

## MASTER SYLLABUS

### 1. Course Information

<b>College:</b>	College of Liberal Arts
<b>Department:</b>	Social Work
<b>Course Title:</b>	Cultural Competence in a Diverse World
<b>Course Number:</b>	SW 272
<b>GE Areas:</b>	Area II – Cultural-Social Foundations Area VI – College Component: College of Liberal Arts Course
<b>Writing Intensive:</b>	Yes - All Sections
<b>Methods of Instruction:</b>	Lecture Small and Large Group Discussion Power Point Presentations
<b>Lab:</b>	No
<b>Prerequisites:</b>	None

### 2. OBJECTIVES

#### **General Education Program Learning Objectives:**

The General Education Program is broadly based in order to promote intellectual growth, cultivate critical examination and informed understanding, encourage breadth and flexibility of perspective, and provide students an opportunity to develop skills and knowledge that will form the basis for their life-long learning. Accordingly, the General Education program at Wright State University is a planned and coherent program that is designed to help students:

- sharpen critical thinking, problem solving, and communication skills;
- learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community;
- increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

The General Education Program is required of all students and serves as a foundation upon which all baccalaureate programs are built.

#### **General Education Area II Cultural-Social Foundations Learning Objectives:**

- describe and analyze historical-social elements of western culture
- describe and analyze historical-social elements of non-western culture
- describe and analyze the global interdependence of groups and of individuals.

#### **General Education College Component Learning Objectives:**

- communicate with individuals who are in the student's major, in allied fields, and non-specialists.
- Understand important relationships and interdependencies between the student's major and other academic disciplines; world events or endeavors.

**Course Objective:**

The main objective of this course is to help students understand theories and skills that prepares them to become culturally competent members of their communities, which include their family, Wright State University, local/state/federal governments, non-Western governments, religious and secular organizations, workplaces, and international networks. Cultural competence is "the set of knowledge and skills that a person must develop in order to be effective with multicultural clients. The culturally competent person has the task of bringing together elements from his or her culture of origin and the dominant culture to accomplish bicultural integration and competency" (Lum, 1999, p. 3). "Clients" for this class will include actual and potential members of the communities in which the student participates, including persons from non-Western cultures.

**Course Outcomes related to Area II – Social-Cultural Foundations:**

The student will be able to:

- Learn concepts of cultural competence to better understand their own cultural behaviors and values as these cultural influences impact their interactions with persons from Western and non-Western cultures. This acquired knowledge will be assessed through course assignments and exams.
- Apply specific skills that demonstrate the acceptance, respect, and appreciation of the values and behaviors of persons from different cultures. These skills will be assessed through course assignments.
- Gain more knowledge about the beliefs and values held by one specific cultural group. Gain knowledge of the diversity within this group within the United States and non-Western cultures. These skills will be assessed through course assignments.
- Write clearly, concisely, and with proper grammar, punctuation, and spelling as observed through the completion and quality of assignments and papers.
- Speak clearly, concisely, and with conviction during class discussions.
- Think critically by applying knowledge, assumptions, and values with rigor during exams, papers, assignments and group discussions.
- Solve problems by critically assessing situations, using one's strengths, and applying appropriate knowledge, skills and values when completing assignments.

**Course Outcomes related to Area VI – College Component**

- Students will be apply the content of this course to their current major through a written assignment.
- Students will apply the content of this course as it relates to their

major's interaction with persons from other disciplines.

- Students will learn how the field of social work incorporates the material from this class and how social work applies this material during interactions with persons from other disciplines.

### **Writing Across the Curriculum Objectives for Writing Intensive Courses:**

The Writing Across the Curriculum program at Wright State University has three explicitly stated goals:

- To improve students' writing proficiency – their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation, and spelling.
- To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.
- To demonstrate for students that writing is an integral component to all disciplines and essential to the learning and conveying of knowledge in all fields.

### **Course Outcomes Related to Writing Across the Curriculum Objectives:**

- Students will be required to complete a draft and final paper integrating the content of this course. Both papers will be graded for organization, content, grammar, usage, punctuation, and spelling.
- Students will have two shorter writing assignments that help them explore their own values and knowledge of cultural groups in their community.
- Students will learn how their major incorporates cultural competency into required documentation. Students will report this information as part of their final paper.

## **3. SUGGESTED COURSE MATERIALS**

Required Texts:

Lum, Doman. (1999). *Culturally competent practice: A framework for growth and action*. Pacific Grove, CA: Brooks/Cole Publishing Company.

Ewalt, P., Freeman, E., Kirk, S., & Poole, D. (Eds.) (1996). *Multicultural issues in social work*. Washington, D.C.: NASW Press.

Supplemental Readings:

Cox, Enid O. and Parsons, Ruth J. (1994). *Empowerment-oriented social work practice with the elderly*. Pacific Grove, CA: Brooks Cole.

Dujon, Diane & Withorn, Ann. (Eds.) (1996). *For crying out loud: women's poverty in*

- the United States*. Boston, MA: South End Press.
- Everett, Joyce, Chipungu, Sandra, and Leashore, Bogart. (Eds.) (1991). *Child welfare: An Africentric perspective*. New Brunswick, NJ: Rutgers University Press.
- Fine, Michelle, Weis, Lois, Powell, Linda, and Wong, L. Mun. (Eds.) (1997). *Off white: Readings on race, power, and society*. New York: Routledge.
- Holloway, Joseph E. (Ed) (1990). *Africanisms in American Culture*. Bloomington, IN: Indiana University Press.
- Iglehart, Alfreda & Becerra, Rosina. (1995). *Social services and the ethnic community*. Boston, MA: Allyn and Bacon.
- Lum, Doman (2000). *Social work practice and people of color: A process-stage approach*. Belmont, CA: Brooks/Cole.
- White, Evelyn C. (Ed.) (1990). *The black women's health book: Speaking for ourselves*. Seattle: WA: The Seal Press.

#### **4. SUGGESTED METHODS OF EVALUATION**

1. There will be two exams containing Multiple Choice and True/False questions, each worth 25 points.
2. Self-Assessment writing assignments. There will be two assignments where students complete a self-assessment inventory related to the values and beliefs held by you and the cultures to which you identify. Each assignment is worth 5 points.
3. Final paper. Students will complete an institutional assessment related to the cultural competence of a specific community's inclusion of a specific cultural group. A draft of this paper will be worth 15% and must be a minimum of 6 pages long. The final paper will incorporate revisions to the draft, be a minimum of 10 pages long, and be worth 25% of the final grade. Instructions for this paper are included at the end of the syllabus.

#### **Final Paper Requirements**

The purpose of this paper is to help students assess a community's cultural competence toward a specific cultural group. The student must first identify the following: 1) A specific macro level community such as a school, employer, neighborhood, organization, or government (local, state, federal, or international). One's own family is not a macro level community for this assignment. 2) A specific cultural group that is represented in this community. A cultural group can be identified based on gender, race, age, physical ability, social class, religion, and/or sexual preference.

The student will use the institutional assessment form from class to identify the ways the specific community has interacted with the specific cultural group. The assignment will require students to apply the knowledge and skills from this class. The students will be required to interview at least one person from the cultural group. The students will be required to consult at least 5 credible resources to complete the project. These resources can include but are not limited to research articles/books, literature, theatre, and film. The specific format of the paper will be distributed in class.

## **5. GRADING POLICY**

All GE courses are graded A-F.  
WI component is graded Pass/Unsatisfactory.

## **ATTENDANCE POLICY**

Full attendance and participation in class discussion is expected.

## **6. SUGGESTED WEEKLY COURSE OUTLINE**

- Week 1      Overview of the Course: What is Cultural Competence?
- Key terms: culture, cultural competence, cultural awareness, diversity, values, beliefs, strengths perspective, cultural competent skills development
- Week 2      Cultural Competence rather than Ethnocentrism
- Key Terms: Discrimination, oppression, prejudice, ethnocentrism, racism, homophobia, sexism, ageism, elitism, and discrimination toward disabled.
- Assignment 1:** Complete the cultural competency self assessment tool (Lum, 1999)
- Additional Readings:
- Olson, P. (1994). "The changing role of the Elderly in the People's Republic of China," in Olson, L. (ed.), *The Graying of the World: Who Will Care for the Elderly?*. New York: Haworth Press.
- Yoon, H. & Heung-Bong, C. (2002). "Future Issues for Family Care of the Elderly in Korea", *Hallym International Journal of Aging*.
- Week 3      Cultural Awareness: Individual Development
- Readings and Tatum's Black Racial consciousness models and White

## Racial consciousness models

### Week 4 Cultural Awareness: Institutional Development

Key terms: social institutions, economic institutions, capitalism, political institutions, democracy, manifest and latent functions of social institutions, white privilege

#### Additional Reading:

Poole, D. (1996). "NAFTA, American Health, and Mexican Health: They Tie Together" in Ewalt et. al. (eds), Multicultural Issues in Social Work. Washington, D.C.: NASW Press.

Pearson, V. & Phillips, M. (1996). "Psychiatric Social Work and Socialism: Problems and Potential in China" in Ewalt et. al. (eds), Multicultural Issues in Social Work. Washington, D.C.: NASW Press.

### Midterm Exam

### Weeks 5 & 6 Gender Awareness: Feminisms rather than Sexism Political, economic, and social rights of women in the U.S. and non-Western cultures

#### Writing Assignment 2: Family Cultural Life Experiences assessment (Lum., 1999)

#### Additional Readings:

Nnaemeka, O. (2001). "Women in Nigeria: An Annotated Bibliography", *Journal of Asian and African Studies*, 36 (3), 325 – 327.

Harneit-Sievers, A. & Roschenthaler, U. (1999). "When Men and Women Mattered: A History of Gender Relations Among the Owan of Nigeria," *International Journal of African Historical Studies*, 32 (2/3), 532 - 535.

### Weeks 7 & 8 Racial Awareness: Cultural Pluralism rather than Ethnocentrism Political, economic, and social rights of persons of color in the U.S. and non-Western cultures.

#### Additional Readings:

Igwara, O. (2001). "Dominance and Difference: Rival Visions of Ethnicity in Nigeria," *Ethnic and Racial Studies*, 24 (1), 86 – 103.

## **Draft of Final Paper Due**

Weeks 9 & 10 Social Class Awareness: Economic equality rather than Elitism

Additional Reading:

Togunde, O. (1999). "Determinants of Women's Employment in Urban Nigeria: The Impact of Socio-Cultural Factors," *Journal of Asian & African Studies*, 34 (3), 279 – 297.

Class Sharing of Final Papers

**Final Papers Due**

Week 11 **Final Exam**

## **7. Other**

Syllabus distributed to students should employ the format approved by UCAP and must include:

- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy

Cfb: 3-4-3