



Course Syllabus: Human Diversity
College of Health Sciences and Human Services
SOWK 3953
Spring 2019 January 12-May 11, 2019

Contact Information

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Course Description

This course is designed to increase students' sensitivity and competency when interacting with people of various cultural backgrounds, values, and issues of diversity. Students will explore how their own background, culture, and values may color their perceptions and communication with others. Students will also be exposed to theories of how cultural diversity, racism, and oppression affect social work practice and clients. Further, students will learn of various assessment tools useful when working within a culturally sensitive framework.

Course Objectives

Upon completion of this course, the students should be able to:

1. Analyze their own life experiences, the coloration of values, and perceptions pertaining to human diversity.
2. Describe how various populations have historically been discriminated against and oppressed.
3. Examine current societal trends that impede upon people's access to services and justice.
4. Apply strengths based approach that promotes social work practice among vulnerable populations.
5. Demonstrate understanding of a culturally sensitive and competent approach in dealing with human diversity.
6. Utilize various systematic evaluation and intervention strategies with respect to culture.

Relationship among Core Competencies, Course Objectives, Practice Behaviors, and Assignments

Core Competencies	Course Objectives	Practice Behaviors	Assignments
Critical Thinking	1, 3, 4, & 5	Distinguish, appraise, and integrate multiple-sources of knowledge; analyze models of assessment	DB* Unit s 1, 2, 3, 5, 6, 7, 8, 9, 11, 12, 13 & 14 Presentation
Diversity and Difference in Practice	All the course objectives	Recognize the extent of a culture's structures and values which may be oppressive and gain self-awareness to eliminate the influence of personal biases	All DB assignments
Human Rights and Social and Economic Justice	2, 3, & 6	Understand forms and mechanisms of oppression and discrimination	DB Unit 3, 4, 5, 6, 7, 8, 9, & 12

*Discussion Board

Textbook & Instructional Materials

Marsiglia, F.F., & Kullis, S. (2014). *Diversity oppression and change: Culturally grounded social work* (2nd ed.). Chicago, IL: Lyceum Books, Inc.

Study Hours and Tutoring Assistance

Begin drafting papers as early as possible and take advantage of the [MSU Writing Center](#), located off the second floor atrium of Prothro-Yeager. The MSU Writing Center is committed to serving the university's academic mission. It provides trained writing tutors and facilitates writing workshops. Students are invited to bring any kind of writing to the Writing Center. They do not provide an editing service; instead, they offer feedback and support to help writers develop into more effective communicators.

Student Handbook

Refer to: [Student Handbook 2018-19](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Student Handbook 2018-19](#)

Grading

Table 1: The student's achievement will be evaluated on the basis of written assignments, D2L quizzes, and discussion board participation.

Assignments	Percentage
Discussion board assignments (13)	50%
Assignments	30%
Quizzes (14 quizzes averaged for total)	20%
Total Points	100%

Table 2: Weighted average will be used to calculate final grade.

Grade	Percentages
A	90-100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

A course grade less than C is considered failing and the course will have to be repeated.

Discussion Board Assignments

The purpose of these assignments is to apply the concepts taught throughout the course in order to fulfill the course objectives in relation to the Competencies and Practice Behaviors listed above.

There will be 14 Discussion Board assignments throughout the course. Participation is mandatory as it is part of the final grade. Original posts to the discussion questions are due by 11:59 pm on Thursdays, and responses to peers' post are due by 11:59 pm on Sundays (except for the last week of classes in which the original post will be due on Wednesday by 11:59 pm and the response on Friday by 11:59 pm). I will review all posts and respond to a few posts and responses that catch my attention. This does not mean that the other responses are not good. Every student will receive individual feedback when posts are graded.

Students are expected to participate actively and be respectful to others. They are expected to use formal writing (no use of shorthand or message abbreviations) and APA format and referencing where appropriate. Students who fail to post required assignments on time will receive a lower grade, and the ones who do not complete the assignments will receive a grade of zero (please review the time submission criteria on the rubrics for each assignment). **If anyone fails to post an original post or replies for 3 or more assignments, they will be dropped from the course or will be given a failing grade. There are no exceptions to this rule.**

Quizzes

Students will complete weekly quizzes by 11:30 pm on Fridays based on the required book chapters and unit notes as indicated in the class schedule. The quizzes are open book and notes, but there will be only one hour to complete them. **Quizzes cannot be made up if missed, and a grade of zero (0) will be recorded.** You may also utilize additional sources other than your textbook for answers if needed.

Projects Required

Traditional Health Beliefs and Healing Practices Presentation: The purpose of this assignment is to expose students to different beliefs and traditions held by different ethnic groups and the issues they face when they interact with practitioners, agencies, or people from other ethnic groups here in the U. S. **This assignment is divided into two parts (additional instructions are provided in the Unit 10 module).**

Part I: Group work

Students will work in groups to create a power point presentation about traditional health beliefs and select **at least one** healing practice from one of the following groups: Native Americans, Latinas/os, African Americans, and Asian Americans. Groups will be assigned **by Sunday 01/27/2019** at random to ensure all ethnicities are included. If you have a preference, please let the instructor know via e-mail as soon as possible. However, this is no guarantee that you will be assigned to the group you prefer, as groups should have about the same number of students.

The following information should be included in the presentation with headings:

- Introduction to Health Beliefs of that ethnic group
- At least one healing practice used to deal with any of the following: physical illness, mental illness, trauma, disability, **or** any other condition detrimental to physical, spiritual, or mental health.
- How that practice originated and how it has evolved
- What it entails
- The barriers the ethnic group has encountered to practice the tradition/s (for example, lack of ingredients, refusal from practitioners to honor the tradition, etc.)
- Has there been any research conducted about it? Any academic journals available? What were the results?
- The implications for social work practice and how social workers could help them preserve their traditions

The power point should be no more than 10 slides and must be loaded to the discussion board by the due date indicated in the Unit 10 module. Resources used to create the power point should be added to the end of the presentation using APA format (resources do not count towards the 10 slide limit).

If a student fails to participate in this group assignment, then that student's grade will be affected. If there are any problems, please contact the instructor as soon as possible via e-mail.

Part II: Individual replies

Once all presentations are loaded into the discussion board, each student must look through other groups' presentations and post a response to **at least one** of the groups providing constructive feedback by the due date provided in the Unit 10 module.

It is important that students read the instructions carefully and review the rubrics for the assignment.

Final Exam

No Final Exam will be given

Late Work

Students who fail to post required assignments on time will receive a lower grade, and the ones who do not complete the assignments will receive a grade of zero (please review the time submission criteria on the rubrics for each assignment). **If anyone fails to post an original post or replies for 3 or more assignments, they will be dropped from the course or will be given a failing grade. There are no exceptions to this rule.**

Make Up Work/Tests

Missed assignments & quizzes cannot be made up if missed. A grade of zero (0) will be recorded.

Important Dates

Last day for term schedule changes: January 14-16

Deadline for May graduates not enrolled for fall semester to file for graduation: February 18

Last Day to drop with a grade of "W:" March 25

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are responsible for checking emails and logging onto D2L regularly to ensure that messages from the instructor and fellow students are received in a timely manner. Students who wish to meet with me face to face should schedule an appointment in advance via email catherine.earley@msutexas.edu.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. **Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a

student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

All students registered for courses in the Social Work Department are expected to adhere to the responsibilities, and behavior as articulated in both the [Student Handbook](#) and the NASW (National Association of Social Workers) [Code of Ethics](#). An essential feature of these codes is a commitment to maintaining intellectual integrity and academic honesty.

Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

Midwestern State University seeks to provide a safe, healthy, pleasant environment for its faculty, staff, and students. To this end, the use of tobacco products, including smoke and smokeless tobacco, and the advertising, sale, free distribution, and discarding of tobacco products shall be prohibited in all indoor and outdoor facilities and in all university vehicles. The policy extends to faculty, staff, students, vendors, guests, and visitors.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Online delivery with asynchronous interactions between students and students and teacher, interactive discussions, and assignments.

D2L will be used throughout the semester. The course materials (syllabus, discussion board, and other course items) will be posted onto D2L. Power points will consist of materials from the textbook and other sources.

Note: I will respond to messages from students within a maximum of three (3) days when MSU is in session.

Course Schedule

(The instructor reserves the right to adjust the syllabus schedule as needed with notice)

Week & Date	Topic	Readings & Assignments
Week 1 January 12 – January 18	Unit 1 Part I: Cultural Diversity and Social Work Culture	- Ch. 1 and unit notes - Discussion board assignment - Quiz 1
Week 2 January 19 – January 25	Unit 2 Cultural Diversity, Oppression, and Action: A culturally Grounded Paradigm	- Ch. 2 and unit notes - Discussion board assignment - Quiz 2
Week 3 January 26 – February 1	Unit 3 The Intersectionality of Race/Ethnicity with Other Factors *Groups for the Power Point presentation will be assigned by this week	- Ch. 3 and unit notes - Discussion board assignment - Quiz 3
Week 4 February 2 – February 8	Unit 4 Part II Theories and Perspectives on Oppression Evolutionary and Structural Functionalist Theories	- Ch. 4 and unit notes - Discussion board assignment - Quiz 4
Week 5 February 9 – February 15	Unit 5 Theoretical Perspectives on Diversity	- Ch. 5 and unit notes - Discussion board assignment - Quiz 5

Week & Date	Topic	Readings & Assignments
Week 6 February 16 – February 22	Unit 6 Intersecting Social and Cultural Determinants of Health and Wellbeing	- Ch. 6 and unit notes - Discussion board assignment - Quiz 6
Week 7 February 23 – March 1	Unit 7 Social Work Perspectives: Social Context, Awareness, and Resiliency	- Ch. 7 and unit notes - Discussion board assignment - Quiz 7
Week 8 March 2 – March 8	Unit 8 Part III: Cultural Identities The formation and Legacies of Racial and Ethnic Minorities	- Ch. 8 and unit notes - Discussion board assignment - Quiz 8
Week 9 March 9 – March 15	Unit 9 Gender Sexual Orientation *You can access this DB now to allow for ample time in finding a peer reviewed-scholarly article & composing sufficient post	- Ch. 9 & 10 and unit notes - Discussion board assignment - Quiz 9
Week 10 March 16 – March 22	Spring Break	
Week 11 March 23 – March 29	Unit 10 Part IV: The Profession of Social Work Grounded in Culture Cultural Norms and Social Work Practice	- Ch. 11 and unit notes - Power Point Presentation and discussion board participation due - Quiz 10

Week & Date	Topic	Readings & Assignments
Week 12 March 30 – April 5	Unit 11 Culturally Grounded Methods of Social Work Practice Culturally Grounded Community- Based Helping	- Ch. 12 & 13 and unit notes - Discussion board assignment - Quiz 11
Week 13 April 6- April 12	Unit 12 Social Policy and Culturally Grounded Social Work *You can access this DB now & look for e-mail with assignment of identity that I will be sending you	- Ch. 14 and unit notes - Discussion board assignment - Quiz 12
Week 14 April 13- April 19	Holiday Break	Classes will resume on April 22
Week 15 April 22- April 26	Unit 13 Culturally Grounded Evaluation and Research *You can access this DB now & look for e-mail with journal article that I will be assigning to you	- Ch. 15 and unit notes - Discussion board assignment - Quiz 13
Week 16 April 27 1- May 3	Unit 14 Culturally grounded Social Work and Globalization	- Ch. 16 and unit notes - Discussion board assignment - Quiz 14

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