Course Description

This course provides the student with the opportunity to develop an understanding of theories, knowledge, values, and skills in relation to generalist practice with diverse populations. This course also provides the forum for students to gain an understanding of cultural values of individuals and the impact of those values on human relationships. Emphasis will be placed on the importance of respecting and valuing diversity.

Requisites
For information regarding prerequisites for this course, please refer to the Academic Course Catalog (https://catalog.liberty.edu/).

Rationale

Social workers interact with diverse populations in the areas of engagement, assessment, intervention, and evaluation when working populations on a daily basis. This course aids the students in developing competency with diverse populations. It prepares students with foundational knowledge necessary for effective generalist social work practice.

Measurable Learning Outcomes

Upon successful completion of this course, the student will be able to:

A. Demonstrate Ethical and Professional Behavior (CSWE Competency 1)
   • 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;
   • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
   • Demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communication
   • Use technology ethically and appropriately to facilitate practice outcomes; and
   • Use supervision and consultation to guide professional judgment and behavior

B. Engage Diversity and Difference in Practice (CSWE Competency 2)
   • 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

C. Engage in Practice-informed Research and Research-Informed Practice (CSWE Competency 4)
   • Use practice experience and theory to inform scientific inquiry and research;
   • Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
   • Use and translate research evidence to inform and improve practice, policy, and service delivery.

D. Engage with Individuals, Families, Groups, Organizations, and Communities (CSWE Competency 6)
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.

E. Assess Individuals, Families, Groups, Organizations, and Communities (CSWE Competency 7)

- 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.

F. Intervene with Individuals, Families, Groups, Organizations, and Communities (CSWE Competency 8)

- 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.

Course Resources

Click on the following link to view the required resource(s) for the term in which you are registered: Liberty University Online Bookstore (https://bncvirtual.com/liberty).

Additional Materials for Learning

A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
D. Microsoft Word and PowerPoint

Course Assignments

Textbook readings and lecture presentations

Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in the Course Overview.

The Course Requirement Checklist assesses Competency 1 (Ethical/Prof. Behavior).

Discussions (3)

Discussions are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for each discussion. Each thread must be 250–300 words and demonstrate course-related knowledge and a biblical worldview. In addition to the thread, the student is required to reply to 2 other classmates’ threads. Each reply must be at least 150 words.

Discussions assess Competency 1 (Ethical/Prof. Behavior), Competency 2 (Diversity), Competency 4 (Research), Competency 6–(Engage), Competency 7 (Assess), and Competency 8 (Intervene).
Minority Experiential Exercise Plan Assignment
The student will engage in a learning experience which will expand his/her boundaries. The student will be in an unfamiliar setting in which he/she is a racial minority. The student will do this assignment independently. The student’s plan for this project completion must be submitted and approved by the instructor prior to completion.

The Minority Experiential Plan assesses Competency 1 (Ethical/Prof. Behavior), Competency 2 (Diversity), Competency 4 (Research), and Competency 6–(Engage).

Minority Experiential Exercise Reflection Paper Assignment
The student is required to write an effective account of this experience in current APA format. Points will be deducted for poor spelling and grammar. The student will give a written summary of his/her experiences to the rest of the class.

The Minority Experiential Exercise assesses Competency 1 (Ethical/Prof. Behavior), Competency 2 (Diversity), Competency 4 (Research), and Competency 6–(Engage).

Cultural Fact Sheet Draft Assignment
The student will prepare a cultural fact sheet on a particular population group studied in the course. This fact sheet will demonstrate the value the identified population adds to society. It will also explain the way culture’s structures may oppress or alienate the population group. The student will research and share knowledge, values, and skills that would aid in effective social work practice with a particular population group. The student will be evaluated by his/her peers as well as the instructor.

The Cultural Research Fact Sheet assesses Competency 1 (Ethical/Prof. Behavior), Competency 2 (Diversity), Competency 4 (Research), Competency 6–(Engage), Competency 7 (Assess), and Competency 8 (Intervene).

Case Study Paper Assignment
The student will write a response to a provided case study. The student will provide a bio-psycho-social-spiritual assessment of the case suggesting possible interventions. The student will consider a biblical worldview and how it might influence his/her assessment of the case.

The Case Study assesses Competency 1 (Ethical/Prof. Behavior), Competency 2 (Diversity), Competency 4 (Research), Competency 6–(Engage), Competency 7 (Assess), and Competency 8 (Intervene).

Cultural Fact Sheet Final Assignment
The student will make any necessary corrections to their fact sheet draft to be submitted as their final submission. The cultural fact sheet must focus on a particular population group studied in the course. This fact sheet will demonstrate the value that the identified population adds to society. It will also explain the way culture’s structures may oppress or alienate the population group. The student will research and share knowledge, values, and skills that would aid in effective social work practice with a particular population group. The student’s fact sheet will also be evaluated by peers in the final discussion.

The Cultural Research Fact Sheet assesses Competency 1 (Ethical/Prof. Behavior), Competency 2 (Diversity), Competency 4 (Research), Competency 6–(Engage), Competency 7 (Assess), and Competency 8 (Intervene).

Quizzes (8)
The student will take quizzes over the assigned reading and course presentations. Each quiz will be open-book/open-notes, contain 10 multiple-choice questions, and have a 20-minute time limit. There will be 8 quizzes in the course, totaling 80 points of the final course grade.

Quizzes assess Competency 1 (Ethical/Prof. Behavior), Competency 2 (Diversity), Competency 4 (Research), Competency 6–(Engage), Competency 7 (Assess), and Competency 8 (Intervene)

Course Grading
Course Requirements Checklist 10
Discussions (3 at 70 pts ea) 210
Minority Experiential Exercise Plan Assignment 50
Minority Experiential Exercise Reflection Paper Assignment 150
Cultural Fact Sheet Draft Assignment 60
Case Study Paper Assignment 250
Cultural Fact Sheet Final Assignment 200
Quizzes (8 at 10 pts ea) 80
Total 1010

Policies

Late Assignment Policy

Course Assignments, including discussions, exams, and other graded assignments, should be submitted on time.

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week after the due date will receive up to a 10% deduction.
2. Assignments submitted more than one week and less than 2 weeks late will receive up to a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.
4. Group projects, including group discussion threads and/or replies, and assignments will not be accepted after the due date outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.

Disability Assistance

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University’s Online Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu for accommodations. Such accommodations require appropriate documentation of your condition. For more information about ODAS and the accommodations process, including how to request an accommodation, please visit https://www.liberty.edu/online/online-disability-accommodation-support/. Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar’s Office, which generally handles medical needs support.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty’s Discrimination, Harassment, and Sexual Misconduct Policy (https://www.liberty.edu/media/1226/Liberty_University_Discrimination_Harassment_and_Sexual_Misconduct_Policy.pdf) or the Student Disability Grievance Policy and Procedures (http://www.liberty.edu/media/8021/Disability_Grievance_Procedures.pdf).
Course Attendance

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion posts, etc.) or initiating any communication with one’s professor regarding an academic subject. More information regarding the attendance policy can be found in the Academic Course Catalogs. Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options. Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" (Failure for Non-Attendance). Students wishing to withdraw from courses after the official start date should familiarize themselves with the withdrawal policy.

Grading Scale

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<th>Grade</th>
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<tr>
<td>A</td>
<td>900-1010</td>
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<tr>
<td>B</td>
<td>800-899</td>
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<td>C</td>
<td>700-799</td>
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<tr>
<td>D</td>
<td>600-699</td>
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<td>F</td>
<td>0-599</td>
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For courses with a Pass/NP final grade, please refer to the Course Grading section of this syllabus for the assignment requirements and/or point value required to earn a Passing final grade.

Add/Drop Policy

The full policy statement and procedures are published in the Policy Directory.

Honor Code

Liberty University comprises a network of students, Alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University’s operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

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<tr>
<th>Schedule</th>
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<tbody>
<tr>
<td>When</td>
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<tr>
<td>Course Overview</td>
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| Module 1: Week 1 | Learn | Read: 2 items  
Watch: 2 items |
| | Apply | Minority Experiential Exercise Plan Assignment  
Quiz: Cross-Cultural Practice |
| Module 2: Week 2 | Learn | Read: 1 item  
Watch: 2 items |
| | Apply | Discussion: The Danger of a Single Story  
Quiz: Hispanic Americans and The Danger of a Single Story |
| Module 3: Week 3 | Learn | Read: 1 item  
Watch: 2 items |
| | Apply | Minority Experiential Exercise Reflection Paper Assignment  
Quiz: African Americans and the Muslim Population |
| Module 4: Week 4 | Learn | Read: 2 items  
Watch: 1 item |
| | Apply | Discussion: Welcoming the Stranger and Immigration  
Quiz: Welcoming the Stranger, Migrating and Appalachian Clients |
| Module 5: Week 5 | Learn | Read: 2 items  
Watch: 3 items |
| | Apply | Cultural Fact Sheet Draft Assignment  
Quiz: Asian Americans and LGBTQIA+ |
| Module 6: Week 6 | Learn | Read: 1 item  
Watch: 1 item |
| | Apply | Case Study Paper Assignment  
Quiz: Vietnam Veterans and the U.S. Military |
| Module 7: Week 7 | Learn | Read: 2 items  
Watch: 2 items |
| | Apply | Cultural Fact Sheet Final Assignment  
Quiz: Native Americans and Women |
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<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Module 8: Week 8</td>
<td>Learn</td>
<td>Read: 1 item</td>
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<td>Watch: 1 item</td>
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<td></td>
<td>Apply</td>
<td>Discussion: Cultural Fact Sheet</td>
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<td>Quiz: Elderly</td>
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