CULTURAL DIVERSITY   **FALL 2020**
SWK 6135   **Sequence Chairs:**
                                                                  Dr. Jill Becker Feigeles
                                                                          Dr. Sari Skolnik

ERES: wurzweiler
(all lower case letters)

COURSE DESCRIPTION

The changing demographics in the world reflect a growing social diversity and require a heightened awareness of the need to develop culturally competent practitioners. A primary challenge is acknowledging our and others multiple social and cultural identities in an inclusive rather than exclusive way. This course is designed to heighten students' knowledge, awareness and understanding of differences among people, as well as raise students' consciousness and sensitivity to socially constructed problems resulting from difference. As social workers we engage the world in the service of helping the most vulnerable and disenfranchised populations. Thus, understanding social injustice, the dynamics and consequences of power and oppression on life experiences, and the need for social change become the foundation for a dialogue on diversity of all types. Social workers are the border crossers and agents of change in this experience.

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

The course is the second in a series of courses that focuses on self-awareness and builds upon the understanding developed in HBSE I and lays the groundwork for Jewish Social Philosophy. Additionally, the macro focus continues the consciousness begun in Social Welfare Organization and continues to build a foundation for the macro methods approaches. While practice is not a co-requisite of this course, the nature of practice issues related to diversity is presented as a fundamental for working with differences, understanding issues of oppression and privilege, and developing an appreciation for the social justice and non-judgmental perspectives of the social work profession.

COURSE COMPETENCY OUTCOMES

This course will help students achieve the following competencies:

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape The human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experience may include oppression, poverty, marginalization, and alienation as well as privilege, power and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers apply and communicate understanding of the importance of diversity and Difference in shaping life experiences in practice at the micro, mezzo, and macro levels. Social workers present themselves as learners and engage clients and constituencies As experts of their experiences; and social workers apply self-awareness and self-Regulation to manage the influence of personal biases and values in working with Diverse clients and constituencies.

MEASURE 2A- Recognize the extent to which a culture's structures and values may
oppress, marginalize, alienate, create, or enhance privilege and power.

MEASURE-2B- Gain sufficient self-awareness to eliminate the influence of personal
biases and values in working with diverse groups.

MEASURE-2C- Recognize and communicate their understanding of the importance of difference in shaping life experience.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as
well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in

practice, research, and policy arenas. Social workers recognize values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

Social workers use reflection and self-regulation to manage personal values and maintain Professionalism in practice situations. Social workers demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication. Social workers use technology ethically and appropriately to facilitate practice outcomes; and, social workers use supervision and consultation to guide professional judgment and behavior.

MEASURE -1A- Recognize and manage personal values in a way that allows professional values to guide practice

MEASURE-1B- Make ethical decisions by applying standards of the NASW Code of Ethics.

MEASURE-1C- Tolerate ambiguity in resolving ethical conflicts

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and social workers engage in practices that advance social, economic and environmental justice.

MEASURE-3A- Continuously discover, appraise and attend to changing locales, populations, scientific and technological development and emerging societal trends to provide relevant social services.
MEASURE-3C-Identifies potential conflict laden themes and issues and considers approaches.

INTRUCTIONAL METHODS

Learning will occur through a variety of experiences and methods such as lecture, class discussion, class exercises, role plays, films and presentations

COURSE EXPECTATIONS AND GRADING

Students are expected to attend ALL classes and to be on time. Class participation is important and there is an expectation that student will complete the required reading. Students are expected to be prepared for critical discussion, NOT REVIEW, of the content.

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

35% Assignment 2: Midterm- Self-Awareness through Film
45% Assignment 3: Final- Diversity and the Community
25% Assignment 4: Completion of assigned readings and full participation in class and on Canvas assignments

Required Texts

- Freire, P. (2006 - originally 1970). *Pedagogy of the Oppressed*, New York: Continuum Books $14.95 ISBN 0-8264-1276-9 **SEE SYLLABUS IN CANVAS FOR PDF download**

- Marsiglia, F.F. & Kulis, S. (2015). *Diversity, Oppression and Change* Chicago, Ill: Lyceum Books, Inc. ISBN: 978-1-935871-54-5

- Thomas, A.J. & Schwarzbaum, S.E. (2016). Culture and identity: Life stories for counselors and therapists(3rd ed.). Thousand Oaks, CA: SAGE Publications. ***Check with your Instructor about needing this text before purchasing***

Recommended Texts

- Solomon, A. (2013). Far from the tree: Parents, Children and the Search for Identity. New York: Scribner. $17.00 ISBN 978-0-7432-3672-0

ADDITIONAL READINGS MAY BE ASSIGNED THORUGHOUT THE COURSE.

COURSE REQUIREMENTS

ASSIGNMENT I-Due Session 7- SELF-AWARENESS THROUGH FILM

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

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

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

1. Who is the visitor? Why do you consider this character the "visitor"?
2. How do factors of intersectionality at the micro level, (e.g. class, age, ethnicity, immigration status, etc.) of the lived experience reflect multiple interlocking systems of privilege and oppression at the macro, social-structural level (e.g. racism, classism, ageism, etc.)?
3. Using the film as an example, discuss Freire's (2006) observation that "the oppressors do not perceive their monopoly on having more as a privilege which dehumanizes others and themselves . . . The oppressed are regarded as potential enemies who must be watched" (pp. 59).
4. What did you learn about the cultures portrayed in the film? What surprised you? What upset you? What moved you?
5. What did you learn about your own biases from the experience of watching the film and writing this paper?

REQUIREMENTS

- This paper should be no more than 5–7 written pages, plus a reference page.

- You must use two references in addition to the required texts. Your references should come from professional academic journals. Do **not** use sites like Wikipedia, summary notes from the internet, newspapers, pop culture magazines, or movie reviews. Your total references should be used to be used to substantiate your points, as needed. This is an opportunity to show your professor that you have been keeping up with the readings.

This is an essay and you must use APA 7 style writing, citations, reference page and face sheet. Place the face sheet at the end of the paper.

ASSIGNMENT II-Due Session 13- UNDERSTANDING AND EXPLORING A DIVERSE COMMUNITY

INSTRUCTIONS

This assignment gives you the opportunity to explore a community different from your own and fairly unfamiliar to you. Due to the current Coronavirus outbreak you are not encouraged to walk a neighborhood. However, you will need to identify a neighborhood and research the area using resources available to you. Additionally, focus on the impact that the Coronavirus outbreak has on this neighborhood and its population (e.g. economic impact and community resources and political response). Your final paper should include the following sections.

DESCRIPTION OF THE COMMUNITY

This should include the name and definition of boundaries of the community. How did it get its name? Who lives in this community? What is the total census for this community? Is there an identifiable group living in this community that might be defined by the majority culture as having "minority group status"? When did those with minority group status begin to move into this community?

HISTORY

What historical events of the 19th and 20th centuries had an impact on this community? Is there evidence that the community is changing? Define. Is there more than one cultural group in the community? When did various immigrant groups begin to move into this community? What is the history of the interaction between and among the groups? What tensions if any exist between the groups today?

COMMUNITY RESOURCES

What is the evidence of sufficient or insufficient available resources to meet the needs of the community? (e.g. garbage collection, hospitals and clinics, schools, religious institutions, grocery stores, clothes stores, restaurants, libraries, housing, newspapers, police station). Describe the availability and condition of the resources. Focus on current crisis and community response.

RECREATIONAL FACILITIES
What recreational facilities are available? Identify historical sites, cultural sites, play opportunities for children and adults, parks. Are the facilities accessible to all group members in the community?

IMPRESSIONS AND CRITICAL ANALYSIS
Is there any indications of possible oppression, powerlessness, discrimination, racism, classism, ageism, ethno-centrism, and/or hetero-sexism? Is there evidence of segregation in housing, education or health care? What examples of cooperation exist in the community? What are the macro level issues that might influence the discrete functioning of individuals in this community? You are a community social worker who has the opportunity to speak to the Community Board and recommend how to resolve one need in the community. Identify what you believe to be the primary need of the community, briefly explain the impact on quality of life of the residents, and recommend an action/plan to meet the need.

REFLECTION
How will this exercise support you becoming a culturally competent social worker?

REQUIREMENTS
 In order to successfully complete this assignment, you need to meet the following requirements: Your paper should be no less than 8 and no more than 10 written pages, plus a reference page. You must use both texts and additional resources (can be newspapers, government documents and information relevant to completing this assignment). Use APA 7 style of writing.

STUDENTS WITH DISABILITIES

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

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Student Responsibilities

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- Register with the Office of Disability Services (ODS).
- Provide current, written documentation from a qualified practitioner that describes the nature of the disability, functional limitations associated with the disability, severity of these limitations, and recommended reasonable accommodations.

- Review accommodation requests with ODS.
- Submit accommodation letters to faculty and discuss reasonable accommodations at the start of the semester.
- Communicate with faculty to arrange each exam accommodation at least ONE WEEK before the exam.
- File documentation with appropriate individuals to request accommodations for final exam period.
- Alert the Office of Disability Services if any difficulties are encountered regarding the implementation of accommodations.

Getting Started

Students in Yeshiva University who wish to receive accommodations must self disclose by registering with The Office of Disability Services (ODS). ODS has established the following process for registration:

- Complete an Intake form.
- Gather and submit current documentation of your disability.
- To register as a student with a learning disability or ADD/ADHD, you must submit a current psycho-educational or neuro-psychological evaluation. For all other disabilities you may submit documentation completed by a qualified health professional/clinician. Please refer to our Disability Documentation Guidelines and choose the one specific to your disability to use as a guide.
- After you have submitted the Intake form and disability documentation, ODS will be happy to meet with you to discuss reasonable accommodations and other supports available to you at Yeshiva University.
- Each semester, you will meet with ODS to discuss accommodations for your courses and any accessibility needs. You will be given accommodation letters to submit to your professors.

Accommodation letters must be submitted to your professors as soon as they are received.

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

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

From Campus

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

From Off-Campus

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

Using E-Reserves

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

PLAGIARISM

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes *plagiarism* and is a violation of academic standards. The School will not condone *plagiarism* in any form and will apply sanction to acts of *plagiarism.* A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. *Plagiarism* occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also *plagiarism* to use the ideas and/or work of another student and present them as your own. It is **NOT** *plagiarism* to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in a course will automatically **FAIL** the course and will be placed on Academic Probation and will be referred to the Associate Dean for disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty

are concerned that written work is indeed plagiarized, they can use the following "plagiarism checker" websites, easily accessible, and generally free on Google:

www.grammarly.com/plagiarism_checker
www.dustball.com/cs/plagiarism.checker www.plagtracker.com
www.plagium.com/
www.plagscan.com/seesources/
www.duplichecker.com/

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

HIPAA

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

FERPA

Wurzweiler's policies and procedures are in lie with FERPA regulations. In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended (Section 438 of the General Educational Provisions Act, 20 USC 1232g), also known as **FERPA**, the University has adopted policies to protect the privacy rights of its "Students" with respect to their "Education Records," in each case as defined below. FERPA affords Students certain rights of access to their Education Records and limits disclosure to third parties unless the Student provides written consent. In certain circumstances, disclosure is permitted without the Student's permission.

COURSE OUTLINE

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

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

Assigned Readings

- Carroll, J. & Minkler, M. (2000). Freire's message for social workers: Looking back, looking ahead. (Links to an external site.) *Journal of Community Practice, 8*(1).
- Freire, P. (2000). *Pedagogy of the oppressed (30th anniversary ed.). (Links to an external site.)* New York, NY: Haworth Press.
    o Read the Introduction, Forward, Preface, and Chapter 1
- Marsiglia, F.F., & Kulis, S. (2015). *Diversity, oppression and change* (2nd ed.). Chicago, IL: Lyceum.
    o Chapter 1
    o Chapter 2

- Gerdes, K.E. & Segal, E. (2011, April 1). Importance of empathy for social work practice: Integrating new science. (Links to an external site.)*Social Work, 56*(2), 141-148.
- Thomas, A.J. & Schwarzbaum, S.E. (2016). *Culture and identity: Life stories for counselors and therapists* (3rd ed.). Thousand Oaks, CA: SAGE Publications.
    o Chapter 1

Recommended Readings

- Hyde, C.A. (2004). Multicultural development in human service agencies: Challenges and solutions. (Links to an external site.) *Social Work, 49*(1), 7-17.

UNIT II. PERSPECTIVES ON DIVERSITY & OPPRSSION: SESSION 3 and 4

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

Assigned Readings

- Marsiglia, F.F., & Kulis, S. (2015). *Diversity, oppression and change* (2nd ed.). Chicago, IL: Lyceum.
  - Chapters 4, 5, and 7
- Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). (Links to an external site.) New York, NY: Haworth Press.
  - Chapter 2

- Thomas, A.J. & Schwarzbaum, S.E. (2016). *Culture and identity: Life stories for counselors and therapists* (3rd ed.). Thousand Oaks, CA: SAGE Publications.
  - Maribel's story
- Crandall, C.S., & Eshleman, A. (2003). A justification-suppression model of the expression and experience of prejudice. (Links to an external site.) *Psychological Bulletin, 129*(3), 414-446.
- Kurland, R. (2003). Racial difference and human commonality: The worker-client relationship. (Links to an external site.) *Social Work With Groups, 25*(1-2), 113-118.

UNIT III. UNDERSTANDING RACE, RACISM, ETHNICITY, & PRIVILEGE: SESSION 5 AND 6

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

Assigned Readings

- Grant, J.G., & Cadell, S. (2009). Power, pathological worldviews, and the strengths perspective in social work. (Links to an external site.) *Familes in Society. 90*(4), 425-430.

- Marsiglia, F.F., & Kulis, S. (2015). *Diversity, oppression and change* (2nd ed.). Chicago, IL: Lyceum.
  - Chapter 8
- McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. (Links to an external site.)*Peace and Freedom*.
- Thomas, A.J. & Schwarzbaum, S.E. (2016). *Culture and identity: Life stories for counselors and therapists* (3rd ed.). Thousand Oaks, CA: SAGE Publications.

- o Chapter 3: "Butch's Story"
- Thompson, M.N., Cole, O.D., & Nitzarim, R.S. (2012). Recognizing social class in the psychotherapy relationship: A grounded theory exploration of low-income clients. (Links to an external site.) *Journal of Counseling Psychology, 59*(2), 208-221.

Recommended Readings

- Cabral, R.R., & Smith, T.B. (2011). Racial/ethnic matching of clients and therapists in mental health services: A meta-analytic review of preferences, perceptions, and outcomes. (Links to an external site.) *Journal of Counseling Psychology.* 58(4), 537-554.
- Castex, G. M. (1993). Frames of reference: The effects of ethnocentric map projections on professional practice (Links to an external site.). *Social Work, 38*(6), 685-694.
- Castex, G. M. (1994). Providing services to Hispanic/Latino populations: Profiles in diversity. (Links to an external site.) *Social Work*, 39, 288-29.
- Marsch, J. C. (2004) Social work in a multicultural society. (Links to an external site.)*Social Work.* 49(1), 5-6.
- Siddiqui, S. A brief history of racism in the United States (Links to an external site.).
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory (Links to an external site.) discussion of community cultural wealth. (Links to an external site.) *Race, Ethnicity and Education, 8*(1), 69-91.

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

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

Assigned Readings

- Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). (Links to an external site.) New York, NY: Haworth Press.
- o Chapter 3

- Marsiglia, F.F., & Kulis, S. (2015). *Diversity, oppression, and change* (2nd ed.). Chicago, IL: Lyceum.
  - Chapter 11
  - Chapter 12

- Furman, R., Nalinijunko N., Iwamoto, D.K., Rowan, D., Shukrafi, & A., Gragg, J. (2009). Social work practice with Latinos: Key issues for social workers. (Links to an external site.) *Social Work, 54*(2), 167-174.
- Schlosser, L., L.Z, Saba, R.A., Ackerman, S.R., & Dewey, J. H. (2009). Religion, ethnicity, culture, way of life: Jews, Muslims, and multicultural counseling. (Links to an external site.) *Counseling and Values, 54*, 48-64.
- Schnall, E. (2006) Multicultural counseling and the orthodox Jew. (Links to an external site.) *Journal of Counseling and Development, 84*, 276-282.
- Wei-Chin, H. (2006). The psychotherapy adaptation and modification framework application to Asian Americans. (Links to an external site.) *American Psychologist, 61*(7), 702-715.

Recommended Readings

- Furman, L.D., Zahl, M., Benson, P.W., & Canda, E.R. (2007). An international analysis of the role of religion and spirituality in social work practice. (Links to an external site.) *Families in Society, 88*(2), 241-254.
- Laudet, A.B., Morgan, K., & White, W.L. (2006). The role of social supports, spirituality, religiousness, life meaning and affiliation with 12-step fellowships in quality of life satisfaction among individuals in recovery from alcohol and drug problems. (Links to an external site.) *Alcoholism Treatment Quarterly, 24(*1-2), 33-73.
- Post, B.C., & Wade, N.G. (2009). Religion and spirituality in psychotherapy: A practice-friendly review of research. (Links to an external site.) *Journal of Clinical Psychology, 65*(2), 131-146.
- Scharf, M. (2007). Long-term effects of trauma: Psychosocial functioning of the second and third generation of Holocaust survivors. (Links to an external site.) *Development and Psychopathology, 19*(2), 603-622.
- Sheridan, M.J., Bullis, R.K., Adrock, C.R., Berlin, S.D., & Miller, P.C. (1992). Practitioners' personal and professional attitudes and behaviors toward religion and spirituality: Issues for education and practice. (Links to an external site.) *Journal of Social Work Education*, 28(2), 190-203.
- Sweifach, J. (1996). Condom distribution in the Jewish community center: A conflict in values. (Links to an external site.) *Journal of Jewish Communal Service, 72*(3), 203-209.

Unit V: UNDERSTANDING GENDER, SEXUAL ORIENTATION IN CONTEMPORARY SOCIETY PART 1: SESSIONS 9 & 10

Learning Themes
In this unit you will learn about the complex interaction of gender with other

identity markers such as race and ethnicity. Gender—femininity and masculinity—is a basic form of social organization used for social analysis which often leads to gender hierarchies and inequalities. This unit will address issues related to gender inequality, social movements, masculinity, and politics of social justice. Additionally, you will learn about the difference between sex and gender and contemporary issues related to gender, such as working with both the transgender community and highlighting issues related to interpersonal violence.

Assigned Readings

- Marsiglia, F.F., & Kulis, S. (2015). *Diversity, oppression, and change* (2nd ed.). Chicago, IL: Lyceum.
  o Chapter 9
- Thomas, A.J. & Schwarzbaum, S.E. (2016). *Culture and identity: Life stories for counselors and therapists* (3rd ed.). Thousand Oaks, CA: SAGE Publications.
  o Rachel's story
- Addis, M.E., & Mahalik, J.R. (2003). Men, masculinity, and the contexts of help seeking. (Links to an external site.) *American Psychologist, 58*, 5-14.
- Burdge, B.J. (2007). Bending gender, ending gender: Theoretical foundations for social work practice with the transgender community. (Links to an external site.) *Social Work, 52*(3), 243-250.
- Cho, H. (2012). Racial differences in the prevalence of intimate partner violence against women and associated factors. (Links to an external site.) *Journal of Interpersonal Violence, 27*(2), 344-363.
- Grossman, S.F., & Lundy, M. (2007). Domestic violence across race and ethnicity implications for social work practice and policy. (Links to an external site.) *Violence Against Women, 13(*10), 1029-1052.
- Klein, A. (2018, June 30). What men say about #metoo in therapy. (Link will open in new tab.) (Links to an external site.) *The New York Times.*
- McPhail, B.A., Noel, B.B., Kulkarni, S., & Rice, G. (2007). An integrative feminist model: The evolving feminist perspective. (Links to an external site.) *Violence Against Women, 13*(8), 817-841.
- Messing, J.T., Ward-Lasher, A., Thaller, J., & Bagwell-Gray, M.E. (2015). The state of intimate partner violence intervention: Progress and continuing challenges. (Links to an external site.) *Social Work, 60*(4), 305-313.
- Nagoshi, J.L., & Brzuzy, S. (2010). Transgender theory: Embodying research and parctice. (Links to an external site.) *Affilia: Journal of Women and Social Work, 25*(4), 431-443.
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- Clemans, S.E. (2006). A feminist group for women rape survivors. (Links to an external site.) *Social Work With Groups, 28*(2), 59-75.
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- Sharma, A. (2001). Healing the wounds of domestic violence: Improving the effectiveness of feminist therapeutic interventions with immigrants and racially visible women who have been abused. (Links to an external site.) *Violence Against Women, 7*(12), 1405-1428.

UNIT VI. UNDERSTANDING GENDER, SEXUAL ORIENTATION IN CONTEMPORARY SOCIETY PART 2: SESSION 11 & 12

Learning Themes
This unit provides foundational knowledge and general practice skills for working with lesbian, gay, bisexual, transgender, and questioning (LGBTQ) individuals. You will learn about historical and political LGBTQ perspectives, the development of LGBTQ identity-formation, health, mental health, familial issues, and LGBTQ issues across the life span. The intersectionality of race, ethnicity, gender, sexual orientation, and gender identity will be explored. You will learn how to engage in culturally competent practice with LGBTQ clients. Additionally, resources for support and information will be identified.

Assigned Readings

- Marsiglia, F.F., & Kulis, S. (2015). *Diversity, oppression, and change* (2nd ed.). Chicago, IL: Lyceum.
  o Chapter 10
- Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). (Links to an external site.) New York, NY: Haworth Press.
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- Van DanBerg, N. & Crisp, C. (2004). Defining culturally competent practice with sexual minorities: Implications for social work education and practice. (Links to an external site.) *Journal of Social Work Education, 40*(2), 222-238.

Recommended Readings

- Crisp, C., Wayland, S., & Gordon, T. (2008). Older gay, lesbian, and bisexual adults: Tools for age-competent and gay affirmative practice (Links to an external site.). *Journal of Gay & Lesbian Social Services, 20*(1–2), 5-29.
- Grossman, A.H., Haney, A.P., Edwards, P., Alessi, E.J., Ardon, M., & Howell, T.J. (2009). Lesbian, gay, bisexual, and transgender youth talk about experiencing and coping with school violence: A qualitative study (Links to an external site.). *Journal of LGBT Youth, 6*(1), 24-46.
- Koken, J.A., Bimbi, D.S., & Parsons, J.T. (2009). Experiences of familial acceptance-rejection among transwomen of color. (Links to an external site.) *Journal of Family Psychology, 23*, 853-860.
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- Watson, L.B., Varjas, K., Meyers, J., & Graybill, E.C. (2010). Gay-straight alliance advisors: Negotiating multiple ecological systems when advocating for LGBTQ youth. (Links to an external site.) *Journal of LGBT Youth, 7*, 100-128.

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

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

Assigned Readings

Aging

- Brody, J. (2018, March 19). Finding meaning and happiness in old age. (Link will open in new tab.) (Links to an external site.) *The New York Times.*
- Dovey, C. (2015, October 1). What old age is really like. (Link will open in new tab.) (Links to an external site.) *The New Yorker.*
- Gawande, A. (2007, April 30). The way we age now. (Link will open in new tab.) (Links to an external site.) *The New Yorker.*

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- Luptak, M. (2004). Social work and end-of-life care for older people: A historical perspective. (Links to an external site.) *Health & Social Work, 29*(1), 7-15.
- Papell, C.P. (2015). Experiencing aging: A social group worker's self-reflection. (Links to an external site.) *Social Work with Groups, 38*(3-4), 371-381.
- Sanders, S. (2005). Is the glass half empty or half full? (Links to an external site.) *Social Work in Health Care, 40*(3), 57-73.
- Solomon, R. (2004). The role of the social worker in long-term care. (Links to an external site.) *Journal of Gerontological Social Work, 43*(2-3), 187-202.
- Stone, R.I., & Barbarotta, L. (2010). Caring for an aging American in the twenty-first century. (Links to an external site.) *Generations, 34*(4), 5-10.

Intellectual and Developmental Disabilities

- Thomas, A.J. & Schwarzbaum, S.E. (2016). *Culture and identity: Life stories for counselors and therapists* (3rd ed.). Thousand Oaks, CA: SAGE Publications.
  - David's story
- Ben-Moshe, L., & Magaña, S. (2014). An introduction to race, gender, and disability: Intersectionality, disability studies, and families of color. (Links to an external site.) *Women, Gender, and Families of Color, 2*(2), 105-114.
- Bishop-Fitzpatrick, L., Dababnah, S., Baker-Ericzén, M.J., Smith, M.J., & Magaña, S. (2018). Autism spectrum disorder and the science of social work: A grand challenge for social work (Links to an external site.). *Social Work in Mental Health.*
- Kim, K., & Turnbull, A. (2004). Transition to adulthood for students with severe intellectual disabilities: Shifting toward person–family interdependent planning. (Links to an external site.) *Research & Practice for Persons with Severe Disabilities, 29*(1), 53-57.
- Lalvani, P. (2011). Constructing the (m)other: Dominant and contested narratives on mothering a child with Down syndrome. (Links to an external site.) *Narrative Inquiry, 21*(2), 276-293.
- Wehmeyer, M.L. (2005). Self-determination and individuals with severe disabilities: Reexamining meanings and misinterpretations. (Links to an external site.) *Research & Practice for Persons with Severe Disabilities, 30*(3), 113-120..

Recommended Readings

Aging

- Goldberg, C. (2002). [A place to call their own: The importance of the Jewish home for the aged for Jewish nursing home residents with dementia. (Links to an external site.)](#) *Journal of Jewish Communal Service, Winter-Spring,* 86-88.
- Hurwitz, B.A. (2001). [Culture and care of the dying. (Links to an external site.)](#) *Journal of Jewish Communal Service, Spring-Summer,* 164-171.
- Lee, C., & Bakk, L. (2001). [Later-life transitions into widowhood. (Links to an external site.)](#) *Journal of Gerontological Social Work, 35*(3), 51-63.
- Scott, P.S. (2017). [Sex in the nursing home. (Link will open in new tab.) (Links to an external site.)](#) *AARP Bulletin.*
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Intellectual and Developmental Disabilities

- Bui, Y.N., & Turnbull, A. (2003). [East meets west: Analysis of person-centered planning in the context of Asian American values. (Links to an external site.)](#) *Education and Training in Developmental Disabilities, 38*(1), 18-31.
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- Howlin, P., & Magiati, I. (2017). [Autism spectrum disorder: Outcomes in adulthood. (Links to an external site.)](#) *Current Opinion in Psychiatry, 30*(2), 69-76.
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USEFUL WEB PAGES (Many contain links to other related pages)

[Amnesty International](#)
http://www.amnesty.org

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

Association for Asian Pacific Community Health Organizations
http://www.aapcho.org/

FEDSTATS - Federal Interagency Council on Statistical Policy
http://www.fedstats.gov/

Feminist Majority Foundation

http://www.feminist.org/

Foundation for Ethnic Understanding
http://www.ffeu.org/

Gerontological Association of the United States
http://www.geron.org/

Gay and Lesbian Alliance Against Defamation (GLAAD)
http://www.glaad.org/

Human Rights Campaign
http://www.hrc.org/

Institute on Independent Living
http://www.independentliving.org/

National Asian Pacific American Legal Consortium
http://www.napalc.org/

National Association for the Advancement of Colored People (NAACP)
http://www.naacp.org/

National Coalition of Hispanic Health and Human Services Organization
http://www.cossmho.org/

National Gay and Lesbian Task Force (NGLTF)
http://www.ngltf.org/

National Low Income Housing Coalition
http://www.nlihc.org/

National Urban League
http://www.nul.org/

Native American's Rights Fund (NARF)
http://www.narf.org/

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

Simon Wiesenthal Center
http://www.wiesenthal.com/

Women's Equality in Access to Care and Treatment
www.**we-actx**.org/

[Women](Womenforwomen.org) [for](Womenforwomen.org) [Women](Womenforwomen.org) [International](Womenforwomen.org)
Womenforwomen.org

World Association of People with Disabilities
   http://www.wapd.org/

[The](http://www.stephenlewisfoundation.org) [Stephen](http://www.stephenlewisfoundation.org) [Lewis](http://www.stephenlewisfoundation.org) [Foundation](http://www.stephenlewisfoundation.org) [(Women](http://www.stephenlewisfoundation.org) [&](http://www.stephenlewisfoundation.org) [AIDS](http://www.stephenlewisfoundation.org) [in](http://www.stephenlewisfoundation.org) [Africa)](http://www.stephenlewisfoundation.org)
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