural and normal.
2. Euro-American cultures believe that if there is change there must be an agent or combination of agents that causes it. On the other hand many other cultures believe that causal loop interactions among many elements generate change and that neither causal priority nor a causal hierarchy are needed to explain many changes.
3. Euro-American cultures traditionally assume that everything is a zero-sum game, which says that one's gain must be someone else's loss.
4. Euro-American cultures believe that all social and biological developments followed the same path and therefore if two cultures were different, one was more advanced than the other; societies could be rank-ordered and the Euro-American cultures were at the top.
5. Euro-American cultures believe that the goal of social change is homogenization and equalization.
6. Euro-American cultures believe in the use of unanimous consensus method in decision making. This process assumes the existence of one "best" solution and tries to maximize the total benefits and minimize the trade-offs for the individual. It is often based upon the principles of "sticking to the point on which everyone agrees," as if disagreements were due solely to errors, ignorance, or lack of objectivity.

In reference to items 3-6 above, many African (including Black Americans), Asian, and Native American (and some Hispanic) cultures have very different beliefs. First, it is taken for granted that different persons have different views on the same situation and these differences, rather than being discarded are incorporated in obtaining a richer understanding of the situation. Second, in decision making if some people are going to be disadvantaged, then compensation is provided for those who suffer, regardless of how the decision goes. Third, they believe that diversity enables mutually beneficial cooperation, while sameness foments competition and conflict. Additionally there are advantages in mutually beneficial positive-sum loop interactions. Finally, under these circumstances cultures cannot be rank-ordered: All are equally important.

Cultural Assumptions and Values

Some of the characteristics of mainstream culture in the United States: (based on Edward C. Stewart, American Cultural Patterns: A Crosscultural Perspective, 1977)

Taking the Kluckhohn-Strodtbeck model as a starting point, Stewart divides cultural assumptions and values into:

1. Form of activity
2. Form of social relations
3. Perceptions of the world
4. Perception of self and of the individual

Under "form of activity," for example, he notes that Americans are oriented toward *doing*. To get things done is a virtue among Americans and has high value placed on it. This is apparent and has been noted by many non-western observers. In other cultures, more value is often placed on *being*, on the pure quality of the individual, or on *being-in-becoming*, with stress on self-growth.

Stewart's analysis suggests that every culture group has within its members representation of a great variety of different and often opposing value orientations, but that some are found more often than others. For instance, in American mainstream society you are likely to find a predominance of people who believe or assume that man can and should be the master or controller of nature—able (within limits) to control, change, or manipulate the physical environments he/she wishes. In Japan, man is assumed to be integral with nature, the environment shaping human beings and in turn being shaped by them. Among Columbian Mestizos, nature is felt to be antagonistic to man, constantly threatening to overwhelm him (pp. 62-63).

Some of the critical characteristics of mainstream American culture Stewart identifies are:

- the separation of work and play (social activity);
- an orientation toward the future, with less emphasis or value placed on the present and, especially, the past;
- achievement motivation;
- competitiveness;
- informality and equality in social relations;
- directness or confrontiveness in communication;
- impersonality or objectivity (depersonalization) in relations with others;
- a need to be "liked;"

- the human being perceived as separate from and superior to nature;
- stress on the value of material possession, a belief in progress (optimism);
- time conceived of as linear, flowing into the future and being subject to rigorous division and fragmentation;
- the concept of a distinct, separate, isolatable "self," resulting in the emphasis on individualism, self-reliance, independence, etc.; and
- the ability to view people in fragments or react to them in terms of isolated parts or roles rather than as a total personality.

DIFFERENTIAL CULTURAL VALUE ORIENTATIONS OF MAJOR CULTURAL GROUPS*

ORIENTATION	Anglo-Am ⁺ Mid'I Clas	Italian-Am ⁺ Rural	Greek-Am Rural [#]	Irish American ⁺	Mexican ⁺ American	Puerto Rican Work-Clas [#]	Am Indian ⁺ Alaska Nat	African [#] American	Asian-Pac American ⁺	Singaporean Mid'I Clas [@]	Chinese [@] Singaporean
Human Nature	Neutral Mixed	Mixed	Mixed	Evil	Good	Evil	Good	Mixed	Blood	Mixed	Mixed
Man-Nature Relationship	Mastery	Subjuga- tion	Subjuga- tion	Subjuga- tion	Subjuga- tion	Subjuga- tion	Harmony	Harmony	Harmony	Mastery	Subjuga- tion
Time	Future	Present	Present	Present	Present	Present	Present	Present	Past/Present	Future	Future
Activity	Doing	Being	Being	Being	Being	Being	Being-in- Becoming	Being/ Doing	Doing	Doing	Doing
Social Relations	Individual- istic	Collateral	Lineal	Lineal	Lineal	Collateral	Collateral	Collateral	Collateral	Individual- istic	Lineal

*Compiled and adapted by Kenneth Chau (1992) from the following sources:

⁺ Kluckhohn, F. R., & Strodtbeck, F. L. (1961). Variations in value orientations. Evanston, IL: Row, Peterson.

[#] Papajohn, J., & Spiegel, J. (1975). Transactions in families. San Francisco: Jossey-Bass Publishers.

[@] Anderson, J. D. (1991). Group work with families: A multicultural perspective. In K. Chau (Ed.), Ethnicity and biculturalism: Emerging perspectives of social group work. New York: Haworth Press.

SW 500 - Granger

STUDENT'S NAME _____

Take-Home MIDTERM EXAMINATION due October 17, 1995 at 9 a. m. for the Friday class and October 18, 9:30 a.m. for the Saturday class.

The purpose of the midterm exam is to assist you in integrating the content we have covered in the readings and activities during the past weeks. Specifically, the assignment is for you to demonstrate what you know about cross-cultural, generalist social work practice and principles of professional social work relationships, based on your view (even if it is tentative and evolving) and on assigned readings (up to and including the 6th week of class. In approaching this assignment, it is important that you synthesize what is known from the literature with what you think it is and should be. Select one of the vignettes discussed in class and use it to illustrate your discussion. (You may select one of your cases as illustration, but it will be necessary to present it as a vignette first.)

1. Describe and define what cross-cultural social work/social work practice is. This activity includes stating its basic premise and key assumptions. (24 pts.)
2. What are the connections between the "values" of cross-cultural social work practice and the six major principles/values of the social work professional relationship? (24 pts.)
3. How is an ethnically competent practitioner defined in cross-cultural social work practice? What are his/her roles? What abilities and skills must s/he possess? (18 pts.)
4. In what way are the common elements and expectations of generalist social work practice related to cross-cultural practice? (In order to address this question, you must indicate what the elements and expectations are.) (16 pts.)
5. Select two of Northern's ethical principles (not ethical dilemmas and not principles of the professional relationship) and discuss how they are related to cross-cultural social work practice. (12 pts.)
6. What are two of the major obstacles to cross-cultural social work practice? (6 pts.)

Your discussion can be presented in a maximum of 7 double-spaced, typewritten pages. You should indicate the sources of your information in the body of the paper; but no references or formal citations are needed. Points are given to the quality of discussion, clarity and conciseness of presentation, appropriate use of the literature, organization, and the application of content to the example.

BE SURE TO ATTACH THIS SHEET FIRMLY TO YOUR EXAMINATION PAGES.

UNIVERSITY OF CALIFORNIA AT BERKELEY

School of Social Welfare
SW 298, Sec. 4
Fall, 1997
Dr. Margo Okazawa-Rey

Racism and Ethnocentrism in Social Work and Social Policy

Course Description

This course is an intensive examination of the dynamics of racism in our society and of how those dynamics are intertwined with social policy and social work practice. The course places racism and ethnocentrism in the current economic, political, and social context of the United States and in the larger context of the global economy and geopolitics. It is designed to prepare students to analyze racism and ethnocentrism as they operate at the individual, community, institutional, and global levels, and to understand how they shape the lives of both people of color and whites. A major theme of the course is the social worker's professional responsibility to help achieve a non-racist, non-oppressive, egalitarian society.

This course introduces students to the concepts and principles relevant to working with people of color and people whose cultures differ from that of the mainstream U.S. The focus is on identifying the analytical and theoretical frameworks students use to understand the individual, group, and community experience of peoples of color in the U.S. and examining how those frameworks influence the nature and quality of work they do as social workers, racial, ethnic, and cultural factors that must be considered in social work interventions in the Asian, African American, Latino, and Native American individuals, families, and communities. The differences and commonalities of values, norms, attitudes, and behaviors among and across these communities will also be examined.

Learning Objectives

Students will begin to analyze and to understand:

1. The concepts of race, racism, ethnocentrism, oppression.
2. The historical development of racism in the United States and how that history continues to shape the current circumstances of peoples of color.
3. The nature and dynamics of global economics and its impact on lives in the U.S.
4. The nature and pervasiveness of individual, cultural, and institutional racism and its influence on social welfare policy and social work practice in the United States.

5. How racism shapes the lives of people of color as well as the attitudes of Whites.
6. The impact of racism on the development of social welfare policies and programs and on social work practice, and the roots of racism in social work institutions and in theories of social work practice, human behavior, and other related areas.
7. Cultural differences among peoples of color and among Whites, and race relations and differences among peoples of color.
8. The necessity for developing appropriate frameworks for social policies, social work agencies, and social work practice that will help to overcome the problems of racism and to serve clients of color more effectively.

Attitude Outcomes

Students will have:

1. A greater awareness of the impact of institutional racism on their personal beliefs and behaviors and on professional practice.
2. A greater understanding of global economics and its impact
3. An appreciation for the diversity of cultures that constitute the United States society and for the ability of peoples of color to develop coping strategies and support systems.
4. Increased sensitivity to the dilemmas that confront clients of color when they attempt to obtain assistance from a social service agency.

Learning Outcomes

Students will begin to be able to:

1. Analyze policies, programs, and practices for their potential or actual evidence of institutional racism; and
2. Identify existing gaps and contradictions between the social work value system and the delivery of social services to clients of color.

Teaching and Learning Modalities

This course will be conducted like a seminar whereby both instructor and students will create an atmosphere that is conducive for discussion, debate, and expression of feelings necessary for quality learning to occur. This means all students are encouraged to express any idea, belief, thought, and feeling in order to engage in

sincere and critical inquiry with the members of the class. We will utilize lecture, discussion, audio-visual, and experiential modes of interaction to facilitate our learning.

Course Requirements

- * Attendance and participation
- * Readings in text, photocopied reader, and others as assigned
- * Papers
 - Media Analysis - due 9/30
 - Personal Cultural History Paper - due 11/9
- * Group Project - 12/6, 12/13
- * Journal - due 9/23, 10/28, 12/9

Grading

Papers: 25% each (50% total) based on cogency of analysis and understanding of theory

Presentation: 25% based on cogency of analysis, clarity of theoretical framework, creativity, and innovation

Participation: Attendance in class; quality of journals

Course Texts

Roediger, Wages of Whiteness
Xeroxed Course Reader

Course Outline

CLASS 1 Introductions and Overview of Course
8/26 What is oppression? What is racism? What do we know about those concepts?

PART 1. GLOBAL AND MACROANALYSIS OF RACISM

CLASS 2 Imperialism, Colonization, and Global Economics
9/2 Memmi, The Colonizer and the Colonized
Weatherford, "Silver and Money Capitalism"
Zinn, "The Empire and the People"

CLASS 3 The Globalization of the Economy
9/9 Kirk, "Living in a Global Economy"
Bello, "Global Economic Counterrevolution: How Northern Economic Warfare Devastates the South"
Rich, "World Bank/IMF: 50 Years Is Enough"

Budho, "IMF and World Bank Wreak Havoc on the Third World"
 Gershman, "The Free Trade Connection"
 Matiosis, "Class in America"
 "Wage Gap: Myth and Fact"
 Reich, "Plight of Working Poor Worsens"

CLASS 4 Race, Ethnicity, and Power: Historical Context
 9/16 Redway & Hinman, "Man"
 Lewontin, "Are the Races Different?"
 Zinn, "Drawing the Color Line"
 Omi and Winant, Chapters 1, 4, 5, 6, 7
 Johnson, et al., "...Ethnic Dilemmas in Perspective"

CLASS 5 Institutional Racism: The Urban Condition
 9/23 Baron, "The Web of Urban Racism"
 Ruffin, "Divided We Fall"
 Ghazi, "America's Deadly Border"
 Keegan, "Highway Robbery by the Rich"

JOURNAL DUE

CLASS 6 Racial Socialization: The Media
 9/30 Bagdikian, "Missing from the News"
 NCWM, "Unequal Picture: Black, Hispanic, Asian and Native American
 Characters on Television"
 Derman-Sparks, "Children, Race, and Racism..."

MEDIA ANALYSIS PAPER DUE

PART II. MICROANALYSIS OF RACISM AND ETHNOCENTRISM

CLASS 7 Stereotyping/Stereotypes; Domination/Subordination
 10/7 Miller, "Subordination and Domination"
 Andre, "Stereotypes: Conceptual and Normative Considerations"
 Snyder, "Self-Fulfilling Stereotypes"

CLASS 8 Being a Person of Color in the U.S.
 10/14 Atkinson, et al, "Minority Identity Development"
 "Internalized Oppression"
 Root, "Within, Between, and Beyond Race"
 Miller, "The Human Ecology of Multiracial Identity"
 Ferebee, "We've Got to Get Ourselves Back"
 Rodrigues, Jr., "Boy Without a Flag"
 Anzaldua, "En Rapport, In Opposition"

CLASS 9 Being a Person of Color in the U.S.
10/21 Uttal, "Nods That Silence"
 Yamamoto, "Something About the Subject Makes It Hard to Name"
 Cameron, "Gee, You Don't Seem Like an Indian From the Reservation"
 hooks, "On the Margins"

CLASS 10 Being White in the U.S.
10/28 Roediger, Wages of Whiteness
 Goldstein, "Save the Males: The Making of the Butch Backlash"
 Segrest, "Granny, Mama, Carrie, Bell..."
 Schroeder, "The Adoption"
 "Distancing Behaviors Often Used by White People"
 Selden, "Guilt, Shame, and Responsibility"

JOURNAL DUE

PART III. IMPLICATIONS FOR SOCIAL POLICY

CLASS 11 Analysis of Social Welfare Policy: "Ending Welfare As We Know It"
11/4 NASW, "Racism Policy Statement"
 Sotomayor, "Federalism and People of Color"
 Bonacich, "Inequality in America"

PERSONAL CULTURAL HISTORY PAPER DUE

CLASS 12 Analysis of Immigration Policy: "Patrolling the Borders"
11/11 Silko, "Border Patrol State"
 Connelly & Kennedy, "Must It Be the Rest Against the West?"

CLASS 13/14 Group Presentations
11/18, 11/25

CLASS 15 Visions of Security
12/2 Jordan, "Report from the Bahamas"
 Alexander, "Security in the Context of Our Everyday Lives: Lessons from
 the Great Hanshin-Awaji Earthquake"

CLASS 16 The End: Where Do We Go from Here?
12/9 Gil, "Individual Experience and Critical Consciousness: Sources of
 Social Change in Everyday Life"
 Lorde, "There Is No Hierarchy of Oppression"
 Heyward, "Compassion"

JOURNAL DUE

UNIVERSITY OF CALIFORNIA AT BERKELEY

School of Social Welfare
S. W. 298.20
Y. Ying
Fall 1997

Intergenerational/Intercultural Conflict in Immigrant and Refugee American Families

Seminar Description:

Immigrants and refugees make up a significant proportion of the American population today. Existing research documents the multitude of stressors these Americans face. One particularly salient stressor is the development of intergenerational/intercultural conflict secondary to immigrant parents retaining values from their culture of origin while their children embrace mainstream American values and practices. There is indication that this growing gap mediates mental health disturbance in both parents and children, resulting in feelings of alienation, anxiety, depression, as well as increased risk of family disintegration.

Seminar Objectives:

1. Review the relevant theory and research on the development of intergenerational/intercultural conflict in immigrant and refugee American families, and
2. Assist students in developing and implementing independent research to further explicate this phenomenon.

Specifically, we will examine

- a. the impact of migration on family functioning,
- b. the effect of the immigrant parents' adjustment on their children,
- c. the presence of cross-cultural variation in parenting style,
- d. the development of intergenerational/intercultural conflict,
- e. the mental health consequences of this conflict, and
- f. potential interventions to decrease conflict and increase harmony in the intergenerational relationship.

Seminar Format:

During the first half of the two-hour seminar, we will discuss readings, and during the second half of the seminar, we will discuss individual student research projects. The instructor has selected a list of topics for examination during the first half of the

semester. Students will propose further topics for discussion for the second half of the semester.

Assignments and Grading:

Students are expected to complete the reading assignments and actively participate in seminar discussions. During the second half of the semester, each student is expected to suggest readings and lead (or co-lead) discussion of a topic. Each student is also expected to formulate and implement a research study relevant to the seminar topic. S/he will make a formal presentation of this project at the end of the semester.

Seminar Participation - 15%

Proposing and Leading Topical Discussion - 15%

Research Proposal - 20%

Final Research Project Report - 35%

Presentation of Research Project - 15%

Week 1 Overview of Seminar
8/28

Week 2 Migration and Family Functioning
9/4

Bureau of the Census. (1993). We, the American Foreign-Born. U.S. Department of Commerce.

Szapocznik, J., & Kurtines, W. M. (1993). Family psychology and cultural diversity: Opportunities for theory, research, and application. *American Psychologist*, 48(4), 400-407.

Parrillo, V. N. (1991). The immigrant family: Securing the American dream. *Journal of Comparative Family Studies*, 22(2), 131-145.

Thomas, T. N. (1995). Acculturative stress in the adjustment of immigrant families. *Journal of Social Distress and the Homeless*, 1(2), 131-142.

Drachman, D., Kwon-Ahn, Y. H., & Paulino, A. (1996, December). Migration and resettlement experiences of Dominican and Korean families. *Families in Society*, 626-638.

Week 3 Effect of Immigrant Parents' Adjustment on their Children
9/11

Grinberg, L., & Grinberg, R. (1984). A psychoanalytic study of migration: Its normal and pathological aspects. *Journal of the American Psychoanalytic Association*, 32(1), 13-38.

Grant, G. (1983). Immigrant family stability: Some preliminary thoughts. In M. Frank (Ed.), Newcomers to the United States: Children and families (pp. 27-37). New York: Haworth Press.

Aronowitz, M. (1992). Adjustment of immigrant children as a function of

parental attitudes to change. *International Migration Review*, 26(1), 89-110.

Koplow, L., & Messinger, E. (1990). Developmental dilemmas of young children of immigrant parents. *Child and Adolescent Social Work*, 1(2), 121-134.

Week 4 Cross-Cultural Variation in Parenting Style
9/18

Harkness, S., & Super, C. (1995). Culture and parenting. In M. H. Bornstein (Ed.) Handbook of parenting: Biology and ecology of parenting. Volume II, (pp. 211-234). Mahwah, NJ: Lawrence Erlbaum.

Harrison, A. O., Wilson, M. N., Pine, C. J., Chan, S. Q., & Buriel, R. (1990). Family ecologies of ethnic minority children. *Child Development*, 61, 347-362.

Garcia Coll, C. T., Meyer, E. C., & Brillion, L. (1995). Ethnic and minority parenting. In M. H. Bornstein (Ed.) Handbook of parenting: Biology and ecology of parenting, Volume II, (pp. 189-210). Mahwah, NJ: Lawrence Erlbaum.

Patel, N., Power, T. G., & Bhavnagri, N. P. (1996). Socialization values and practices of Indian immigrant parents: Correlates of modernity and acculturation. *Child Development*, 67, 302-313.

Zayas, L. H., & Solari, F. (1994). Early childhood socialization in Hispanic families: Context, culture, and practice implications. *Professional Psychology: Research and Practice*, 25(3), 200-206.

Week 5 Intergenerational/Intercultural Conflict in Immigrant Families
9/25

Sluzki, C. E. (1979). Migration and family conflict. *Family Process*, 18(4), 379-390.

Rosenthal, D. A. (1989). Living in two worlds: Intergenerational conflict in immigrant families. In M. A. Luszcz and T. Nettelbeck (Eds.) *Psychological development: Perspectives across the life-span* (pp. 303-309). North-Holland, NY: Elsevier Science Publishers.

Kurtines, W. M., & Miranda, L. (1980). Differences in self and family role perception among acculturating Cuban-American college students. *International Journal of Intercultural Relations*, 1, 167-184.

Nguyen, N. A., & Williams, H. L. (1989). Transition from East to West: Vietnamese adolescents and their parents. *Journal of the American Academy of Child and Adolescent Psychiatry*, 28(4), 505-515.

Ying, Y., & Chao, C. C. (1996). Intergenerational relationship in Lu Mien American families. *Amerasia Journal*, 22(3), 47-64.

Week 6 Mental Health Consequences of Intergenerational Conflict
10/2

- Greenberger, E., & Chen, C. (1996). Perceived family relationships and depressed mood in early and late adolescence: A comparison of European and Asian Americans. *Developmental Psychology*, 31(4), 707-716.
- Boehnlein, J. K., Tran, H. D., Riley, C., Vu, K., Tan, S., & Leung, P. K. (1995). A comparative study of family functioning among Vietnamese and Cambodian refugees. *Journal of Nervous and Mental Disease*, 183(12), 768-773.
- Hernandez-Guzman, L., & Sanchez-Sosa, J. J. (1996). Parent-child interactions predict anxiety in Mexican adolescents. *Adolescence*, 11(124), 955-963.

Week 7 Promoting Intergenerational/Intercultural Harmony
10/9

- Szapocznik, J., Santisteban, D., Rio, A., Perez-Vidal, A., Santisteban, D., & Kurtines, W. M. (1989). Family Effective Training: An intervention to prevent drug abuse and problem behaviors in Hispanic adolescents. *Hispanic Journal of Behavioral Sciences*, 11(1), 4-27.
- Ying, Y. (1995). *Strengthening intergenerational/intercultural ties between immigrant Chinese American parents and their American-born children: An eight-week parenting class*. Unpublished manuscript.

Weeks 8-13 Topics to Be Determined by Students
10/16-11/20

DUE 10/16: Student Research Proposal

Week 14 Thanksgiving Holiday
11/27

Week 15 Student Presentations
12/4

UNIVERSITY OF CALIFORNIA AT BERKELEY

School of Social Welfare
S.W. 250 H
Y. Ying
Fall 1997

Social Work Practice With Asian Americans

Course Description

Many different groups of Asians reside in the United States. Chinese, Japanese, Korean, and Filipino Americans have lived here for about 100 years or more. In contrast, the Vietnamese, Cambodian, and Laotians have been arriving only in the last 2 decades. The course provides an overview of their histories in the U.S. and their cultural values, which serve as a backdrop for understanding their subsequent adaptation to the United States. We will examine the mental health status of Asian Americans as well as their help-seeking attitude and behavior. We will also discuss effective mental health service programs and treatment methods for Asian Americans. Variations in Asian Americans exist not only across but also within groups. These differences will be addressed as well.

Course Objectives

1. To develop an awareness of one's own (culturally based) values and beliefs and their impact on one's professional work;
2. To develop an understanding of the mental health needs of Asian and Southeast Asian Americans;
3. To develop an awareness of the cultural values and beliefs that impact Asian/Southeast Asian Americans' mental health needs and their implications for appropriate intervention strategies;
4. To develop an understanding of the help-seeking behavior of Asian/Southeast Asian Americans, and their current mental health service use and outcome;
5. To develop skills in the assessment, intervention, and program planning and delivery for various Asian/Southeast American client groups.

Course Outcomes

1. To demonstrate an awareness of one's own (culturally based) values and beliefs and their impact on one's professional work;
2. To demonstrate knowledge of the mental health needs of Asian and Southeast Asian Americans;

3. To demonstrate how cultural values and beliefs impact Asian/Southeast Asian Americans' mental health needs and their implications for appropriate intervention strategies;
4. To demonstrate knowledge of the help-seeking behavior of Asian/Southeast Asian Americans and their current mental health service use and outcome;
5. To demonstrate skills in the assessment, intervention, and program planning and delivery for various Asian/Southeast American client groups.

Teaching Method

Class meetings will consist of lectures, exercises, film presentations, discussions, and guest and student presentations. Emphasis will be placed on interactive learning.

Course Requirements

1. Regular class attendance, participation, and paper presentation (10% of grade);
2. Class readings compiled in Reader;
3. First interview write-up, 10 pages in length, due October 6th (25% of grade);
4. Second interview/research paper, 15 pages in length, due November 10th (25% of grade);
5. Take-home final, to be distributed on November 17th, and due December 1st (40% of grade).

Week 1 8/25 Introduction

Week 2 9/1 Labor Day

Week 3 9/8 Asian Americans in the United States: Migration and Settlement

U. S. Bureau of Census. (1992, May 7). Asian Americans in California. *San Francisco Chronicle*.

Barringer, F. (1992, June 12). U.S. Asian population booming. *San Francisco Chronicle*.

Howe, K. (1996, July 8). Chinese laborer's hazardous feat. *San Francisco Chronicle*.

Fong, R. (1992). A history of Asian Americans." In S. M. Furuto, R. Biswas, D. K. Chung, K. Murase, & F. Ross-Sheriff (Eds.) *Social work practice with Asian Americans* (pp. 3-26). Newbury Park, CA: Sage.

Min, P. G. (1995). An overview of Asian Americans. In P. G. Min (Ed.), *Asian Americans: Contemporary trends and issues* (pp. 10-37). Thousand Oaks, CA: Sage Publication.

- Guterson, D. (1995). *Snow falling on cedars*, (pp. 193-208, 216-221). New York: Vintage Books.
- Carroll, J. (1996, June 12). Just a little blood money. *San Francisco Chronicle*.
- Tenhula, J. (1991). *Voices from Southeast Asia: The refugee experience in the United States*, (pp. 207-237). New York: Holmes and Meier Publishers.
- Rumbaut, R. (1995). Vietnamese, Laotians, and Cambodians. In P. G. Min (Ed.) *Asian Americans: Contemporary trends and issues*, (pp. 232-269). Thousand Oaks, CA: Sage Publication.
- Hayslip, L. (1989, February 5). The other side: A Vietnam memoir. *The Los Angeles Times Magazine*.
- Tiv, L. (1990). The last kilometer. In K. K. Howard, *Passages: An anthology of Southeast Asian refugee experience* (pp. 123-128). Fresno, CA: California State University at Fresno Southeast Asian Student Services.
- Marx, R. (1981). The lu Mien. *Migration Today*, 9(1), 20-26.
- Rajphangthong, T. (1990). Being angry at God. In K. K. Howard (Ed.), *Passages: An anthology of Southeast Asian refugee experience*, (pp. 81-84). Fresno, CA: California State University at Fresno. Southeast Asian Student Services,

Week 4 9/15 Asian and European American Values: A Contrast

- Triandis, H. C., Bontempo, R., Villareal, M. J., Asai, M., & Lucca, N. (1988). Individualism and collectivism: Cross-cultural perspectives on self-intergroup relationships. *Journal of Personality and Social Psychology*, 21(2), 323-338.
- Ho, D. Y. F. (1993). Relational orientation in Asian social psychology. In U. Kim and J. W. Berry (Eds.), *Indigenous psychologies: Research and experience in cross-cultural context* (pp. 240-259). Newbury Park, CA: Sage Publications.
- Chang, H., & Holt, G. R. (1991). The concept of Yuan and Chinese interpersonal relationships. In S. Ting-Toomey and F. Korzenny (Eds.), *Cross-cultural interpersonal communication* (pp. 28-57). Newbury Park, CA: Sage.
- Ross, R. (1987). *Cambodia: A country study: Religion*, (pp. 112-122). Washington, DC: Federal Research Division, United States Government.
- Suzuki, S. (1985). *Zen mind, beginner's mind* (pp. 23-49). New York: Weatherhill.
- Hanh, T. N. (1987). *Being peace, working for peace* (pp. 60-64). Berkeley, CA: Parallax Press.

Week 5 9/22 Adaptation, Cultural Orientation, and Ethnic Identity

- Sasaki, R. A. (1991). Another writer's beginnings. In *The loom and other stories* (pp. 3-4). Saint Paul, MN: Graywolf Press.
- Sluzki, C. E. (1979). Migration and family conflict. *Family Process*, 18(4), 379-390.
- Ying, Y., & Chao, C. C. (1996). Intergenerational relationship in Lu Mien American families. *Amerasia*, 22(3), 47-64.
- Atkinson, D. R., Morten, G., & Sue, D. W. (1989). A minority identity development model. In D. R. Atkinson, G. Morten, and D. W. Sue (Eds.), *Counseling American minorities: A cultural perspective*, (pp. 35-47). Dubuque, IA: William C. Brown.
- LaFromboise, T., Coleman, H., & Gerton, J. (1993). Psychological impact of biculturalism: Evidence and theory. *Psychological Bulletin*, 114(3), 395-412.
- Ying, Y. (1995). Cultural orientation and psychological well-being in Chinese Americans. *American Journal of Community Psychology*, 23(6), 893-911.
- Leong, R. (1993). Geography One. In J. Hagedorn (Ed.), *Charlie Chan is dead: An anthology of Asian American fiction* (pp. 215-229). New York: Penguin.
- Mura, D. (1992). Preparations. In L. Lee (Ed.), *Asian Americans: Collages of identities*, (pp. 9-24). Ithaca, NY: Cornell University Asian American Studies Program.

Week 6 9/29 Mental Health

- Phinney, J. (1995). Ethnic identity and self-esteem: A review and integration. In A. M. Padilla (Ed.), *Hispanic psychology: Critical issues in theory and research* (pp. 57-70). Newbury Park, CA: Sage Publications.
- Nagata, D. (1990). The Japanese American Internment: Exploring the transgenerational consequences of traumatic stress. *Journal of Traumatic Stress* 3(1), 47-69.
- Kim-Goh, M., Suh, C., Blake, D. D., & Hiley-Young, B. (1995). Psychological impact of the Los Angeles riots on Korean American victims: Implications for treatment. *American Journal of Orthopsychiatry*, 62(1), 138-146.
- Ying, Y., & Akutsu, P. D. (1997). Psychological adjustment in Southeast Asian refugees: The contribution of sense of coherence. *Journal of Community Psychology*, 22(2), 125-139.
- Ben-Porath, Y. S. (1991). The psychosocial adjustment. In J. Westermeyer, C. L. Williams, and A. N. Nguyen (Eds.), *Mental*

health services for refugees (pp. 1-23). (DHHS Publication No. ADM 91-1824). Washington, DC: U.S. Government Printing Office.

Huang, J. (1994). *Reasons for Mien youth gang involvement in Richmond, California*. Unpublished Senior Honor Thesis, School of Social Welfare, University of California at Berkeley.

Week 7 10/6 Problem Conceptualization 10/6

*First Interview Write-Up Due.

- Tung, M. P. (1994). Symbolic meaning of the body in Chinese culture and "somatization". *Culture Medicine, and Psychiatry*, 18, 483-492.
- Koo, L. (1984). The use of food to treat and prevent disease in Chinese culture. *Social Science and Medicine*, 18(9), 757-766.
- Podolsky, D. (1996, May 13). Nod to an ancient art: The FDA has oked acupuncture needles and they could help you. *U.S. News and World Report*.
- Anderson, J. A. (1983). Health and illness in Pilipino immigrants. *Western Journal of Medicine* 139(6), 811-819.
- Himes, H., & Lee, S. (1995). Western medicine and the Southeast Asian family. In *Child welfare skills with Southeast Asian families* (pp. 45-51). Berkeley: University of California at Berkeley, California Social Work Education Center.
- Canda, E., & Phaobtong, T. (1992). Buddhism as a support system for Southeast Asian refugees. *Social Work*, 37(1), 61-67.
- Egawa, J., & Tashima, N. (1982). *Indigenous healers in Southeast Asian refugee communities*. San Francisco: Pacific American Mental Health Research Project.
- Ying, Y. (1990). Explanatory models of major depression and implications for help-seeking among immigrant Chinese-American women. *Culture, Medicine, and Psychiatry*, 11, 393-408.

Week 8 10/13 Service Use and Outcome

- Ying, Y., & Miller, L. S. (1992). Help-seeking behavior and attitude of Chinese Americans regarding psychological problems. *American Journal of Community Psychology*, 20(4), 549-556.
- Westermeyer, J., Yang, T. F., & Neider, J. (1983). Refugees who do and do not seek psychiatric care. *Journal of Nervous and Mental Disease*, 11(2), 86-91.
- Sue, S., Fujino, D. C., Hu, L., Takeuchi, D., & Zane, N. (1991). Community mental health services for ethnic minority groups: A test of the cultural responsiveness hypothesis. *Journal of Consulting and Clinical Psychology*, 59(4), 533-540.

Ying, Y., & Hu, L. (1994). Public outpatient mental health service use and outcome in Asian Americans. *American Journal of Orthopsychiatry*, 64(3), 448-455.

Week 9 10/20 Ethnic-Specific Services

Takeuchi, D., Mokuau, N., & Chun, C. (1992). Mental health services for Asian Americans and Pacific Islanders. *Journal of Mental Health Administration*, 12(3), 237-245.

Gong-Guy, E., Cravens, R. B., & Patterson, T. E. (1991). Clinical issues in mental health service delivery to refugees. *American Psychologist*, 642-648.

Zane, N., Hatanaka, H., Park, S. S., & Akutsu, P. (1994). Ethnic specific mental health services: Evaluation of the parallel approach for Asian American clients. *Journal of Community Psychology*, 22, 68-81.

Yeh, M., Takeuchi, D., & Sue, S. (1994). Asian American children treated in the mental health system: A comparison of parallel and mainstream outpatient service centers. *Journal of Child Clinical Psychology*, 21(1), 5-12.

Week 10 1/27 Mental Health Treatment for East Asians

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Week 12: The Professional/Paraprofessional/Client Triad and Professional Issues in Working with Asians and Southeast Asians

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Week 15: Future Directions: The Role of Prevention

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