

**YESHIVA UNIVERSITY
WURZWEILER SCHOOL OF SOCIAL WORK**

**CULTURALLY COMPETENT APPROACHES TO CLINICAL PRACTICE WITH AFRICAN
AMERICAN AND LATINO/A CLIENTS**

SWK 6640/8640

Fall 2018

COURSE DESCRIPTION:

This course focuses on deepening students' awareness of the unique characteristics and contexts of African American and Latinx clients and families, with a specific focus on practice frameworks and cultural constructs that inform culturally competent practice.

Students will gain an understanding of the historical experiences which have shaped and guided engagement of these two populations with many current social systems. Through this historical lens as well as the lens of the NASW Code of Ethics, students will engage with the literature to identify and critically evaluate evidence-based clinical practices for working with African American and Latinx populations. Students will be invited to discuss and investigate many systems that disproportionately affect these two populations and examine the role of the social worker within these systems.

Students will gain an understanding of the theoretical underpinnings which conceptualize culturally sensitive, client-centered practice. Students will also acquire an in-depth examination of the unique characteristics and complexities of work with African-American and Latino/a clients and families with acknowledgement of both the similarities and differences between these two populations.

Readings, class discussion and student activities will center around the understanding of theory as it is applied to these specific populations, and the challenges of applying theory developed in a majority population to historically oppressed populations.

I. COURSE COMPETENCIES

This course addresses Council on Social Work Education Competencies #2, #3, #6, #7, and #8.

COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political

ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers: • apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • present themselves as learners and engage clients and constituencies as experts of their own experiences; and • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

COMPETENCY 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

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.

Social workers: • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • engage in practices that advance social, economic, and environmental justice.

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

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 interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers: • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and

constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

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 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 their assessment and decision-making.

Social workers: • collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; • develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and • select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

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 interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Social workers: • critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; • negotiate, mediate, and advocate with and on behalf of diverse

clients and constituencies; and • facilitate effective transitions and endings that advance mutually agreed-on goals.

II. COURSE COMPETENCY OUTCOMES

By the completion of this course, students will be able to:

1. Articulate the major historical and cultural events that have influenced and are demonstrative of the pervasive oppression of the African American and Latinx experience in the United States.
2. Critically evaluate current theories and evidence-based intervention strategies that are at present associated with clinical work with African American and Latinx Populations in the United States.
3. Articulate an understanding of the importance in consideration of diversity and difference in engagement with the populations served within the field of social work.
4. Demonstrate critical thinking and consideration of values specific and unique to African American and Latinx populations when performing assessments and selecting a culturally sensitive and effective evidence-based intervention.

III. INSTRUCTIONAL METHODS, GRADING & COURSE EXPECTATIONS

INSTRUCTIONAL METHODS:

Interactive discussion will be utilized as the principle means of instruction. Students are expected to prepare for, attend and participate fully in each class session, and hand in all assigned materials on time. Students will be expected to create and maintain a reaction journal to process new information and personal and professional reactions to course content. Students will be asked to integrate experiences from field practice as well as their own personal experiences into their class discussions and assignments when possible.

This class will utilize Canvas, an online learning management system (LMS) that facilitates educational interactions and experiences outside of the classroom. It is expected that students will log on to Canvas and participate fully in online class activities and discussions. For more information on creating a Canvas account, please contact Yeshiva University's Information Technology department.

GRADING:

Grades will be computed on the following basis:

Reaction Journal – 15%

Mid-term paper – 25 %

Final paper – 40%

Attendance and meaningful class participation – 20%

COURSE EXPECTATIONS:

A. TEXTBOOKS:

Required Texts:

Congress, E. P., & Gonzalez, M. J. (Eds.). (2012). *Multicultural perspectives in social work practice with families*. Springer Publishing Company.

List: \$152.95 ISBN-10: 0205001084

Lum, D. (2004). *Social work practice and people of color: A process-stage approach* (5th ed.). Belmont, CA: Brooks/Cole.

List: \$99.95 ISBN-10: 0534509894

B. ADDITIONAL ARTICLES:

Additional articles will be available on e-Res (accessible through Yeshiva University's library webpage and through the Canvas page for this course).

Guest faculty may be invited to provide a broad interdisciplinary perspective.

Students with disabilities should identify themselves to the instructor at the beginning of the semester so that any needed special considerations can be made to accommodate the student.

C. ASSIGNMENTS:

1. Reaction Journal: Due at Session 14 (15% of total grade)

Students will maintain a reaction journal throughout the semester. At the end of each session (beginning after session 1), you will write a one-page reaction to the information presented during readings or through in-class discussion. Include reactions to anything new that you learned during the class, or comment and add to information you may have already known. Completed journal (with 13 submissions) will be submitted at the end of the semester. No extensions will be given for the reaction journal assignment. This reaction paper can be written from the student's point of view and is not a formal paper, so no citations are necessary (but can be included).

2. Mid-Term Assignment: Due at Session 7 (25% of total grade)

Select a theory or perspective, either discussed in class or not discussed but of interest to you. Critically evaluate this theory and its relationship to practice with individuals, groups and/or communities of color. In this evaluation, please focus on the following:

1. Are there any theories, perspectives or ideologies from which this theory or perspective may have evolved?
2. What may have happened historically that may have led to the development of this theory?
3. How does this theory/perspective conceptualize the individual's relationship with his/her environment?
4. Is the theory/perspective one of empowerment? If so, how?
5. What values are present in this theory?
6. How does the theory see the role of the helper and the individual/group/community being helped?
7. What skills and values are important for the helper to utilize to effectively employ this theory with people of color?
8. Have you had any personal experience seeing or utilizing this theory/perspective?
9. Is there one specific population of color that this theory/perspective is suited for? What considerations should be made in choosing to work from this theory/perspective?
10. Are there parts of the theory/perspective that present issues that should be addressed?

Length of paper: 8-10 pages, excluding title and reference pages.

APA formatting (including reference page and citations).

Please use approximately 5-8 resources (including textbook if desired).

FINAL ASSIGNMENT (Due during Sessions 13-14): Group Project (40% of total grade)

You will work together on a project to present a societal problem or issue that particularly impacts Communities of Color. The presentation should be 35-45 minutes long and may be in the form of a panel discussion, role-play, video, or other creative, interactive format. The group will select one relevant article that would be helpful for the class to read before the presentation. The project should provide a clear understanding of the challenges facing individuals in the helping professions connected to this issue.

Groups will submit a companion report that includes the following:

1. The purpose of the project.
2. Statement of the problem or issue.
3. Literature Review (at least six references), submitted in APA format.
4. How this presentation serves as a contribution to social work practice with your chosen population.

Length of report: 4-5 pages (not including) title page and references.

IV. PLAGIARISM

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically FAIL the course and will be referred to the Associate Dean for disciplinary action, which may include expulsion.

V. HIPAA ALERT

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be deidentified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. **If diagnosis, race/ethnicity, gender is directly related to the case presentation it can be included if it will not allow for identification.**

VI. STUDENTS WITH DISABILITIES

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations must make an appointment with the Office of Disability Services, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu during the first week of class. All documentations for possible accommodation must be submitted to the professor by the third class. All possible accommodations must be discussed and negotiated with the individual professor; **specific accommodations are not automatic.**

VII. COURSE OUTLINE

HISTORICAL PERSPECTIVES (SESSIONS 1 & 2)

Topics include:

- Discussion of historical events that have shaped African-American and Latino/a experiences in the United States.
- Discussion of historical engagement with social oppression.

Required Readings:

- ✓ Lum, D. (2004). *Social work practice and people of color: A process-stage approach* (5th ed.). Belmont, CA: Brooks/Cole.
 - Chapter 2 – People of Color (pg 24, pgs. 27-37, pgs.40-41)
- ✓ DiAngelo, R. (2011). White fragility. *The International Journal of Critical Pedagogy*, 3(3), p. 54-70.
- ✓ DiAngelo, R. J. (2010). Why can't we all just be individuals?: Countering the discourse of individualism in anti-racist education. *InterActions: UCLA Journal of Education and Information Studies*, 6(1).
- ✓ Furman, R., Negi, N. J., Iwamoto, D. K., Rowan, D., Shukraft, A., & Gragg, J. (2009). Social work practice with Latinos: Key issues for social workers. *Social Work*, 54(2), 167-174.

CLINICAL PERSPECTIVES AND INTERVENTIONS: SESSIONS 3 & 4

Topics include:

- Discussion and critical analysis of theories and perspectives in social work, including culturally sensitive theories.
- Discussion and critical analysis of social work values and its application to culturally diverse populations.

Required Readings:

- ✓ Congress, E. P., & Gonzalez, M. J. (Eds.). (2012). *Multicultural perspectives in social work practice with families*. Springer Publishing Company.
 - Chapter 1: Using the Culturagram to Assess and Empower Culturally Diverse Families.
 - Chapter 2: Family and Group Approaches with Culturally Diverse Families
 - Chapter 3: Evidence-Based Practice with Ethnically Diverse Clients

- ✓ Lum, D. (2004). *Social work practice and people of color: A process-stage approach* (5th ed.). Belmont, CA: Brooks/Cole.
 - Chapter 3 – Culturally Diverse Values
 - Chapter 4 – Social Work Knowledge Theory
 - Chapter 8 - Assessment

AFRICAN AMERICAN INDIVIDUALS AND FAMILIES: SESSIONS 5, 6 & 7

Topics include:

- Continued discussion of theories and perspectives.
- Family and community structures.
- Intersectionality with other communities.
- Engagement with social work and mental health services.
- Current climate and challenges.

Required Readings:

- ✓ Congress, E. P., & Gonzalez, M. J. (Eds.). (2012). *Multicultural perspectives in social work practice with families* (3rd ed.). New York: Springer Publishing Company.
 - Chapter 10 – An Afrocentric Approach to Working with African American Families
- ✓ Daly, A., Jennings, J., Beckett, J. O., & Leashore, B. R. (1995). Effective coping strategies of African Americans. *Social Work, 40*(2), 240-248.
- ✓ Gilbert, D. J., Harvey, A. R., & Belgrave, F. Z. (2009). Advancing the Africentric paradigm shift discourse: Building toward evidence-based Africentric interventions in social work practice with African Americans. *Social Work, 54*(3), 243-252.
- ✓ Davey, M. P., & Watson, M. F. (2008). Engaging African Americans in therapy: Integrating a public policy and family therapy perspective. *Contemporary Family Therapy, 30*(1), 31-47.

Recommended Readings:

- ✓ Schiele, J. H. (1997). An Afrocentric perspective on social welfare philosophy and policy. *Journal of Sociology & Social Welfare, 24*, 21-39.
- ✓ Bernal, D. D. (2002). Critical race theory, Latino critical theory, and critical raced-gendered epistemologies: Recognizing students of color as holders and creators of knowledge. *Qualitative inquiry, 8*(1), 105-126.

Required Readings:

LATINX INDIVIDUALS AND FAMILIES: SESSIONS 8, 9 & 10

Topics include:

- Continued discussion of theories and perspectives.
- Family and community structures.
- Intersectionality with other communities.
- Engagement with social work and mental health services.
- Current climate and challenges.

Required Readings:

- ✓ Congress, E. P., & Gonzalez, M. J. (Eds.). (2012). *Multicultural perspectives in social work practice with families* (3rd ed.). New York: Springer Publishing Company.
 - Chapter 11 – Clinical Practice with Hispanic Individuals and Families: An Ecological Perspective
- ✓ Andrés-Hyman, R. C., Ortiz, J., Añez, L. M., Paris, M., & Davidson, L. (2006). Culture and clinical practice: Recommendations for working with Puerto Ricans and other Latinas (os) in the United States. *Professional Psychology: Research and Practice*, 37(6), 694.
- ✓ Parent, M. C., DeBlaere, C., & Moradi, B. (2013). Approaches to research on intersectionality: Perspectives on gender, LGBT, and racial/ethnic identities. *Sex Roles*, 68(11-12), 639-645.

Recommended Readings:

- ✓ Congress, E. P., & Gonzalez, M. J. (Eds.). (2012). *Multicultural perspectives in social work practice with families* (3rd ed.). New York: Springer Publishing Company.
 - Chapter 7 – Contingent but Resilient: The Plight of Young Male Day Laborers in the United States
- ✓ Hurtado, A., & Sinha, M. (2008). More than men: Latino feminist masculinities and intersectionality. *Sex Roles*, 59(5-6), 337-349.

COMMUNITIES OF COLOR AND SOCIAL SYSTEMS: SESSIONS 11 & 12

Topics include

- Poverty
- Healthcare

- Education
- Immigration
- Natural disasters
- Criminal justice systems and incarceration

Required Readings:

- ✓ Congress, E. P., & Gonzalez, M. J. (Eds.). (2012). *Multicultural perspectives in social work practice with families* (3rd ed.). New York: Springer Publishing Company.
 - Chapter 15 – Practice with Families Where Gender or Sexual Orientation is an Issue
- ✓ Copeland, V. C., & Butler, J. (2007). Reconceptualizing access: A cultural competence approach to improving the mental health of African American women. *Social Work in Public Health, 23*(2-3), 35-58.
- ✓ Congress, E. P., & Gonzalez, M. J. (Eds.). (2012). *Multicultural perspectives in social work practice with families* (3rd ed.). New York: Springer Publishing Company.
 - Chapter 18 – Utilizing an Ethnographic Lens in Clinical Social Work Practice with Immigrants and Refugees
- ✓ Western, B., & Pettit, B. (2010). Incarceration & social inequality. *Daedalus, 139*(3), 8-19.
- ✓ Betancourt, J. R., Green, A. R., Carrillo, J. E., & Owusu Ananeh-Firempong, I. I. (2016). Defining cultural competence: a practical framework for addressing racial/ethnic disparities in health and health care. *Public health reports.*
- ✓ McGuire, T. G., & Miranda, J. (2008). New evidence regarding racial and ethnic disparities in mental health: Policy implications. *Health Affairs, 27*(2), 393-403.

Recommended Readings:

- ✓ Congress, E. P., & Gonzalez, M. J. (Eds.). (2012). *Multicultural perspectives in social work practice with families* (3rd ed.). New York: Springer Publishing Company.
 - Chapter 20 – Latino Families Affected by HIV/AIDS: Some Practical Practice Considerations
- ✓ Copeland, V. C. (2005). African Americans: Disparities in health care access and utilization. *Health & Social Work, 30*(3), 265-270.

IMPLICATIONS FOR PRACTICE- GROUP PRESENTATIONS: SESSIONS 13 & 14

- Readings to be supplied by class.

ADDITIONAL BIBLIOGRAPHY

- Abrams, L. S. & Moio, J. A. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education, 45*(2), 245-261.
- Allen, A. J., Davey, M. P., & Davey, A. (2010). Being examples to the flock: The role of church leaders and African American families seeking mental health care services. *Contemporary Family Therapy, 32*(2), 117-134.
- Applewhite, S. L. (1998). Culturally competent practice with elderly Latinos. *Journal of Gerontological Social Work, 30*(1-2), 1-15.
- Barnes, G. L. (2008). Perspectives of African-American women on infant mortality. *Social Work in Health Care, 47*(3), 293-305.
- Boyd-Franklin, N. (2003). *Black families in therapy: Understanding the African American experience* (2nd ed.). New York: The Guilford Press.
- Copeland, V. C., & Snyder, K. (2011). Barriers to mental health treatment services for low-income African American women whose children receive behavioral health services: an ethnographic investigation. *Social Work in Public Health, 26*(1), 78-95.
- Cramer, E. P., & Plummer, S. B. (2009). People of color with disabilities: Intersectionality as a framework for analyzing intimate partner violence in social, historical, and political contexts. *Journal of Aggression, Maltreatment & Trauma, 18*(2), 162-181.
- Gerst, K., & Burr, J. A. (2008). Planning for end-of-life care: Black-white differences in the completion of advance directives. *Research on Aging, 30*(4), 428-449.
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- Katz, M. B. (1996). *In the shadow of the poorhouse: A social history of welfare in America* (10th ed.). New York, NY: BasicBooks.
- Kanuha, V. K. (2000). "Being" native versus "going native": Conducting social work research as an insider. *Social work, 45*(5), 439-447.

- King, A. E. (1997). Understanding violence among young African American males: An Afrocentric perspective. *Journal of Black Studies*, 28(1), 79-96.
- Schiele, J.H. (Ed.). (2011). *Social welfare policy: Regulation and resistance among people of color*. Los Angeles: Sage.
- Viruell-Fuentes, E. A., Miranda, P. Y., & Abdulrahim, S. (2012). More than culture: structural racism, intersectionality theory, and immigrant health. *Social science & medicine*, 75(12), 2099-2106.
- Wells-Wilborn, R., McPhatter, A.R. & Vakalahi, H.F.O. (Eds.). (2016). *Social work practice with African Americans in urban environments*. New York: Springer Publishing C
- Zalaquett, C. P. (2006). Study of successful Latina/o students. *Journal of Hispanic Higher Education*, 5(1), 35-47.