NATURE OF COURSE
This course is an introduction to the study of diverse cultures, abilities and norms which comprise our global society. The course content centers on the inherently diverse client systems that social work clinicians will be called upon to interface with in their different roles as change agents and advocates for social justice. The overall goal is to foster an atmosphere of safety and trust that enables students to understand and appreciate lifelong learning as a vector for enhancing cultural competence within American society and in a global context. This course will introduce concepts such as hegemony, misogyny, structural violence, acculturation, marginalization, oppression, and others, and how these interplay to contribute to, reinforce or dispel preconceived notions of other cultural groups. Students will engage in the evidence-informed study of their own socialization process, including how they develop the paradigms that power their perspectives, and how these power emotions, decisions and actions that they may take as clinicians engaged in ethical practice.

RATIONALE
This course is part of a sequence of courses designed to develop the practice knowledge and skills necessary for social work students to begin culturally competent professional social work practice as Clinicians and as workers impacting systems at various levels. Assessment from an ecological systems perspective assumes “knowledge of the various systems involved in
interactions between people and their environments [including] interpersonal systems [such as] cultural reference groups” and social structures such as organizations and institutions (Hepworth et al., 2010, p.16). As such, this course builds on the value, philosophy, and knowledge base considerations of social work practice which students obtained from prerequisite classes. The course focuses students’ attention on the social construction of human diversity and multiculturalism. Given that society provides the larger context in which diversity is constructed and often defined, students are encouraged to develop a keener awareness of the importance of the interaction between self and other members of our global society. Concomitantly, the content and assignments in this course are designed to promote students’ views of themselves as life-long learners, whose practice with diverse clients and client systems is informed by and contributes to research, and whose primary informants are the diverse clients whom they engage.

THEORETICAL PERSPECTIVE
The graduate and undergraduate programs of the USF School of Social Work provide a progressive identification with the knowledge, values, ethics, and skills of social work practice. The unifying themes and theoretical underpinnings of USF’s social work curricula are found in both explanatory theories (e.g., *ecosystems theory*) and change theories (e.g., psychodynamic and cognitive behavioral theories), operationalized through the perspectives of *empowerment, strengths, capacity building, and evidence-based social work practice*.

*Ecosystems theory* reflects the social work value of enhancing human system functioning and focuses on biological, psychological, emotional, cultural, and social environments holistically. The *strengths perspective* emphasizes viewing the range of human differences as normal and acceptable, as opposed to making judgments about peoples’ personal characteristics, race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, national origin, and level of social and emotional functioning. The *empowerment perspective* supports resourcefulness and the development of skills to remove social barriers for individuals, groups, and communities. The *capacity building perspective* reinforces the social work profession’s mandate to serve the most vulnerable of society, to enhance the caring capacity of society to end discriminatory practices, and to develop and expand resources to those in need.

*Evidence-based practice* entails the conscientious and judicious use of current best practice in decision-making about interventions at all system levels, integrating relevant scientific information with informed professional judgment and the personal preferences and cultural backgrounds of service consumers in order to practice effectively and ethically.

COURSE OBJECTIVES
After the completion of the course the students will:
1. Recognize the extent to which a culture’s structures and values may oppose, marginalize, alienate, or create/ enhance privilege and power.
   Measurement: Midterm Exam; Proverbs across the Globe Assignment; Final Exam.

2. Gain sufficient self-awareness to mitigate the influence of personal biases and values in working with diverse clients and client systems.
   Measurement: Proverbs across the Globe Assignment
3. Recognize and communicate their understanding of the importance of diversity in shaping life experiences.
**Measurement:** Proverbs across the Globe Assignment; Final Exam.

4. View themselves as learners and engage those with whom they work as informants.
**Measurement:** Proverbs across the Globe Assignment; Midterm Exam; Final Exam.

5. Advocate for human rights and social and economic justice.
**Measurement:** Midterm Exam; Proverbs across the Globe Assignment; Midterm Exam; Final Exam.

6. Recognize and manage personal values in a way that allows professional values to guide practice.
**Measurement:** Midterm Exam; Proverbs across the Globe Assignment; Final Exam.

**METHODS OF INSTRUCTION**
This course of study requires students to work on several levels which include: *a cognitive/intellectual level* through reading, writing, and class discussions; *an experiential level* through classroom activities and video viewings; and *a personal level* through the examination of the perspectives, attitudes and beliefs that students hold about their own culture and that of others. Therefore, the course will combine lecture, class and CANVAS discussion, video/audio presentations, guest speakers from the community, and field assignments.

Considerable emphasis is placed upon the quality of class discussions. Consequently, attendance and active participation in class discussions are essential. Please see additional section on participation on page 6. The course supports an interactive-integrative model of critical thinking on the part of both the instructor and students, during which the students and the instructor become learners. Students take responsibility for their learning and a feedback loop is established between the instructor’s self-reflection and the students’ response to it, leading to further student-instructor self-reflection experiences. This perspective requires active participation, discussion, and open communication by all students and the instructor.

A class environment that is conducive to learning requires respect for all participants. Students are expected to arrive on time and to conduct themselves in a respectful, considerate manner. All participants in the class need to respect the environment by being on time, turning off cell phones, pagers and headphones, avoiding extraneous talking and refraining from reading non-class material.

The aforementioned also applies to participation in CANVAS discussion boards. CANVAS will be used routinely for announcements, posting of course materials, and creation of discussion boards, etc. Refer to the USF Computer and Network Access agreement (http://www.acomp.usf.edu/feed.php?group=mail&item=agreement) for CANVAS rules. Throughout the semester, students may participate in discussion board forums regarding the various class discussions, and the movies viewed in class. These postings must reflect *critical consciousness* as defined by Freire. These postings must reflect the same respect accorded to
peers and instructor in the classroom, and must demonstrate critical thinking and challenge of traditional or popular beliefs and values. In other words, “I agree” in response to another student’s posting does not constitute an appropriate posting. Students will need to substantiate their comments with quotes from their textbooks, supplementary readings or class discussions.

COURSE REQUIREMENTS:
Course requirements include the following: punctual class attendance, weekly active class participation, completion of all assigned reading and papers prior to class, and completion of a final project. All written work, including discussion board postings, will be submitted by the deadline indicated in the course calendar unless prior arrangements have been made with the instructor. Any exception results in the loss of one point per day. The syllabus and course calendar are working instruments that serve as a guide during the semester and may be modified based on students’ needs and at the instructor’s discretion. Students and instructor are expected to conduct themselves in a respectful manner.

ASSIGNMENTS AND EXAMS
Social workers must be able to communicate both verbally and in writing. Written assignments with significant spelling and grammatical errors should not be submitted; therefore, students should carefully edit their work before turning it in to the instructor. In order to prepare and submit assignments containing minimal spelling and grammatical error, students are strongly encouraged to make use of the Learning Support Services/writing center on campus-contact: Su Senapati, Ph.D. sbs2@sar.usf.edu (941) 359-4323.

PROVERBS ACROSS THE GLOBE ASSIGNMENT (30%) Proverbs are an essential component to socialization across cultures (Rahill, et al., 2011). They are used to transmit social and religious values, as well as to reinforce knowledge and behavior that are essential to a culture’s existence and identity. For this assignment, which must be at least 10 pages in length, students are provided an initial sample of proverbs/popular sayings from around the globe, related to the following themes: prejudice/discrimination/classism/marginalization, advocacy, human rights, multiple identities, religion, social/economic justice, privilege or power, diversity, values/biases, free will/choice. (See sample content and format in Appendix A)

Good sites to start researching Proverbs/popular sayings:
http://www.famousquotesandauthors.com/topics/self_acceptance_quotes.html
http://www.famousquotesandauthors.com/quotes_by_topic.html

Specific Instructions to Proverbs across the Globe Assignment
Choosing the ten (10) topics provided above, identify three proverbs/popular sayings from across three cultures that might be considered to have divergent social, cultural, ideological or religious perspectives (Examples: Buddhist/Muslim/Hindu; Italian Americans/Haitian Americans/Russian-American; Heterosexual/Homosexual/Transgender; Birth/Youth/Aged); Use the internet, books, journal articles as well as ONE live interview of either a USF student, a faculty member or a neighbor, who is from a culture other than your own. (Culture includes religion and sexual orientation as well as race and ethnicity, and some individuals have multiple cultural identities, so you are encouraged to be creative in selecting your interviewee).
• You may conduct your interview on campus or in your neighborhood(s).
• Through these interviews, you are to discover proverbs/popular sayings from various cultures that transmit sociocultural and religious values.
• Create a table (Similar to the sample provided in Appendix A). Your topics may include but must not be limited to the topics provided in the sample; you must have at least 10 topics related to diversity and issues discussed in this class, and present 3 proverbs/popular sayings per topic.
• You must use at least three (3) different resources (websites, journals, books, etc.) for procuring the proverbs/popular sayings- in addition to the live interview of the culturally “different” USF student or faculty member mentioned above.
• You must use the “Headings Row Repeat” feature of Word so that your table is properly formatted.
• The table must follow your introduction to the paper, and not be placed at the end of the paper.
• The table is due the week after the mid-term exam.
• Of course, the paper must be written in APA format, using 12 pt. font, one inch margin around and a cover page. References must be formatted using APA style as well.
• Discuss the common elements you discovered in proverbs/sayings across cultures;
• Briefly compare and contrast proverbs/sayings from your research and from the interview you conducted;
• Provide evidence of critical consciousness in your reflection on the relevance of the proverbs/sayings that YOU were exposed to as part of your socialization process, in shaping your worldview.
• Discuss the common elements which you have discovered in the proverbs from across cultures, the similarities and differences to proverbs/popular sayings used in your own socialization process and life experience.
• Discuss the extent to which the proverbs/popular sayings you discovered may oppose your own cultural values, and/or may marginalize or alienate clients from the diverse backgrounds reflected in your table of proverbs (Objectives 1-3).
• Provide evidence of critical consciousness in your reflection on the relevance of the proverbs/sayings that you discovered in your research for this assignment, in shaping your worldview.
• Discuss the relevance of the proverbs/popular sayings you have researched to social work values such as, “importance of human relationships”, “social justice” and others.
• Discuss how writing this paper impacts your development of culturally proficient skills and your ability to utilize the strengths of cultural resources in your roles as an advocacy broker and as a promoter of human rights and social justice. (Objectives 1-3).

THE RUBRIC FOR GRADING THE PROVERBS ASSIGNMENT IS IN APPENDIX B.
**b. Exams (60%)**

**MIDTERM EXAM (30%)**
The midterm exam will include items that assess students’ understanding of the various systems involved in interactions between people and their environments [including] interpersonal systems [such as] cultural reference groups” and social structures such as organizations and institutions (Hepworth et al., 2010, p.16). This exam will also assess the extent to which students understand the social construction of human diversity and multiculturalism, their awareness of the importance of the interaction between self and other members of our global society, and their views of themselves as life-long learners, whose practice with diverse clients is informed by and contributes to research, and whose primary informants are the diverse clients whom they engage. *The midterm exam will comprise multiple choice and True/False questions that will be drawn from your assigned readings (Textbook chapters and journal articles), as well as class notes and movies viewed in class.* (Objectives 1-5)

**FINAL EXAM (30%)** - the FINAL EXAM will cover content from the assigned readings, movies and assigned chapters that were not covered in the midterm exam. It will comprise multiple choice and True/False questions.

**ASSIGNMENTS (10% TOTAL; 5% EACH)**

**Assignment Due Dates:**
All written work in the course will be due at the stated deadline in the Course Calendar section. Late papers will receive 10% off the total before grading. Please speak with the Instructor if you know you will be late with an assignment.

**Participation:**
Attendance and participation are critical to successful learning. Participation includes voicing opinions, facilitating discussion, and speaking knowledgeably regarding the assigned readings. Participation will reflect quality, quantity and demonstrated respect for diversity and differences within the classroom. All students are active participants in all class meetings and activities. Developing a professional presence is a core objective in the course; no uses of pagers, cell phones, preparation of material for other coursework, or disrespectful conversations are appropriate in the learning environment.
All participation in the course must be in accordance with the principles and standards of conduct contained in the National Association of Social Workers (NASW) Code of Ethics.

**Correspondence:**
Students are expected to stay in communication with the instructor of this course via e-mail, or by telephone. *The preferred method of contact for the instructor is email or cell phone. The instructor will ONLY RESPOND to student e-mails that come from USF e-mail accounts.*

**Tapes and Notes:**
In this course, tape recordings of class lectures are not permitted, unless otherwise specified in writing by the professor.
USFSM AND USF SYSTEM POLICIES

• Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.
In the School of Social Work http://socialwork.usf.edu/ we reserve the right to turn your paper to Turnitin®. Turnitin is an automated plagiarism detection system designed to work in conjunction with CANVAS. Every student paper submitted to CANVAS via this tool automatically undergoes a search through the Internet and a number of internal an external document databases for signs of plagiarism. For confidentiality purposes do not put your name on your paper, use your U number.

• ACADEMIC DISRUPTION: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Contact.

• Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas collaborate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the SAFETY PREPARDNESS WEBSITE for further information.

• Disabilities Accommodation
Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator: 359-4714; disabilityservices@sar.usf.edu; http://www.usfsm.edu/students/disability/

• Fire Alarm Instructions
At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See EMERGENCY EVACUATION PROCEDURES.
• **Religious Observances:** USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes.

• **Web Portal Information:** Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and CANVAS course information via that address.

**Instructor Copyright:** Students may not sell notes or other course material.

Need CANVAS help?

CANVAS Support is available through USFSM E-Learning staff from 9am to 5 pm Monday through Friday. For USFSM, please email Carlos Montoya cmmontoya@sar.usf.edu

For Information Commons assistance at USFSM, please call (941) 359-4225 or Learning Support Services at (941) 359-4323.

The USF Tampa IT Helpdesk provides 24 hour support for CANVAS. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM’s E-Learning hours.

Additionally, CANVAS tutorials can be found in the Student Quickstart Guide at http://guides.instructure.com/m/8470.

To schedule library instruction for face-to-face or online classes at USFSM: You can use the following link http://bit.ly/1juBaBn or contact Diane Fulkerson at dfulkerson@sar.usf.edu or Todd Kelley at tkelley1@sar.usf.edu to schedule library instruction.

**USE OF NON-SEXIST AND PROFESSIONAL LANGUAGE**
The use of non-sexist and professional language is expected in written assignments and in class discussion. Guidelines regarding non-sexist language are available in the Publication Manual of the American Psychological Association.

**FIRST CLASS ATTENDANCE POLICY**
This policy has been put into effect so that USF may effectively utilize classroom space and to insure that all students have maximum opportunity to enroll in classes where demand exceeds availability of seats. Students are required to attend the first class meeting of undergraduate courses for which they registered prior to the first day of the term. Names of students who register prior to the first day of the term are printed on the first class roll for each course section. The first class roll is used by professors to drop students who do not attend the first day of class. Students having extenuating circumstances beyond their control and who are unable to attend the first class meeting must notify the instructor or the department prior to the first class meeting to request waiver of the first class attendance requirement. Students who add courses or late-register during the first week of classes will not be on the first class roll and, therefore, will not be dropped for non-attendance by the instructor. Please note that the Registrar’s Office does not
add students whose names are handwritten on the first day class rolls to courses, and these students are required to add the course by OASIS. To avoid fee liability and academic penalty, the student is responsible for insuring that he/she has dropped or been dropped.

**ATTENDANCE POLICY**

Students are expected to be on time and prepared to participate when class begin as well as be present throughout the entire class meeting. Classroom exercises, discussions, role-plays, guest speakers and other in-class experiential exercises are essential for a student’s professional learning and continued development of self-awareness. This form of learning cannot be “made up” once missed. Accordingly, Attendance is required at all class meetings. Excused absences are limited to the following instances: documented illness, deaths in the immediate family, and other documented crises, military duty, jury duty, religious holidays (consistent with University policy, 10-045), court-imposed legal obligations other than jury duty, and special requirements of other courses (must be documented by the faculty member of record). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes or more early, or does not come to class. Students are allowed to miss two classes (for classes that meet twice weekly; or one class for classes that meet only once per week) without penalty. After that 5% off of the total grade may be deducted for each missed class, at the faculty member’s discretion.

*Students who experience an unforeseen circumstance such as a serious medical problem which interferes with their attendance or course assignments should notify the instructor immediately. Students and instructors should familiarize themselves with the USF Incomplete policy.*

**EMERGENCY PLAN**

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: CANVAS, Collaborate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor CANVAS site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

**EVALUATION CRITERIA FOR ASSIGNMENTS**

The major factor that will determine the grade you earn will be your continuous, rigorous, and meaningful engagement in class assignments, activities, and projects. In addition, the following formula will be used to compute your grade:

- Proverbs Paper 30%
- Midterm Exam 25%
- Final Exam 30%
- Assignments: 5 points each 10%

Total Possible Points/ Score 100%
GRADING SCALE

97-100 points   A+   87-89  B+   77-79  C+   69-67  D+   59 or below F
•   A   84-86  B   74-76  C   64-66  D
90-93   A-   80-83  B-   73-70  C-   60-63  D-

REQUIRED TEXTS


**Videos/ FILM** (See Description of select videos in Modules on CANVAS). Instructor may substitute or add additional films if he or she deems that it would be a useful enhancement to student learning. *Some of these movies will be viewed in class, as indicated in the Course Calendar. The others are strongly recommended. Most of them are available in the Florida Mental Health Institute (FMHI) library on the USF Tampa campus or on Netflix.*
A document that contains summaries of the various assigned or recommended videos is posted on CANVAS under Modules.
COURSE CALENDAR

Week 1- 8/26/14  Culturally Competent Practice -Chapter 1
Review of Syllabus, Course expectations, Assignments, Grading system
FILM: Guns, Germs and Steel OR Babies- Viewed in Class
Link to GUNS, GERMS and STEEL- “Out of Eden”:
http://topdocumentaryfilms.com/guns-germs-and-steel/

Assignment: View Part 2, “Conquest” and Part 3, (on your own), Into the tropics” sections of Diamond’s Guns, Germs and Steel, and write a 5-page summary of what you viewed in relation to the relevance of Diamond’s films in shaping your role as an advocate, broker and promoter of human rights and social justice for clients in our global society. Due in class on Week 3

Week 2- 9/2/14  Social Context, Chapter 2;
In-class Reading and Discussion: Body Rituals of the Nacirema
Tsotsi- (movie) Recommended
Link to Brown Eyes/ Blue Eyes Videos:
http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html

Week 3- 9/9/14  Human Rights and Social and Economic Justice, Chapter 3
FILMS: (Viewing in Class)
The Color of Fear-
Sexual violence against young boys in developing Countries: Link:
http://www.youtube.com/watch?v=6H5CWTuaAJI

Week 4- 9/16/14  A Framework for Cultural Competence and Cultural Awareness, Chapters 4 and 5
Supplemental Reading: Purnell & Palunka Model of Cultural Competence
FILMS: Cultural Humility: People, Principles and Practices
Link: Cultural Humility: People, Principles and Practices

Assignment: Following the same link, view “Cultural Humility in Community-based Participatory Research and Education and write a 5-pg. summary of lessons learned from the video. Due in class on Week 6
**Week 5- 9/23/14**  
Cultural Competence with African Americans, Chapter 10; Knowledge Acquisition and Skill Development, Chapters 6 and 7  

**FILMS:**  
- *Black in America*-Viewed in class  
  Link: [https://www.youtube.com/watch?v=CWcs7YsZVuY](https://www.youtube.com/watch?v=CWcs7YsZVuY)  
- *Walter Hawkins Gospel Music*- “Is there any way?” (Recommended)  
- *Race and Ethnicity Conference*: The Myth of the Post-racial Society  
  Link: [http://www.youtube.com/watch?v=R_6RUO_fvX0](http://www.youtube.com/watch?v=R_6RUO_fvX0)  
- *Dance Theatre of Harlem*: “Far but Close”- Viewed in Class  
- *Alvin Hailey Dance Company*:  
  [http://www.youtube.com/watch?v=gWJzSP7irwM](http://www.youtube.com/watch?v=gWJzSP7irwM)  
- *The End Game: AIDS in Black America*- Recommended  

**Week 6- 9/30/14**  
Class held via CANVAS- no live class  
Will provide discussion topic via CANVAS  
Cultural Competence with First Nations Peoples, Chapter 8  
**FILM:** *The Canary Effect*- (recommended)  
Link: [http://topdocumentaryfilms.com/canary-effect/](http://topdocumentaryfilms.com/canary-effect/)  
**Assignment due from week 3- submit via CANVAS**

**Week 7- 10/7/14**  
Cultural Competence with European Americans, Chapter 9- *Color of Fear-Film*  
**In-class exercise:** *Are you privileged?*_McIntosh (White privilege, male privilege)  
**REVIEW FOR MIDTERM**  
**Supplemental Reading:** Gallambos, et al. (Rural social work);  
**FILMS:**  
*Brother’s Keeper* (Netflix) OR  
Link: [http://www.youtube.com/watch?v=IvroFeisc9k](http://www.youtube.com/watch?v=IvroFeisc9k)
**Week 8- 10/14/14**

MIDTERM EXAM!!!!! *(Includes content from videos as well as assigned readings)*

Cultural Competence with Older Adults
Chapters 17
Supplemental Readings (s):
Park, et al. (2009);

**Week 9- 10/21/14**

**PROVERBS TABLE IS DUE IN CLASS SO THAT I CAN PROVIDE FEEDBACK BEFORE YOU GET TOO FAR IN YOUR PAPER!!**

Cultural Competence with Latino-Americans, Chapter 11
FILMS: To be determined for class
(Recommended videos)
Link: *Browning of the Catholic Church*
Link:
*Detained Immigrant Children face Legal Maze in U.S.*
Link:
*Afro Latinos: African Heritage in Hispanic Countries*
Link
*Black and Latino*
Link:
*I am not Latina*
*Strawberry and Chocolate* - Recommended (Available at FMHI Library)

**Week 10- 10/28/14**

Cultural Competence with Asian Americans, Chapter 12
Supplemental Reading: Gany et al., 2012: Culturally tailored health camps and cardiovascular risk among South Asian immigrants
FILMS: *Asian American Voices: Andy*, *Asian American Voices: Building California; What’s Your Health care Story?*
Link: *What’s Your Health care Story?*

**Week 11- 11/4/14**

Assignment: address the feedback on your Proverbs table and to prepare an initial draft of your paper.
Cultural Competence with Muslim Americans
Chapter 13
FILMS:
*Mooslum* - Recommended (Available on Netflix)
Islam and Science
Week 12- 11/11/14 VERTRANS DAY! Enjoy your holiday, but keep up your readings.

Week 13- 11/18/14 Cultural Competence with Gay, Bisexual and Transgender

Chapters 15
Supplemental Reading(s): Isley (2006); Hermann & Herlihy (2006); Dessel, et al., 2011
FILMS:
The Teena Brandon Story (Netflix) (Viewing in class)
If Walls Could Talk 2 (Recommended- Available at FMIH Library)
Article: Three Lesbians accused of Hate crime against Gay Man:
Link: http://www.peterheck.com/libtree/liberty_tree/view/1981/classic__3_lesbi
ans_accused_of__hate_crime__against_gay_man
Recommended Site: http://www.queerspace.org.uk/news.htm

Cultural Competence with Persons with Disabilities
Chapters 16
FILM: Temple Grandin
Supplemental Reading(s): Kondrat & Teater (2009)
If you want feedback, we can go over your draft of the proverbs paper

Week 14- 11/25/14 Thanksgiving Holiday

Week 15- 12/2/14 Final exam held in class
Proverbs Paper DUE TODAY!!!!

REFERENCES


Appendix A

University of South Florida
COLLEGE OF BEHAVIORAL AND COMMUNITY SCIENCES
School of Social Work
Sample of Proverbs/ Popular Sayings from Various Cultures

<table>
<thead>
<tr>
<th>Topic</th>
<th>Proverb</th>
<th>Culture or Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prejudice/Classism</td>
<td>Both noble and common blood -are the same color.</td>
<td>Ghanaian</td>
</tr>
<tr>
<td></td>
<td>We all smell the same when we have been dead for six days</td>
<td>Haitian</td>
</tr>
<tr>
<td></td>
<td>For rich and poor alike the womb is equally warm.</td>
<td>German Proverb</td>
</tr>
<tr>
<td>Advocacy and Social Justice</td>
<td>It is the duty of youth to bring fresh new powers to bear on Social</td>
<td>Charlotte Perkins Gilman (U.S.</td>
</tr>
<tr>
<td></td>
<td>progress. Each generation of young people should be to the world like</td>
<td>educator and activist, 1860-1935)</td>
</tr>
<tr>
<td></td>
<td>a vast reserve force to a tired army. They should lift the world forward.</td>
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<tr>
<td></td>
<td>That is what they are for.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It is not who you attend school with, but who controls the school you</td>
<td>Nikki Giovanni (U.S. poet and</td>
</tr>
<tr>
<td></td>
<td>attend.</td>
<td>writer, 1943-)</td>
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<tr>
<td></td>
<td>Blessed are the merciful, for they shall obtain mercy…Blessed are the</td>
<td>Jesus- Matthew 5: 7, 9.</td>
</tr>
<tr>
<td></td>
<td>peacemakers, for they shall be called the children of God</td>
<td></td>
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</tbody>
</table>
Rubric for Proverbs across the Globe Paper (30 POINTS POSSIBLE)

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Available</th>
<th>Points Earned</th>
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</thead>
<tbody>
<tr>
<td><strong>Organization and Writing</strong></td>
<td></td>
<td></td>
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<tr>
<td>• Interview consent form is signed and turned in with the paper via <em>Turnitin</em> (1)</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>• The Table contains 3 proverbs for each of the 10 topic identified topics; (1)</td>
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<td>• The paper contains title page and headings, that are formatted APA style (6th ed.); Every instruction is followed fully (2)</td>
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<td>• There is proper use of grammar and of professional, non-biased language (2)</td>
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<tr>
<td>• There is evidence of detailed information obtained from the live interview (interviewee reflects the broad diversity of human experience [age, gender, sexual orientation, religion, ability/disability, religion, etc.]) (2)</td>
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<tr>
<td>• The common elements discovered in proverbs/ sayings across cultures are discussed; (2)</td>
<td></td>
<td>22</td>
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<tr>
<td>• The proverbs/ sayings from student’s research and from the live interview are briefly compared and contrasted; (2)</td>
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<tr>
<td>• There is evidence of critical consciousness in student’s reflection on the relevance of proverbs/ sayings that s(he) was exposed to during socialization, in shaping h(is) (er) worldview. (3)</td>
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<tr>
<td>• Common elements that student discovered in the proverbs/sayings across cultures, are compared and contrasted with to proverbs/ popular sayings used during h(is) (er) socialization and life experience. (3)</td>
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<td>• The extent to which proverbs/ popular sayings discovered in research may oppose student’s cultural values, and/or may marginalize or alienate clients from diverse backgrounds are discussed (Objectives 1-3). (3)</td>
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<tr>
<td>• Provide evidence of critical consciousness in your reflection on the relevance of the proverbs/ sayings that you discovered in your research for this assignment, in shaping your worldview. (3)</td>
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<tr>
<td>• The relevance of the proverbs/ popular sayings researched are discussed in relation to social work values such as, “importance of human relationships”, “social justice” and others. (3)</td>
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<tr>
<td>• The extent to which being in this class and writing this paper impacts student’s development of culturally proficient skills and h(is) (er) ability to use cultural resources in h(is) (er) role as an advocate and as a promoter of human rights and social justice is discussed. (Objectives 1-3). (3)</td>
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<td><strong>Total</strong></td>
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<td>30</td>
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</tbody>
</table>

Appendix C

University of South Florida
Consent for Interview

I, the undersigned, hereafter known as “interviewee” or “person interviewed” agree to allow ____________________________________________ (name of student) to interview me for educational purposes. I understand that this student is a Masters in Social Work (MSW) student and that the purpose of the interview is to provide the student with knowledge that is relevant to instruction, supervision, and feedback- and to assess the student’s ability to use interviewing skills in order to complete an assignment that researches proverbs and popular sayings from different cultures. The information obtained in this interview will be restricted to the internal use of the student and his/her professor only. I understand that I may revoke this consent at any time during the interview with the Social Work student.

_____________________________________
Print Name of Person Interviewed

Signature of Person Interviewed:
_____________________________________ Date __________________

I, the undersigned MSW USF student affirm that I did, in fact, complete this interview of the aforesigned individual, either in person or by phone, for the purpose of the Proverbs Across the Globe assignment for SOW 6348.

__________________________________ Date: __________________
Signature of MSW Student Completing Interview