

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
Fall 2018-2019
SW 307 ISSUES OF DIVERSITY & SOCIAL JUSTICE**

This document does not constitute a contract with the University. It contains guidelines only.

Academic Term and Year: Fall 2018

Course Prefix and Number: SW 307

Course Title: Issues of Diversity and Social Justice

Days, Time and Location of class: Online (Unless instructed to come on campus)

Professor: Chetara Epps

Office Location: Williams Sutton Administration Building-2nd Floor

Office Hours: 10:00 a.m.-1:00 p.m. (MW)
1:00 p.m.-3:00 p.m. (Tuesday)
2:00 p.m.-4:00 p.m. (Thursday)
By Appointment as Requested

Office Phone Number: 662-254-3054

Main Office Number 662-254-3365

Email Address: chetara.hampton@mvsu.edu

Prerequisite: None

Required Technology Skills: Required Technology Skills: Basic computer skills, working within Windows system environment, navigating the internet, and familiarity with E-mail

CATALOG COURSE DESCRIPTION

The study of diversity in America with emphasis on populations at-risk, oppressed populations, and social justice.

COURSE DESCRIPTION

Course instruction will foster the integration of ethics and values into the knowledge and skills used in micro level practice. The range of social systems emphasized in this course includes individuals, families and small groups, although environmental issues related to the problems confronting these systems are incorporated into data collection, assessment and intervention activities. This course continues the emphasis of Social Work Practice I.

DEPARTMENT OF SOCIAL WORK/BSW PROGRAM MISSION

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations at risk in rural areas. The Bachelor of Social Work (BSW) Program prepares students to apply the knowledge and skills of generalist social work practice with individuals, families, groups, organizations and communities. Through the curriculum, the program instills in student's social work knowledge, values, and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta in which the University is located and committed to serve, as well as rural areas globally.

BSW PROGRAM GOALS

1. Educate students for entry level social work positions for generalist practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity which incorporates the values and ethics of the profession.

Competencies	Competencies Description
Competency 1: Demonstrate Ethical and Professional Behavior	<p>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 personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgement 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 their 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.</p>
Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice	<p>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.</p>

<p>Competency 3: Engage in Policy Practice</p>	<p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>
<p>Competency 4: Engage in Practice-informed Research and Research-informed Practice</p>	<p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p>
<p>Competency 5: Engage in Policy Practice</p>	<p>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to</p>

	<p>effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</p>
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</p>
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients</p>

	<p>and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect assessment and decision-making.</p>
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</p>
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand</p>

	qualitative and quantitative methods for evaluating outcomes and practice effectiveness.
Rural Competency 10	Demonstrate knowledge and skills to apply a bio-psychosocial-cultural-spiritual perspective in advanced social work practice with children and families.
Rural Competency 11	Integrate knowledge of rural values and customs into autonomous social work practice with children and families.

EXPECTED PRACTICE BEHAVIORS

Course Competencies	Course Practice Behaviors	Assessment of Practice Behaviors
Competency 1: Demonstrate Ethical and Professional Behavior	<p>A. 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;</p> <p>B. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</p> <p>C. Demonstrate professional demeanor in behavior; appearance, and oral, written, and electronic communication;</p> <p>D. Use technology ethically and appropriately to facilitate practice outcomes</p>	<ol style="list-style-type: none"> 1. Online Discussions 2. Peer Responses
Competency 2: Engage Diversity and Difference in Practice	A. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in	<ol style="list-style-type: none"> 1. Reading chapters 2. Assignment 3. Exams

	<p>practice at the micro, mezzo, and macro levels;</p> <p>B. Present themselves as learners and engage clients and constituencies as experts of their own experiences; and</p> <p>C. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	
<p>EPAS Competency: 2.1.3 Apply critical thinking to inform and communicate professional judgments.</p>	<p>Gen 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</p> <p>Gen 3.2 Analyze models of assessment, prevention, intervention, and evaluation.</p> <p>Gen 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</p>	Paper assignments
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>A. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<ol style="list-style-type: none"> 1. Assignment 2. Online Discussions
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>A. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and</p> <p>B. Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<ol style="list-style-type: none"> 1. Assignment 2. Exams 3. Online Discussions
<p>Rural Competency 11</p>	<p>A. Integrate knowledge of rural values and customs into</p>	<ol style="list-style-type: none"> 1. Assignment 2. Online Discussions

	autonomous social work practice with children and families	
--	--	--

COURSE REQUIREMENTS

Required Textbooks:

Feagin & Feagin. Racial & Ethnic Relations. (9th edition) An Introduction to Group Work Practice. Boston, MA: Pearson Education, Inc.

Supplemental Texts:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (Latest ed.). Washington, DC: Author.

Class Attendance Policy:

Class attendance online is required. Students are expected to log into Blackboard course daily.

Respect: Please respect everyone in the online classroom. Do not respond to your instructor and peers with negative comments, action will be taken when noticed!!

Communication: Only contact the instructor via Blackboard email and by telephone. If contacted via other email, you will not receive a response.

Policy and Procedure on Cheating and Plagiarism

Philosophy

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

Responsibility

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to

accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

Definitions

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific type of cheating, which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works. Please refrain from using paraphrasing sites to paraphrase copied/paste internet sources. Turnitin will be required for all assignments. A submitted assignment on Turnitin.com percentage cannot exceed 10%. If over 10%, the assignment will receive a grade of a "0".

Academic Sanctions for Cheating or Plagiarism

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrongdoing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of "0" or "F" for the work submitted, assigning an "F" for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrongdoing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair.

Academic Integrity Policy for Inclusion in Syllabi

Academic integrity is a commitment to the values of honesty, trustworthiness, fairness, respect and responsibility in academia. Academic integrity is violated by any dishonest act that is committed in an academic context. Honesty and integrity are essential values of the Mississippi Valley State University's mission to pursue truth and knowledge. Academic excellence can be reached only with the cooperation and support of students. Students are expected therefore to accept responsibility for maintaining honesty and integrity in all acts inside and outside the classroom, studio or laboratory.

For a detailed description of sanctions and appeal procedures, consult Student Handbook pg.59. https://www.mvsu.edu/sites/default/files/student_handbook

Make-up Examination Policy:

It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable. **No assignment will be accepted after the due date or reopened (please don't ask for special consideration)! Students may take a missed exam only if s/he will provide the instructor with a valid and proof of an excuse.**

Teaching/Learning Strategies:

Various teaching methods will be used to meet the course objectives and stimulate discussions in the class. Students are expected to participate in discussion and share their thoughts regarding issues being discussed. This class will be formatted to accommodate the use of videos, assigned readings and presentations as well as lecturing. Guest speakers who are experienced in mental health assessment will present information to help students to understand the progression of mental illness and the cutting-edge intervention to help those diagnosed with mental illness to live and maintain a healthier emotional being.

Distance Education Policy:

In compliance with IHL policy and SACSCOC guidelines, MVSU Department of Social Work requires a minimum of 2250 minutes per three semester hour course, regardless of course delivery method, and may include final examination time. The number of weeks must meet federal financial aid requirements.

Syllabi for courses taught on-line or hybrid (partially on-line) must include outlines, calendars, and/or schedules of activities that demonstrate compliance with the 2250-minute requirement.

Department of Social Work Hour Conversion Standards:

Activity	Undergraduate	Graduate
Reading	15 pages per hour	20 pages per hour
Research paper writing	3 hours per page	3 hours per page
Essay writing	1.5 hours per page	1.5 hours per page
Quiz/exam	1 minute per multiple choice 2 minutes per short answer	1 minute per multiple choice 2 minutes per short answer
Exam study time	4 hours	4 hours
Threaded discussion	120 minutes per thread	120 minutes per thread
Group work	Number of minutes of interaction among group members	Number of minutes of interaction among group members

These conversion standards are adopted and set by the Department of Social Work and approved by the Chair. Use of any other standards must be presented to the department and approved by the Chair.

Required Tasks/Activities:

- A. Class Attendance and Participation: In order for the class to discuss the readings, it is essential for students to read assigned material as stated in the syllabus and to participate in class discussion. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have logged into the course on Blackboard. It is important for a student to log into Blackboard daily.
- B. Exams: Five exams will be given during the term. The exams will consist primarily of multiple choice and true/false questions, based on content presented in the required textbook chapters.
- C. Assignments: The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description in the syllabus. **No late assignments, assignments via personal email and Blackboard email will be accepted unless told otherwise!**
- D. Utilization of computer assisted instruction: This course is set up for computer enhanced instruction. As such, all power points, paper and extra credit assignments should be submitted electronically, by the designated due date and time. **The online introduction and picture should be submitted by 11:59 p.m. 9/4/18. Late submissions of this assignment will not be accepted. Submitted assignments must be clearly identified. (Your name, name of class, nature of the assignment & date of submission.). Please submit the homepage & photo as an attachment. Do not copy/paste biography and photo within the comment section of the assignment tab. You will receive a “0”.**

Evaluation Procedures:

Homepage	50
Photo-Facial & Shoulder Only	50
Discussion Posts (8)	120---Worth 15 points ea.
Assignment 1	100
Exam 1	100
Exam 2	100
Exam 3	100
Midterm	100
Final Exam	100
Syllabus Quiz	<u>100</u>
Total:	950

Grading Scale:

A	950 – 900
B	899 – 849
C	848 – 798
D	797 – 747
F	< 746

Americans with Disabilities Act: Services for Students with Disabilities (SSD)

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

COURSE ACTIVITIES/CALENDAR

<p>Week One</p> <p>8/20/18</p> <p>Total: 160 minutes</p>	<p>Assigned Readings: *Chapter 1: Basic concepts in the study of racial and ethnic relations</p> <p>Syllabus</p> <p>Discussion Post—Will not reopen if missed and/or did not log into Blackboard</p>	<p>Review of syllabus- (20 minutes)</p> <p>Chapter 1: Basic concepts in the study of racial and ethnic relations-Pages 5-25 (80 minutes)</p> <p>Discussion Post (60 minutes) *opens 8/20/18 at 8am *closes 8/23/18 at 11:59pm</p>
<p>Week Two</p> <p>8/27/18</p> <p>Total: 210 minutes</p>	<p>Each student should write a single spaced, one-page personal introduction. In this introduction, the student will discuss such things as their professional goals and aspirations. Students should also share their views about issues of diversity. Students should state their classification and major. Each student should also submit a clear, approximately 4X6 photo (head & shoulders) of self. <i>100 points for the two submissions. Due 8/30/18 by 11:59 pm.</i></p> <p>No late assignments, quiz and discussion post will reopen under any circumstance!!</p>	<p>Syllabus Quiz— (10 minutes) *opens 8/27/18 at 8am *closes 8/30/18 at 11:59pm</p> <p>HOME PAGE & PHOTO DUE!!— (30 minutes) *opens 8/27/18 at 8am *closes 8/30/18 at 11:59pm</p> <p>Discussion Post— (60 minutes) *opens 8/27/18 at 8am *closes 8/30/18 at 11:59pm</p> <p>Assigned Readings: Chapter 2: Adaptation and conflict—Pages 27-53 (110 minutes)</p>
<p>Week Three</p> <p>9/4/18</p> <p>Total: 225 minutes</p>	<p>Assigned Readings: Chapter 3: English Americans and the Anglo-Protestant culture</p> <p>Assigned Readings: Chapter 4: Irish Americans and Italian Americans</p>	<p>Chapter 3: English Americans and the Anglo-Protestant Culture-Pages 66-83 (55 minutes)</p> <p>Chapter 4: Irish Americans and Italian Americans-Pages 85-113 (110 minutes)</p> <p>Discussion Post- (60 minutes) *opens 9/4/18 at 8am *closes 9/7/18 at 11:59pm</p>

<p>Week Four</p> <p>9/10/18</p> <p>Total: 260 minutes</p>	<p>Assigned Readings: Chapter 5: Jewish Americans</p> <p>CHAPTERS 1-5 EXAM THE EXAM WILL NOT RE-OPEN!</p> <p>Find an article no older than 10 years old about immigration.</p> <ul style="list-style-type: none"> In your own words, what should be done about illegal and legal immigrants? Evaluate the article and write a 3-page paper. Due 9/15/18 at 11:59pm 	<p>Chapter 5: Jewish Americans—Pages 115-136 (80 minutes)</p> <p>CHAPTERS 1-5 EXAM— (60 minutes) *opens 9/10/18 at 8am *closes 9/13/18 at 11:59pm</p> <p>Assignment: Article & 3-page paper- (120 minutes) *opens 9/10/18 at 8am *closes 9/15/18 at 11:59pm</p>
<p>Week Five</p> <p>9/17/18</p> <p>Total: 110 minutes</p>	<p>Assigned Readings: Chapter 6: Native Americans</p>	<p>Chapter 6: Native Americans—Pages 138-167 (110 minutes)</p>
<p>Week Six</p> <p>9/24/18</p> <p>Total: 170 minutes</p>	<p>Assigned Readings: Chapter 6 cont'd: Native Americans</p> <p>Discussion Post</p>	<p>Chapter 6: Native Americans—Pages 138-167 (110 minutes)</p> <p>Discussion Post— (60 minutes) *opens 9/24/18 at 8am *closes 9/27/18 at 11:59pm</p>

<p>Week Seven</p> <p>10/1/18</p> <p>Total: 60 minutes</p>	<p>MIDTERM EXAM</p> <p>WILL NOT REOPEN IF MISSED!</p>	<p>MIDTERM EXAM— (60 minutes)</p>
<p>Week Eight</p> <p>10/8/18</p> <p>Total: 320 minutes</p>	<p>Assigned Readings: Chapter 7: African-Americans</p> <p>Chapter 8: Mexican</p> <p>Discussion Post</p>	<p>Chapter 7: African-Americans—Pages 169-207 (130 minutes)</p> <p>Chapter 8: Mexican—Pages 209-247 (130 minutes)</p> <p>Discussion Post— (60 minutes) *opens 10/8/18 at 8am *closes 10/11/18 at 11:59pm</p>
<p>Week Nine</p> <p>10/15/18</p> <p>Total: 60 minutes</p>	<p>Discussion Post</p>	<p>Discussion Post— (60 minutes) *opens 10/15/18 at 8am *closes 10/18/18 at 11:59pm</p>
<p>Week Ten</p> <p>10/22/18</p> <p>Total: 300 minutes</p>	<p>Assigned Readings: Chapter 9: Puerto Rican</p> <p>Chapter 10: Japanese Americans</p>	<p>Chapter 9: Puerto Rican—Pages 249-282 (120 minutes)</p> <p>Chapter 10: Japanese Americans—Pages 284-306 (80 minutes)</p>
<p>Week Ten</p> <p>10/25/18</p> <p>Total: 120 minutes</p>	<p>CULTURAL AWARENESS DAY!!!!</p> <p>**Must come on campus to participate and to receive a grade**</p> <p>Exact Start Time: 11:00 a.m.- 12:00 p.m.</p>	<p>Cultural Awareness Day: Presentation of tri-fold boards and tasting of food!!</p> <p>**Presence on campus is required**</p> <p>** Will not wait on students who are tardy, points will be deducted**</p> <p>Exact Start Time: 11:00 a.m.- 12:00 p.m.</p>

<p>Week Eleven 10/29/18</p> <p>Total: 120 minutes</p>	<p>Chapters 6-10 Exam</p>	<p>Chapters 6-10 Exam— (60 minutes) *opens 10/29/18 at 8am *closes 11/1/18 at 11:59pm</p> <p>Discussion Post— (60 minutes) *opens 10/29/18 at 8am *closes 11/1/18 at 11:59pm</p>
<p>Week Twelve 11/1/18</p> <p>Total: 210 minutes</p>	<p>Assigned Readings: Chapter 11: Chinese, Filipino, Korean, Vietnamese, and Asian Americans</p> <p>Chapter 12: Arab Americans and Other Middle Eastern Americans</p>	<p>Chapter 11: Chinese, Filipino, Korean, Vietnamese, and Asian Americans—Pages 308-345 (130 minutes)</p> <p>Chapter 12: Arab Americans and Other Middle Eastern Americans—Pages 347-366 (80 minutes)</p>
<p>Week Thirteen 11/5/18</p> <p>Total: 55 minutes</p>	<p>Assigned Readings: Chapter 13: Ongoing racial and ethnic issues in the United States</p>	<p>Chapter 13: Ongoing racial and ethnic issues in the United States—Pages 369-383 (55 minutes)</p>
<p>Week Fourteen 11/12/18</p> <p>Total: 125 minutes</p>	<p>Assigned Readings: Chapter 14: Colonialism and Postcolonialism</p> <p>Discussion Post</p>	<p>Assigned Readings: Chapter 14: Colonialism and Postcolonialism—Pages 385-403 (65 minutes)</p> <p>Discussion Post (60 minutes) *opens 11/12/18 at 8am *closes 11/15/18 at 11:59pm</p>
<p>Week Fifteen 11/19-23/18</p>	<p>FALL BREAK & THANKSGIVING HOLIDAY</p>	<p>FALL BREAK & THANKSGIVING HOLIDAY</p>
<p>Week Sixteen 11/26/18</p> <p>Total: 60 minutes</p>	<p>CHAPTERS 11-14 EXAM</p>	<p>Chapters 11-14 Exam— (60 minutes) *opens 11/26/18 at 8am *closes 11/29/18 at 11:59pm</p>
<p>Week Seventeen 12/6/18</p>	<p>FINAL EXAM</p> <p>WILL NOT REOPEN IF MISSED</p>	<p>FINAL EXAM (90 minutes)</p>

Total: 90 minutes		
Minimum Requirement per 3hours course is 2,250 minutes		Grand Total Minutes 2,655

Discussion Posts Instructions

1. Discussion posts must be in your own words. Be sure to use one in-text citation from the book about the topic. Be sure to include a reference for your citation. Do not write words from word in the book or the internet because you will receive a “0”.

Assignment Instructions

1. Assignment 1 must be 3 full pages, typed, 12 font, Times New Roman (APA Format).
2. The title and reference page are excluded from the 3 pages.
3. There should be a total of five “5” references.
4. No graphics are allowed, and the title of the paper should be centered and bold on the introduction page.
5. Do not use Wikipedia or .com as references (sources). Only use scholarly articles (.org, .edu, .net, .gov, etc.) that are no more than 10 years old. For example, your article year should be dated as 2011-2017. You can find some of the articles on the MVSU Library website.
6. The assignment MUST be submitted via Turnitin.com (percentage must be less than 10%) and it must be submitted via the Blackboard assignment tab as well. Failure to submit assignment via Turnitin.com and the Blackboard assignment tab will result in a zero “0”. No special consideration will be given for submitting via one. Also, if you wait until the very last day to submit your assignment via Turnitin.com and the website is having maintenance issues, you will still receive a “0” if not submitted because that is last minute work.
7. The assignment will not reopen, please do not ask and procrastinate.

Turnitin Information

1. Visit Turnitin.com
2. Register or log-in

3. Enroll in “Issues of Diversity and Social Justice”
4. Class ID: 18708446
5. Enrollment key: herbie34

**MISSISSIPPI VALLEY STATE UNIVERSITY
SW 307 ISSUES OF DIVERSITY AND SOCIAL JUSTICE
CULTURAL AWARENESS DAY ASSIGNMENT**

Each student will participate in a Cultural Awareness Day. In groups of twos, students will research an ethnic group or country (America, African, Japanese, Europeans, Chinese, Italians, Etc).

1. Each group will present an overview of the chosen topic as mentioned above.
2. A display board (Tri-fold board) must be used to showcase the various highlights of your topic.
3. The display board should include:
 - Cultural art
 - Food
 - Customs and social mores
 - Climate*
 - Population*
 - Historical landmark*
 - The economy *
4. Pictures, costumes (optional), display of real food for tasting should be used to further represent your selected area.

**CREATIVITY & PARTICIPATION IS
REQUIRED!!!**

BIBLIOGRAPHY

- Becvar, D.S. & Becvar, R.J. (2006) *Family Therapy: A Systemic Integration*. (6th Edition) Pearson, Allyn and Bacon
- Bentley, K.J. (Ed.) (2002) *Social Work Practice in Mental Health: Contemporary Roles, Tasks and Techniques*. Belmont, CA: Thompson, Brooks-Cole.
- Briggs, H.E. & Corcoran, K. (2001) *Social Work Practice: Treating Common Client Problems*. Chicago: Lyceum Books, Inc.
- Brown, J.C. (1933) *The Rural Community and Social Casework*. New York: Family Welfare Association of America. (This book will be made available under controlled circumstances due to its age and value.)
- Coady, N. & Lehmann, P., editors (2008) *Theoretical Perspectives for Direct Social Work Practice: A Generalist-Eclectic Approach*. New York: Springer Publishing Company.
- Compton, B.R., Galaway, B., Cournoyer (2005) *Social Work Processes*. (7th Edition) Belmont, CA: Thompson: Brooks-Cole.
- Cournoyer, B (2005) *The Social Work Skills Workbook*. (4th edition) Belmont, CA: Brooks-Cole.
- Davenport, J.A. & Davenport, J, III (2008) Rural Practice In *The Encyclopedia of Social Work* (20th ed.) (3) 536-541 NASW Press/Oxford Press.
- D’Cruz, H., Gillingham, P. Melendez, S. (2007). “Reflexivity, Its Meanings and Relevance for Social Work: A Critical Review of the Literature.” In The British Journal of Social Work, 37, (1)
- De Jong, P. & Berg, I.K. (2008) *Interviewing for Solutions*. Belmont, CA: Thompson, Brooks-Cole
- Delucia-Waack, J.L. & Donigan, J. (2004) *The Practice of Multicultural Group Work: Visions and Perspectives from the Field*. Belmont, CA: Thompson, Brooks-Cole
- Diagnostic and Statistical Manual of Mental Disorders*, (4th edition, text Revised) (DSM IV-TR). (2000) Arlington, VA: American Psychiatric Association.
- Floeresch, J (2008) Social Work Practice: Theoretical Base. In *The Encyclopedia of Social Work* (20th ed.) (4) 141-144 NASW Press/Oxford Press.
- Freeman, E.M. (2008) Methods of Practice Interventions In *The Encyclopedia of Social Work* (20th ed.) (3) 256-264 NASW Press/Oxford Press.

- Germain, C. & Gitterman, A. (1996) *The Life Model of Social Work Practice: Advances in Theory & Practice*. New York: Columbia University Press
- Gibbs, L.E. (2003) *Evidence-Based Practice for the Helping Professions: A Practical Guide with Integrated Multimedia*. Belmont, CA: Thompson, Brooks-Cole
- Green, R.R. (2007) *Social Work Practice: A Risk and Resilience Perspective*. Belmont: CA: Thompson, Brooks-Cole.
- Hernandez, V.R. (2008). Generalist and Advanced Generalist Practice. In *The Encyclopedia of Social Work* (20th ed.) NASW Press/Oxford Press. 260-268
- Ivey, A.E. & Iven, M.B. (2003) *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society*. (5th edition) Belmont, CA: Thompson: Brooks/Cole.
- Jackson, R.L. (2001) *The Clubhouse Model: Empowering Applications of Theory to Generalist Practice*. Belmont, CA: Thompson, Brooks-Cole.
- Johnson, J.L. & Grant, G., Jr. (2005). *Foster Care*. Boston: Pearson, Allyn and Bacon.
- Johnson, L.B. & Staples, R. (2005) *Black Families at the Crossroads: Challenges and Prospects*. San Francisco: Josey Bass
- Lewis, H. (1982) *The Intellectual Base of Social Work Practice: Tools for Thought in a Helping Profession*. New York: The Lois and Samuel Silberman Fund, The Haworth Press.
- Meyer, C.H. (1993). *Assessment in Social Work Practice*. New York: Columbia University Press.
- Meyer, C.H. & Mattaini, M.A., editors. (1995) *The Foundations of Social Work Practice: A Graduate Text*. Silver Springs: NASW
- McNut, J. (2008) Social Work Practice: History and Evolution. In *The Encyclopedia of Social Work* (20th ed.) (4) 138-141 NASW Press/Oxford Press.
- Miller, R.L., Jr. Gay Men: Practice Implications. In *The Encyclopedia of Social Work* (20th ed.) NASW Press/Oxford Press. 256-260.
- Minuchin, P, Colapinto, J & Minchin, S. (1998) *Working with Families of the Poor*. New York: Guilford Press
- Neukrug, E. (2008) *Theory, Practice, and Trends in Human Services: An Introduction*. (4th Edition) Belmont, CA: Thompson, Brooks-Cole.

- Plionis, E.M. (2007) *Competency in Generalist Practice: A Guide to Theory and Evidence-Based Decision Making*. New York: Oxford University Press.
- Ragg, D.M. (2001) *Building Effective Helping Skills: The Foundation of Generalist Practice*. Boston: Allyn and Bacon
- Reid, K.E. (1997) *Social Work Practice with Groups: A Clinical Perspective* (2nd Edition) Belmont, CA: Thompson, Brooks-Cole
- Saleeby, D (2002) *The Strengths Perspective in Social Work Practice* (3rd Edition) Boston: Allyn and Bacon
- Shulman, L (2009) *The Skills of Helping Individuals, Families, Groups, and Communities* (6th Edition). Belmont, CA: Brooks/Cole Cengage Learning.
- Timberlake, E.M., Zajicek-Farber, M.I. & Sabatino, C.A. (2008). *Generalist Social Work Practice: A Strengths-Based Problem Solving Approach*. (5th Edition). Boston: Pearson, Allyn and Bacon
- Wilson, S. J (1980). *Recording Guidelines for Social Workers*. New York: Free Press.
- Yanca, S. & Johnson, L. (2008) *Generalist Social Work Practice with Families*. Boston: Pearson, Allyn and Bacon