

Prefix and Course Number: SWK 4410

METROPOLITAN STATE COLLEGE OF DENVER  
Office of Academic Affairs

**REGULAR COURSE SYLLABUS**

**School of:** Letters, Arts and Science

**Department:** Social Work

**CIP Code:** 44.0701

**Semester(s) Offered:** Spring

**Prefix & Course Number:** SWK4410                      **Cross listed With\*:** \_\_\_\_\_

**Course Title:** Advance Cross Cultural Social Work Issues

**Check All That Apply:**    Required for Major: X    Required for Minor: \_\_\_    Specified Elective: \_\_\_    Required

for Concentration: \_\_\_    Elective: \_\_\_    Service Course: \_\_\_

**Credit Hours:** 4 (4+0)

**Contact Hours:** Lecture 60    Lab 0    Internship 0    Practicum 0

**Schedule Type(s):** L and J    **Grading Mode(s):** L

**Repeat\*** (Variable topics): \_\_\_\_\_

\*(Pertinent only if the course can be repeated; enter maximum number of hours that can be earned by taking this course.)

**Restrictions (Variable Topics Course):** None

**Prerequisite(s):** SWK3050, SWK3060, SWK3410, SWK3780, SWK3790 or permission of the instructor

**Corequisite(s):** None

**Prerequisite(s) or Corequisite(s):** None

**Banner Enforced:**

**Prerequisite(s):** \_\_\_

**Corequisite(s):** \_\_\_

**Prerequisite(s) or Corequisite(s):** \_\_\_

**Catalog Course Description:**

Emphasis is on empowerment of individuals, families, groups, organizations, and communities who have experienced social and economic injustice. Students apply principles and perspectives essential to helping urban populations-at-risk, including African American, Asian-American, Hispanic, Native-American and Anglo,

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Department Chair/Institute Director

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through case examples. This course includes content on other minority groups such as the developmentally disabled, the aging, gays and lesbians, and women and children.

**Required Reading and Other Materials will be equivalent to (Title, Author, Publisher, Copyright Date):**

A Primer for the Human Services. Diller, Jerry V. Cultural Diversity: (2004 or current edition) Second Edition. Belmont, CA: Wadsworth Publishing Company.

Rivas, R. & Hull, G.H., Jr. (2000 or current edition). Case Studies in Generalist Practice. Belmont, CA: Brooks Cole Publishers.

Kirst-Ashman, K.K. & Hull, G.H., Jr. (2004 or current edition). Understanding Generalist Practice. Brooks/Cole, Chapters 4, 11 and 14.

Supplemental readings as indicated

**Specific (Measurable) Student Behavioral Learning Objectives:**

Upon completion of this course the student should be able to:

1. Develop a greater personal and professional awareness of attitudes, values and beliefs concerning urban populations-at-risk, including ethnic minority groups and other diverse groups such as gays/lesbians/bisexuals/transenders, developmentally disabled individuals, women and children, and the aging.
2. Continue to apply concepts from the liberal arts perspective, multicultural and other social work courses in service of oppressed populations, i.e., diverse, urban populations-at-risk who have experienced historic and current social and economic injustice.
3. Review the relationship between historical and often socially unjust experience and present patterns of behavior. This includes the policies and response of the social service delivery system to client(s)' needs and the client(s)' response to utilizing the social service delivery system. Evaluate current impact upon oppressed populations.
4. Examine the current assumptions in the social work literature as to the meaning of "ethnic reality." including specific cultural/ social class factors, and the meaning of religion and spirituality for individuals, families and groups, organizations and communities.
5. Integrate cultural factors in assessing and addressing the client(s)' needs through generalist practice case examples of oppressed client(s). Examine ways of knowing about other cultures and critically evaluate research findings in view of past and current racism.
6. Utilize an ecological perspective in identifying direct and indirect power blocks at the micro, mezzo, and macro levels. Use case cause advocacy strategies.
7. Apply problem-solving, task focused and empowerment practice strategies using ethnic sensitive values and knowledge to promote growth and change at the change at the micro (individuals), mezzo (families and

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groups) and macro (organizations and communities) level.

8. Use empowerment strategies with client(s) and make environments more responsive to the needs of oppressed populations. Demonstrate program outcomes through program evaluation designs.
9. Utilize the student's current placement to better understand the needs and strengths of oppressed, urban populations.

**Detailed Outline of Course Content (Major Topics and Subtopics) or Outline of Field Experience/Internship (experience, responsibilities and supervision):**

I. Review Ecological Perspective

- A. Discarding the Medical Model
- B. Ecomap
- C. Dual Perspective
- D. Relationship to Generalist Social Work Practice

II. Empowerment Perspective—Social and Economic Justice

- A. Direct Power Blocks
- B. Indirect Power Blocks
- C. Client/Worker Partnership
- D. Empowerment Practice

III. Ethnocentrism

- A. Worker's Cultural Identity
- B. Oppression of Minority Groups
  1. Historical Social Injustices- Biased Practice, Policy and Research
  2. Current Social and Economic Injustices

IV. Ethnic Minority Values and Knowledge Base

- A. Ethnic Minority Groups: African, Hispanic-American, Asian-American, Native American
- B. Bi-Racial Adolescents
- C. New Immigrants
- D. Diverse Groups: Gay and Lesbian, Developmentally Delayed, Women and the Aging
- E. Biculturalization

V. Intervention Strategies for Individuals and their Environments

- A. Generalist Social Work Practice
  1. Review of Problem-solving Method
  2. Client Needs and Direct Indirect Blocks
  3. Empowering Client-Worker in Empowerment Process
- B. Adaptation of Skills
  1. Problem-Solving Approach
  2. Task-Focused Approach
  3. Process-Stage Approach
- C. Ethnic Sensitive Practice

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1. Micro Issues

2. Mezzo Issues

3. Macro Issues

D. Application in Social Service Systems

1. Health Care

2. Mental health Care

3. AFDC

**Evaluation of Student Performance:**

Examination #1

Examination #2

Final Examination

Participation in Discussions and Activities