DEPARTMENT OF SOCIAL WORK
[SW 3200-D01] AND [Cultural Diversity: Competency for Practice]
[3.0 CREDIT HOURS]

Summer 2025 (S5A)

This course is delivered entirely online. The D2L course site will open no later than May 27, 2025.

Instructor Information

Instructor:	Scott Coble
Office Location:	ACB-161
Office Phone:	615.898.2477
Email Address:	Scott.Coble@mtsu.edu (Please use this email address for all correspondences, rather the one in the D2L portal, thank you!) A student can expect to receive a response from the instructor within 48 hours of a student's email to the instructor unless notified of extenuating circumstances.
Office Hours:	There are no specific office hours during the summer session; however, I have designated Tuesdays and Thursdays from 9 AM – 1 AM to be available to schedule Zoom or in-person meetings with students upon request.

Course Information

Catalog Description

This course examines culturally appropriate practice issues that are essential considerations for effective service delivery, including African American families and other historically oppressed groups in the U.S.

Course Description

This course is designed to expand the student's awareness of both the cognitive knowledge and skills necessary to effectively interact with and serve culturally diverse populations. There is an emphasis on attitudes and competencies that are important in effective professional relationships.

Though the course is not exhaustive in its discussion of diverse populations, it will focus on cultural diversity and those populations who are more likely to be encountered by the students taking the course. This course will examine race and ethnicity as part of the national agenda. It will also examine how issues of individual and institutional racism and oppression continue to play out in the social structure of our society. The course will challenge students to examine their own contributions to the building or dismantling of this American and global social structure.

Prerequisites

N/A

Student Learning Outcomes

Upon successful completion of this course, the student will demonstrate the ability to:

- Describe one's own culture using critical reflection and self-awareness in acknowledgment of themselves as the experts of their own lived experiences and the clients as the experts of theirs;
- Demonstrate cultural humility and self-regulation to manage the influence that bias, power, privilege, and values have on their work with clients;
- Critically examine the dynamics of oppression and discrimination, especially for populations at risk, and how to appropriately intervene in an advocacy role geared toward social change;
- Apply knowledge of cultural diversity while advocating at all system levels; and understanding of values of diversity, human rights, and social, racial, economic, and environmental justice;
- Demonstrate cultural knowledge acquisition to inform engagement in practices that advance human rights to promote social, racial, economic, and environmental justice. and,
- Describe cultural factors that impact engagement, assessment, intervention, and evaluation with social systems.

Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS)

Competency 1: Demonstrate Ethical and Professional Behavior.
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice.
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice.
Competency 5: Engage in Policy Practice.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Successful completion of this course implies that the student has achieved competency in the following practice behaviors:

Competency	Practice Behavior	*Standardized Assignment	Dimensions
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	2.a. Advocate for human rights at the individual, family, group, organizational, and community system levels.	Cultural Competence Practice Paper	KSC & AP
	2.b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	Cultural Competence Practice Paper	KSC & AP
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	3.a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	Cultural Competence Practice Paper	KSC & AP
	3.b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.	Cultural Competence Practice Paper	KSC & AP

****MT ENGAGE DESIGNATED COURSE (optional)**

Connect, Reflect, Engage! In this MT Engage course, you will be an active learner who participates in a beyond-the-classroom experience and makes connections across learning opportunities. You will complete reflections that help you make sense of your learning and its value to your educational and career goals. To support a developing sense of yourself as a learner, upload at least one assignment from this course involving reflection to your OneDrive and create a folder named MT Engage so you can easily locate all the work from your MT Engage classes. Then, look back on this collection of your work later to assess your growth and identify the knowledge, skills, and abilities you have developed during your time at MTSU. The ** **Cultural Competence Practice Reflective Essay is the** designated **MTE assignment.** Additional information can be located under Course Assignments in the syllabus and the instructor will provide additional information in class. For more information, go to https://w1.mtsu.edu/mtengage/index.php

ePortfolio Statement: As part of the MT Engage program, students will build an ePortfolio presentation showcasing their ability to make connections across and reflect on various learning experiences. Students should be aware that ePortfolios are not to contain confidential personal information, and that a student's unauthorized storage or use of copyrighted works or proprietary information in an ePortfolio is prohibited. ePortfolio privacy: ePortfolios are private until the public link is shared (this access continues until the box is unchecked). ePortfolios are not internet searchable until they are posted to a host webpage.

Course Content Areas

I. Culturally Competent Perspectives
II. A Cultural Competence Framework
III. Culturally Diverse Groups
IV. Present and Future Directions

Course Materials

The course-required textbook, web-based management system **(**Lumivero Experiential Learning Cloud), NASW Code of Ethics booklet, and APA manual may be purchased at www.mtsu.bncollege.com.

Required Textbook

Diller, J.V (2019). *Cultural diversity: A primer for the human services* (6th ed.). Cengage.

Additional Required Reading

Lum, D. (2011). *Culturally competent practice: A framework for understanding diverse groups and justice issues* (4th ed.). Cengage (Chapters 1-7 uploaded in D2L)

Lumivero Experiential Learning Cloud [LELC] (formerly Tevera)

Lumivero Experiential Learning Cloud is a web-based data management system that the Department of Social Work uses to collect data for assessment, evaluation, and accreditation. It is an integral part of all core courses, including practicum education. Practicum candidates are expected to have an active LELC account. Candidates for the BSW and MSW programs will complete assignments, assessments, and time logs, which require an activated account. **There are no exceptions to this policy for social work majors.**

LELC is a one-time purchase that you will have lifetime access to. Once purchased, LELC must be activated. You **DO NOT** need to purchase and activate LELC a second time or for any subsequent courses. LELC is covered through financial aid with the University Bookstore only.

https://mtsu.bncollege.com/
https://knowledge.tevera.com/space/AS/622428297/Tevera+Purchase+Options

Recommended

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.

Supplementary Reading

The social work profession is guided by six core values: service, social justice, dignity and worth of the individual, importance of human relationships, integrity, and competence. Values and principles establish standards for social workers' behavior. Social work professionals must continuously develop their knowledge, skills, and judgment to ensure ethical practice. Students

are expected to review the professional ethics of social work as outlined by the following organizations:

International Federation of Social Workers (IFSW)	https://www.ifsw.org/global-social-work-statement-of-ethical-principles/
National Association of Black Social Workers (NABSW)	https://www.nabsw.org/page/CodeofEthics
National Association of Social Workers (NASW)	https://www.socialworkers.org/about/ethics/code-of-ethics,\

Standardized Examinations Requirements

1. **General Education Core** - All university graduates must complete a group of basic courses known as the General Education Core. Undergraduate students demonstrate their basic knowledge by taking a General Education exam the semester they graduate. MTSU's current General Education exam is the California Critical Thinking Skills Test (CCTST). The exam is given to all seniors who will graduate with a bachelor's degree. Test dates are scheduled during the summer, fall, and spring semesters. Testing sessions last approximately one hour online. The exam is online at the University Testing Center in the KUC. You will take this exam on your own time, not class time. For additional information, you may send an email to iepr@mtsu.edu.
2. **Area Concentration Achievement Test (ACAT)** - All graduating seniors at MTSU must take a Major Field Test. For social work, the Major Field Test is the Area Concentration Achievement Test (ACAT) which assesses content knowledge and retention by students at the completion of their major field of study. This is an online exam. **Students should schedule the above major field tests by visiting the website** https://w1.mtsu.edu/testing/online.php**.**

For both exams, students who are registered with the Disability Access Center (DAC) will need to check to see if they are eligible to waive the exams. To receive a waiver of exams, students must check with DAC at 615-898-2783 or dacemail@mtsu.edu. Additional information regarding these examinations can be found at https://w1.mtsu.edu/iepr/field_test.php.

Graduation Information

Additional graduation information may be found at https://w1.mtsu.edu/one-stop/index.php.

Academic Integrity/Misconduct

Please review the Academic Misconduct and information on Academic Integrity and Misconduct. Academic integrity is a hallmark of Middle Tennessee State University. We expect students to present original work for all academic assignments turned in for credit and appropriately credit all sources used. Academic misconduct includes, but is not limited to:
1. Plagiarism: Plagiarism includes, but is not limited to, the adoption or reproduction of ideas, words, statements, images, or works from another source as one's own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of

another academic exercise and uses it without proper citation of its reuse. Plagiarism also includes the unauthorized use of paraphrasing tools or "text spinners" and artificial intelligence software.

2. Cheating: Cheating includes, but is not limited to, using or attempting to use unauthorized materials, information, or aids in any academic exercise or test/examination. Cheating also includes unapproved collaboration, which occurs when a student works with others on an individual academic exercise without the express permission of the faculty member. Unapproved collaboration can also include, but is not limited to, sharing of any physical or electronic papers, exams/quizzes, assignments, and/or posting of same to unauthorized websites.
3. Fabrication: Fabrication includes, but is not limited to, unauthorized falsification or invention of any information or citation in an academic exercise.

Academic misconduct includes using information online without proper citation, copying parts of other students' work, creating information to establish credibility, or using someone else's thoughts or ideas without appropriate acknowledgment. If you have a question about an assignment, please ask me to clarify. All cases of academic misconduct will be reported to the Director of Student Academic Ethics and may result in failure on the test/assignment or for the course.

Students guilty of academic misconduct are immediately responsible to the class instructor. In addition to other possible disciplinary sanctions (including suspension from the university), which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or zero for an activity or to assign an "F" for the course. Students accused of plagiarism will be immediately reported to the Director of Student Academic Ethics.

If applicable, the instructor will submit materials to Turnitin, an online plagiarism detection service. Students are expected to review the Turnitin report generated for their assignments and self-check for plagiarism. Resources on proper citation techniques are available within the course modules or through the University Writing Center.

Student Evaluation

Student evaluation may include but is not limited to quizzes, discussion board activities, exercises, in-class assignments, written assignments, and oral presentations.

Course Evaluation

Course evaluations will be conducted through the Middle Tennessee State University student evaluation system. Students are welcome to provide individual suggestions and comments. Faculty peer evaluations may also be utilized at the instructor's discretion.

Make-Up Policy

A calendar of due dates for course assignments is provided in the syllabus and D2L. **Late assignments are not accepted.** Extenuating circumstances will require substantiation.

Attendance Reporting

Class attendance is expected and will be monitored to keep the students on track. MTSU requires that instructors complete an attendance report for each course at midterm and the end of each semester. The student is also expected to participate in all interactive aspects of the course (in-class and online). For example, you must communicate with other students via emails and chat discussion board exchanges. **Students are also expected to check their D2L email regularly for announcements and instructions regarding class assignments.**

Course Requirements

Class Attendance, Participation, and Professionalism- Students are expected to attend class and exhibit mutual respect, active involvement, and professional behavior and language in the course. Mutual respect and active involvement are expected in class. Students must follow the Academic and Professional Standards of the Department of Social Work (see the MT Social Work Student Handbook). If the instructor notices a student's lack of participation trends, an in-person or virtual meeting may be called to address participation issues.

There are four (4) assignments in the course. Students in this face-to-face version of the course can submit assignments in class or via D2L at the instructor's discretion. All assignments will utilize APA 7th edition format. Course assignments will be submitted in D2L. A student should label assignments as such:

Submit **all assignments to the corresponding Dropbox in D2L.** ALL written assignments MUST be submitted using MS Word (not PDF or Google Docs). Title the assignment as follows: Last Name_First Name Initial-SW 3200-D02-Annotated Bibliography (e.g., Hope_I-SW 3200-D02: Annotated Bibliography).

1. **Online Discussions-** Students will complete **five (5)** discussions in addition to the Introduction Orientation (ungraded). Discussions will focus on textbook readings and related materials. Online discussions open on Sundays at 6:00 AM and close on Saturdays at 11:59 PM unless otherwise noted in the course schedule. Further details can be found in D2L. Please note the specific instructions associated with two of the five discussions listed below.

    o **Discussion 1 [Orientation Discussion]-**Students will begin the course by reviewing the video of Dr. Martin Luther King Jr.'s iconic "*I Have a Dream Speech*," and reading the actual written speech, then post the following to the designated Discussion Board (minimum of **300 words)**:

        a. Provide a brief analysis to this speech and the message it provides;
        b. Discuss progress (or lack of) the advocacy role has made toward social change (i.e., inequality, racism, discrimination, etc.
        c. Discuss the relevance of Dr. King's speech in current times.
        d. Discuss why social workers or human professionals may want to advocate for change; and,
        e. Synthesize what was learned and how it may affect professional practice.
        f. Students must also respond to at **least two of their classmates' posts**. This response should be a thoughtful and qualitative response to the comments.

o **Discussion 2** - Population and Topic Selection Assignment for the Cultural Competence Paper

Assignment Overview
Each student will submit their selected vulnerable population (see Figure 1) and research topics (see Figure 2) for the Cultural Competence Practice Paper. Students must include a brief rationale explaining their selection.

- Failure to submit a selection and rationale will result in the instructor assigning both the population and topic areas for the student.
- In addition to submitting your selection, you are required to respond to at least two of your classmates' posts. Your responses should be thoughtful, qualitative, and engaging, demonstrating critical thinking and contributing meaningfully to your peers' exploration.

Required Reading
Review Diller (2019), Chapters 11–19, to inform your understanding of the cultural groups and associated topics.

Figure 1: Cultural Group Selection (Diller, 2019)	Figure 2: Topic Selection
African Americans	Dynamics of Oppression and Discrimination
Arab and Muslim Americans	Demographics (Age/Gender; who is included/excluded in the group)
Asian Americans	Family Life (e.g., family member and age roles)
Immigrants and Refugees	Religion and/or Spirituality
Individuals with Disabilities	Prominent Health Issues
Latinos/as Americans	Evidence-Based Interventions
LGBT Americans	Gender Roles, Marriage, and Child Rearing
Native Americans	Historical Factors and Milestones
Women	Major Economic Barriers
	Engagement and Assessment Practices
	Beliefs and Customs Around Death and Dying
	Portrayal in the Media
	Prominent Mental Health Issues
	Social Movements
	Help-Seeking Behaviors
	Poverty, Wage Gaps, and Employment
	Perceptions of Time and/or Space

Here is an example of a complete submission for this assignment:

Selected Cultural Group (Figure 1): LGBT Americans
Selected Topics (Figure 2): Religion and/or Spirituality, Portrayal in the Media, Marriage and Child Rearing

Rationale:
I selected LGBT Americans as the focus for my Cultural Competence Practice Paper due to the historical and ongoing marginalization this group faces across multiple societal systems. As a friend of someone in this community and a social work student, I believe it is imperative to deepen our understanding of the unique cultural dynamics, challenges, and resilience strategies of LGBT individuals. The selected topics—Religion/Spirituality, Portrayal in the Media, and Marriage/Child Rearing—are particularly interconnected in shaping the lived experiences and societal perceptions of LGBT Americans. Religion has historically been a site of both exclusion and emerging inclusion, influencing identity development and community acceptance. Media portrayal often either reinforces harmful stereotypes or affirms diverse identities and relationships. Finally, marriage and parenting rights have been central to legal and cultural debates, especially following the legalization of same-sex marriage and the ongoing fights for parental recognition and adoption equality. Exploring these themes together allows for a comprehensive understanding of how cultural norms and institutional power affect LGBT families and individuals (Diller, 2019). This analysis will be critical in developing culturally competent practice skills and advocating for inclusive policy change.

References

Diller, J.V (2019). *Cultural diversity: A primer for the human services* (6th ed.). Cengage.

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2. ***Cultural Competence Practice Paper** -The Cultural Competence Practice Paper compiles course content and is the department's Standardized Assignment for Cultural Diversity. In addition to a numeric grade, the assignment will be used to calculate scores for achieving specific competencies. The instructor will provide students with a competency report before the end of the semester (see attached).

    The purpose of this is assignment is for the student to (1) examine the dynamics of oppression and discrimination, especially for populations at risk, (2) apply knowledge of cultural diversity to individual development and behavior, (3) appropriately intervene in an advocacy role geared toward social change, and (4) develop the ability to demonstrate an understanding of values of diversity, human rights, and social and economic justice, and (5) understand from the various system levels (micro, mezzo, macro). Students will complete this assignment using their selected vulnerable population from the Diller (2019) textbook and topic selections (Figures 1 and 2). The assignment expands the student's awareness of the cognitive knowledge and skill necessary to effectively interact

with and serve culturally diverse populations utilizing the social work cultural competence framework (refer to Lum, 2011, chapters 4-7 in D2L). The cultural competence framework has three functions: awareness, knowledge, and skill.

This assignment should be 6-7 pages (excluding title and reference pages). This assignment will utilize APA format. The paper will include at least five (5) professional references and eight (8) in-text citations. References should be from scholarly publications and peer-reviewed. Articles and/or books must have been published in the past ten (10) years.

Included in the assignment should be the most salient themes and issues reflective of the cultural group that has been researched. The student will discuss the learning from both Diller (2019) and Lum (2011) that will be useful to their professional practice endeavors, but especially with the members of the group they researched. The student is encouraged to incorporate resources and course assignments. The paper should include the following items and utilize the items in bold as headings:

1. **Introduction**
   a. Identify the population data related to age, gender, etc. (i.e., LGBT, African Americans, etc.)
   b. Discuss major economic and health issues.
2. **Historical Perspective**
   a. Provide a brief historical timeline of the major social experiences of the group (i.e., oppression, alienation, discrimination, etc.)
   b. Provide major historical milestones and/or social movements (i.e., Suffrage, Stone Wall, Civil Rights, etc.)
3. **Dimensions of Health Factors**
   a. Discuss the major cause of morbidity and mortality.
   b. Discuss major health barriers.
4. **Dimensions of Economic Factors**
   a. Discuss poverty, employment, and wealth gaps.
   b. Discuss major economic barriers.
5. **Dimensions of Religion and Spirituality**
   a. Discuss the major religion practiced by the group.
   b. Discuss similarities and differences between the dominant religions.
6. **Traditions of the Culture**
   a. Discuss the **lifespan** characteristics of the group (i.e., marriage, childrearing, etc.)
   b. Discuss ideology on death and dying, help-seeking behaviors, rearing, etc.).
7. **Cultural Competency Practice**
   a. Cultural competency practices to effectively serve the group include counseling practices, individual and family approaches, perception of time, space, gender roles, etc.
   b. Discuss the relevance of the cultural competence framework to the artistic group.

   c. Discussion of the limitations of the social work cultural competence framework

  8. Self-Awareness
   a. Discussion of how you identify yourself racially/ethnically/culturally.
   b. Discuss how your sense of race/ethnicity or culture has changed.
   c. Discuss your reactions, feelings, thoughts, or concerns when you think about working professionally with members of this group.
   d. Discussion of what kinds of answers, information, learning experiences, contact, and so forth you need to become more comfortable with members of this group.

  9. Conclusion -The student must include a conclusion paragraph that addresses the essay's entire body.
   a. Discuss one strategy social workers or human service professionals can use to promote social and economic justice rights.
   b. Synthesis of what was learned and how it may affect professional practice (i.e., managing personal biases and values)
   c. c. Students will state what they gained from the assignment and how it is useful to their process of truly becoming culturally competent professionals.

3. ****Cultural Competence Practice Reflective Essay**- The student will complete a 2–3-page reflective essay of the Cultural Competence Practice Paper. This assignment facilitates reflection and integrative thinking of student learning. The student will utilize Borton's Framework of Reflection (Borton's Reflective Framework in D2L). Borton's Reflective Framework helps describe what happened (What?), analyze what happened (So What?), what to do next, and what the learning experience means [for future practice] (Now What?). The student may add this essay to their ePortfolio.

  This reflective essay will be assessed utilizing the MTE Signature Assignment Rubric (in D2L) and should include the following items:
  a) Describe your experiences as you investigated and presented your findings; how were these experiences similar or different when compared to life experiences and other academic course assignments *(MTE Indicator 1: Connections to Experiences)*;
  b) Examine how you connect learning experiences from your social work and other academic course assignments towards the Cultural Competence Practice Paper *(MTE Indicator 2: Connections to Discipline)*;
  c) Examine how you can adapt and apply information to new situations *(MTE Indicator 3: Transfer)*; and,
  d) Synthesis of what you learned and how it may affect your practice as a social worker or other human service professionals (MTE Indicator 5: Reflection and Self-Assessment).

4. **Quizzes-** The student will complete **two (2)** quizzes covering course material, including readings from Diller (2019) and Lum (2011) textbooks, and any other course materials posted on D2L. These quizzes assess comprehension of course content and help reinforce key concepts. Quizzes open on Sundays at **6:00 AM** and close on Saturdays at **11:59 PM** unless otherwise specified. Refer to the course schedule for exact dates. Quizzes consist of multiple-choice and true/false questions, with 30 questions and a 35-minute time limit, which is

enforced.

Students must work independently and refrain from sharing quiz questions or answers. Access quizzes through D2L at http://elearn.mtsu.edu instead of Pipeline MT. Save each answer as you proceed to ensure progress is not lost due to computer crashes or internet issues. If a disruption occurs, students can reboot their computers or wait for internet connectivity to resume.

Grade Distribution

Discussions (1 @ 40 points; 4 @ 10 points)	80 Total Possible Points
*Cultural Competence Practice Paper	125 Total Possible Points
**Cultural Competence Practice Reflective Essay (MT Engage)	35 Total Possible Points
Quizzes (2 @ 30 points each)	60 Total Possible Points
Total:	**300 Total Possible Points**

- The student's final grade for the course will consist of a sum of points earned in all assignments, discussions, and any extra credit attempted.
- There are **300** total points possible in this course. The grading scale contains the point value that accompanies the letter grade.
- Note that grades are related to and reflect the expected learning outcomes of the course. **Students must earn a grade of "C-" in this course to graduate with a degree in social work**.

Extra Credit Opportunities: If any extra credit opportunities become available, they will be posted in the News Feed/Bulletin Board with the specific instructions, points available, and deadline for completion.

Grading Procedure

Assignments allow students to apply the course material, with grades reflecting both task completion and the quality of work. The grading scale for all assignments is outlined in Table 1:

Table 1. *Grading Scale for All Assignments*

Points	Percentage	Letter Grade
270-300	90-100	**A**
240-269	80-89	**B**
210-239	70-79	**C**
180-209	60-69	**D**
≤ 179	≤ 59.9	**F**

Students must actively participate in discussion boards and complete all assigned readings and tasks. Unless otherwise noted, written assignments must follow APA 7th edition formatting and be submitted by the designated due date. All work should be carefully proofread before submission.

Grades are determined by participation in discussions, the quality and timeliness of assignments, and adherence to course requirements. As outlined in Table 1, final grades will be calculated based on the percentage of total points earned.

Use of Artificial Intelligence (AI) Tools

In this course, students are encouraged to use AI-powered tools (e.g., ChatGPT, Grammarly, or other writing assistants) as supportive resources during the early stages of the academic writing process. This includes:

- **Brainstorming** topics or ideas for assignments
- **Researching** for valid sources or identifying key concepts to explore further
- **Creating outlines** to organize content logically
- **Structuring papers** and developing thesis statements
- **Editing and revising** your own writing for clarity and coherence

The goal is to help students refine their own thinking, enhance their writing skills, and engage critically with course material. These tools should serve as aides—not substitutes—for your own academic work. All final submissions must represent your **original thought, analysis, and academic voice.**

Use of AI-generated content to write full or substantial portions of an assignment will be treated as a serious academic integrity violation. If an assignment appears to be written by AI or lacks signs of authentic student engagement, the student will be required to meet with the instructor. If the concerns are substantiated:

- The assignment will receive a **grade of "0"**
- The matter will be formally referred for review under **MTSU's Academic Integrity Policy**, which may result in disciplinary action, including appearing before an academic integrity board

This is a **Social Work course**, and therefore, the **NASW Code of Ethics** applies regarding standards of professional behavior, honesty, and academic integrity. Students are expected to uphold the ethical values of the profession in all aspects of their academic work.

Mid-Term Grades

The mid-term grade reflects the total points earned by mid-semester. For instance, if a student accumulates 200 out of 250 points by this time, their mid-term grade would be a B (200 / 250 = 0.80 or 80%). Final grades will be calculated based on all points earned throughout the course.

Incomplete Grades

Incomplete grades are granted only in rare and extenuating circumstances. MTSU's Undergraduate Catalog states, "The grade I indicates that the student has not completed all course requirements due to illness or other uncontrollable circumstances, particularly those occurring near the end of the term. Simply failing to make up work or submit required

assignments on time does not qualify for the grade of I unless the stated extenuating circumstances are deemed acceptable by the instructor." Please consult the Undergraduate Catalog under the [Grades (Marking System)](#) section.

Instructor Comments

Syllabus Changes

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessary during the term, the instructor will immediately notify students of such changes both by posting both the notification and the nature the of change(s) on the course bulletin board.

Student Resources

[Frequently Used Student Resources](#)

Communication Guidelines

Communications—virtual and face-to-face—are expected to be free of microaggressions and racist remarks, actions, and behaviors. Microaggressions are comments or actions that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group, such as a racial minority ([Merriam Webster, 2024](#)). Even when unintentional, such behavior merits discussion and can be a learning opportunity for the entire class. I have provided [examples of microaggressions](#).

Feedback
- A student can expect to receive a response from the instructor within 48
- hours of a student's email to the instructor unless notified of extenuating circumstances.
- A student should expect to receive weeks of the assignment deadline unless notified of extenuating circumstances.
- Assignments must be submitted to Dropbox and will not be accepted via email.
- A list of assignment deadlines is located on the calendar in D2L.

Email

Per the [Family Educational Rights and Privacy Act (FERPA)](#), all course communication will be conducted using D2L email. Faculty will not respond to student emails via a non-institutional assigned email account (e.g., a Gmail or yahoo account). It will be important that you:
- include a concise subject line, body, and closing in all of your emails (use standard fonts);
- avoid inflammatory (or antagonistic criticism) and avoid sending insulting, abusive, or threatening remarks;
- Remember that email is not necessarily private;
- Do not spam others;
- include a name on the signature line;
- Do not send large attachments without permission;
- Do not to use special formatting (such as centering, audio messages, tables, HTML, etc.); and,

- Respect the privacy of other class members.

Discussion Board Rules

Follow these directions when posting on the discussion board. To receive full credit, please ensure the following:

- Review and Respond: Carefully review the discussion instructions and craft an initial post that fully addresses all the questions, using information from your textbook(s) and/or relevant outside readings.
- Engage with Peers: Respond to your classmate(s)' posts (whether it is one or two peers will depend upon the assignment, so read those specific instructions carefully).
- Maintain Proper Formatting: Adhere to the required format and remember that proper capitalization, grammar, and academic writing standards are expected.
- Cite Your Sources: Use proper in-text citations and include a References section when citing scholarly sources in your initial post.
Each initial post MUST be a minimum of 250 words unless otherwise noted. Responses are to be video messages and must be one – three minutes in length.

Formatting Requirements for Original Post:

1. Read and Respond: Begin by thoroughly reading the discussion question, ensuring that your response addresses all elements.

2. Draft in Word: Write your initial post in the Word app. Download the app, if you have not done so already; it's free. You do not use the Word online version – the formatting will not copy correctly. Adhere to APA 7th edition guidelines. Use Times New Roman, 12-point font, double-spacing, and indent the first line of each paragraph. If you cite scholarly sources, ensure that in-text citations and the References section are correctly formatted. Note: Each student has a paid subscription by virtue of being a student at MTSU. Just log in to the Word App using your student email and password, and you are all set.

3. Save Your Work: Create a dedicated folder on your computer, OneDrive, or another storage platform to save all your initial discussion posts for the class.

4. Post to the Discussion Board:

- Click on "Start a New Thread."
- Title your post with your last name followed by the discussion number (e.g., "Coble Discussion 1" or "Coble DB 1").
- Copy your text from the Word document and paste it into the body of the post field.
- Ensure the formatting remains consistent after pasting.
- Click "Post."

Final Review: Review your submission after posting to confirm the formatting is correct.

5. Full Credit Criteria: To receive full credit, your initial post must be thorough, demonstrate a clear understanding of the discussion topic, and be supported by insights gained from your textbook(s) and outside resources. Also, The initial post for the discussion should be completed by the specific deadline as indicated in the course outline of the syllabus. The replies to your classmate(s)' posts should be completed within two days after the initial post is due.

Video Messaging: How to Reply in Discussion Board Posts

1. Select the Post: Choose the original post you want to reply to and click "Reply to Thread."

2. Identify Your Reply: In the message body, type your last name followed by "Reply" (e.g., Coble Reply).

3. Record Your Video:

- Scroll down and select "Record."
- Click on "Record Video" to start recording directly within D2L.
- If you've already recorded a video using another device (e.g., phone, computer), you can upload it by selecting "Upload File" at the top. However, it's easier to record directly in D2L by selecting "New Recording" (your face should appear on the screen).
- Begin recording, and when finished, click "Stop Recording."
- Click "Add" to attach your video.

4. Finalize and Post:

- On the next screen, ignore the "Media Capture" fields and just select "Add."
- Click "Post" to submit your video reply.

Your video reply will now appear under the original post. PLEASE practice how to do video messaging if you have not used it before during the Introductory Discussion. Technical issues or just general problems replying using video messaging will not be excused, and points will be deducted if not completed as stated in the instructions above

Technical Support

Students who experience technical problems including, but not limited to, logging into their course, timing out of their course, and using the course website tools are encouraged to contact the MTSU Help Desk online (24/7) or at 1-615-898-5345.

Students with Disabilities

Middle Tennessee State University is committed to campus access in accordance with Title II of the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973. Any student interested in reasonable accommodations can consult the Disability & Access Center (DAC) website, https://w1.mtsu.edu/dac/index.php mailto:and/or contact the DAC for assistance at 615-898-2783 or dacemail@mtsu.edu. Accommodations are not provided unless they are approved in advance by the Disability Access Center.

Scholarship Information

The MTSU Scholarship Application opens each year on **October 1**, with a due date of **February 15.** Go to www.mtsu.edu/scholarships/opportunities and log in using your Pipeline MT username and password. Once logged in, complete the General Scholarship Application and the Supplemental Application, where social work-specific scholarship questions are located. To learn more about the Department of Social Work awards and scholarships, visit https://w1.mtsu.edu/socialwork/scholarships.php.

Hope (Lottery) Scholarship Information

Do you have a lottery scholarship? To retain the Tennessee Education Lottery Scholarship eligibility, you must earn a cumulative TELS GPA of 2.75 after 24 and 48 attempted hours and a cumulative TELS GPA of 3.0 thereafter. A grade of C, D, F, FA, or I in this class may negatively impact TELS eligibility.

If you drop this class, withdraw, or stop attending this class, you may lose eligibility for your lottery scholarship, and you may not be able to regain eligibility.
For additional Lottery rules, please refer to your Lottery Statement of Understanding form or contact your MT One Stop Enrollment Counselor.

Grade Appeals

University Policy 313, Student Grade Appeals, provides an avenue for MTSU students to appeal a final course grade in cases in which the student alleges that unethical or unprofessional actions by the instructor and/or grading inequities improperly impacted the final grade.

Title IX

Students who believe they have been harassed discriminated against, or been the victim of sexual assault, dating violence, domestic violence or stalking should contact a Title IX/Deputy Coordinator at 615-898- 2185 or 615-898-2750 for assistance or review MTSU's Title IX website for resources. MTSU faculty are concerned about the well-being and development of our students and are legally obligated to share reports of sexual assault, dating violence, domestic violence, and stalking with the University's Title IX coordinator to help ensure students' safety and welfare. Please refer to MTSU's Title IX website for contact information and details.

Outreach and Support Programs

The MTSU community is committed to the academic achievement of each student, and we know that struggling to address basic needs can affect a student's ability to perform academically. If you are having trouble finding a safe and stable place to live or enough food to eat, please contact https://mtsu.edu/one-stop/outreach.php or 615-898-2808, or come by the MTSU Food Pantry at the MT One Stop, or speak with your instructor to get the assistance and resources you need.

D2L Assistance

Students needing assistance with the D2L system are encouraged to contact the support staff at 615-904-8189 or visit https://elearn.mtsu.edu.

Writing Assistance

Students are expected to use good academic English; grades will be lowered for poor grammar, syntax, or spelling. The University Writing Center (UWC) offers *free writing assistance* for any writing assignment in any class. The UWC staff, comprised of English graduate assistants, works with students to develop the skills necessary to become confident, competent writers by providing one-to-one consultations and helpful handouts. The Writing Center offers many online services as well, including a Grammar hotline for quick questions, a learning environment system (LES) email dropbox and chat room, and a website filled with helpful handouts, exercises, and resource links for individual work. Check the Center website for hours. Access to online services is available 24/7. Additionally, students may refer to the MTSU James E. Walker Library website (https://library.mtsu.edu/home).

Tutoring

Student tutoring resources include the University Computer Labs and the University Writing Center. Other tutoring resources are available on the Student Support website.

MT Engage Training and Resources

Additional information can be found at https://w1.mtsu.edu/mtengage/student_resources.php.

The True Blue Pledge
I am True Blue
As a member of this diverse community, I am a valuable contributor to its progress and success. I am engaged in the life of this community. I am a recipient and a giver. I am a listener and a speaker. I am honest in word and deed. I am committed to reason, not violence. I am a learner now and forever. I am a BLUE RAIDER. True Blue!
Revised January 16, 2020
FITC

SW 3200-D01 Course Schedule Summer 2025 (S5A)

A detailed schedule is provided in D2L. Unless otherwise specified, readings will come from Diller (2019) and Lum (2011).

DB=Discussion Board		*Standardized Assignment		**Signature Assignment	
Module/Week		**Topic**	**Readings**	**Assignments/Activities**	**Due Date**
Module 1	5/27-5/31	Cultural Competence Basic/Introduction of Social Context-Human Rights and Social and Economic Justice	Syllabus Diller chapters 1, 2, & 4; Lum chapters 2, 3	Introduction DB (ungraded) DB 1 (Orientation) DB 2	5/27-5/31 5/27-5/31 5/27-6/7
Module 2	6/1-6/7	Culturally Diverse Groups	Diller chapters 3, 5, & 6 Lum chapter 1	DB 3	6/4-6/7
Module 3	6/8-6/14	Framework for Cultural Competence	Diller chapters 8 & 9; review of previously covered chapters to prep for Quiz 1 Lum chapter 4	DB 4 Quiz 1 EC #1 – CCPR Essay Review	6/8-6/14 6/13 6/13
Module 4	6/15-6/21	Cultural Awareness, Knowledge, Acquisition, and Skill Development	Lum chapter 5, 6, & 7	DB 5 ***Cultural Competence Practice Paper**	6/15-6/21 6/21
Juneteenth 2025					6/19
Module 5	6/22-6/26	Strategies for Cultural Competence Growth and Practice	Diller chapters 7 & 10 Lum chapters 4-7	Quiz 2 ****Cultural Competence Practice Reflective Essay**	6/26 6/26

For more information, visit Academic Calendar, https://w1.mtsu.edu/calendar_academic.php

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SW 3200: Cultural Diversity: Competency for Practice
Cultural Competence Practice Paper

Semester   Year   Instructor:

Section #   Student's Name

Please assess student competency in the following area(s) using the rubric below. Remember to consider competency holistically, considering the application of knowledge, values, skills, and cognitive and affective processes (critical thinking, affective reactions, and exercise of judgment).

Levels of Assessment

Not proficient:	Not able to demonstrate basic competency.
Beginning:	Unable to demonstrate more than basic competency.
Competent:	Demonstrates basic competency.
Advanced:	Demonstrates more than basic competency.
Proficient:	Demonstrates ability to articulate and apply competency.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Behavior	Not proficient (0)	Beginning (1)	Competent (2)	Advanced (3)	Proficient (4)	Score
2.a. Advocate for human rights at the individual, family, group, organizational, and community system levels.	☐	☐	☐	☐	☐	
2.b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	☐	☐	☐	☐	☐	

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

3.a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	☐	☐	☐	☐	☐	
3.b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences	☐	☐	☐	☐	☐	
COMMENTS						