**MASTER SYLLABUS**

**BACHELOR OF ARTS IN SOCIAL WORK**

**NORTHERN ARIZONA UNIVERSITY, YUMA BRANCH CAMPUS**

**BASW 315 CULTURALLY COMPETENT PRACTICE**

1. **Catalog Description:** A framework for understanding diverse groups, human rights, and social and economic justice issues.
2. **Prerequisites:** None
3. **Course Credits:** 3 Semester Credits
4. **Course Description:** This course provides the student with a foundation for understanding culturally competent practice perspectives. Culture competence is a central component of generalist social work practice, particularly along the U.S. Mexico border. Cultural competence is an essential practice skill that focuses on process, dialogue, and interaction rather than a specific outcome. The inclusion of a large number of groups (First Nations Peoples, European Americans, African Americans, Latino Americans, Asian Americans, Muslim Americans , Women, LGBT Persons, the Older Adult and Persons with Disabilities) provides the student with an understanding of how we are all shaped by culture and how culture can provide insights for practice.
5. **Student Learning Outcomes:** By the end of the semester the student will be able to:
6. Recognize the extent to which culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
7. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
8. Recognize and communicate their understanding of the importance of difference in shaping life experiences.
9. View themselves as learners and engage those with whom they work as informants.
10. Understand the forms and mechanisms of oppression and discrimination.
11. Advocate for human rights and social and economic justice.
12. Engage in practices that advance social and economic justice.
13. **Course Materials:** Lum, D. (2011). Culturally competent practice: A framework for understanding diverse groups and justice issues, (4th ed.). Belmont, CA: Brooks/Cole, Cengage Learning. Reading packets or access to the Internet may also be required.
14. **Teaching Methods:** Each class will include a presentation of content, discussion, and student centered learning activities. Additionally, use of the Internet, videos, and guest speakers. Student participation is integral to learning the course material
15. **Evaluation Tools:**
16. **Pre-Test/Post-Test:** At the beginning of the course, students will take the Social Work Cultural Competencies Self-Assessment Pretest instrument and the Social Work Cultural Competencies with Culturally Diverse Groups and Social and Economic Justice Pretest instrument. The purpose is to establish a pre-test baseline of beginning cultural competence at the start of the semester. During the last class session the post-tests of both instruments will be administered in order for the instructor to gather data regarding competency text content outcome measurements.
17. **Culture of Origin Paper:** Students will write a paper that explores their culture of origin. Students must include their race and ethnicity, to the extent they know. Students may also include their cultural values, beliefs, traditions, and elements of worldview(s) that have been passed down from generation to generation, up to the present time. Include such areas as: (1) the causes and nature of health and illness, (2) notions of spirituality/religion, (3) the degree of responsibility that an individual has over life choices, (4) examples of ideal relationships with nature and other human beings (especially family relationships), (5) attitudes about and approaches to education, (6) approaches to understanding and expressing emotions, and (7) what is the meaning that you make of each of the above?
18. **Portrait of a Diverse Population:** Students will complete a paper that represents a portrait of a diverse population likely to be found along the U.S. Mexico border, different from their own. Include the following: shared beliefs and practices, descriptions of subgroups, between and within group differences, communication styles, sociopolitical influences, acculturation issues, elements of collective spirituality, ideas about education, and ethical practice implications. Draw upon theory from your course text and previous classes.
19. **Immersion Experience:** Students will choose an experience that highlights interaction with those who are culturally different from themselves. Students are to attend one cultural event different from their own (i.e, a service at a church that primarily serves members of a particular ethnic group, a gay pride festival, a powwow, a day in Mexico, etc.) and complete a 4-5 page paper that addresses: (1) the students awareness of their own cultural values and biases, (2) the students awareness of their client’s worldview, and (3) develop and articulate culturally appropriate intervention strategies.
20. **Course Content:**
21. **Culturally Competent Practice**
22. **Social Context**
23. **Human Rights and Social and Economic Justice**
24. **A Framework for Cultural Competence**
25. **Cultural Awareness**
26. **Knowledge Acquisition**
27. **Skill Development**
28. **Cultural Competence with First Nations Peoples**
29. **Cultural Competence with European Americans**
30. **Cultural Competence with African Americans**
31. **Cultural Competence with Latino Americans**
32. **Cultural Competence with Asian Americans**
33. **Cultural Competence with Muslim Americans**
34. **Cultural Competence with Women**
35. **Cultural Competence with lesbian, Gay, Bisexual, and Transgender Persons**
36. **Cultural Competence with Persons with Disabilities**
37. **Cultural Competence with Older Adults**