



Contemporary Social Work Issues & Practice

SESSION 2

+ Review (Session 1)

- The “-isms”
- The Privilege Walk - Power, privilege and Oppression
- *Social Justice Perspective, Intersectionality Perspective and Anti-Racist Theories*
- Minority Development Model and White Development Model
- Monoculturalism Ethnocentrism
- Cultural Competency Model
- *The three eras of social work (Moral, Social and Applied Social Science Reforms)*
- Anti-Oppressive Practice



Session	Coverage
<p>1 (28/9)</p>	<ol style="list-style-type: none"> 1. Evolution of social work 2. Cultural Identity Development, Group Membership & Power 3. The “-Isms” (Oppression) 4. Social Justice – Understanding Agent, Target & Power 5. Intersectionality 6. Privilege (with guest speakers from the community) 7. Race/Cultural Identity Development Model (Minority) 8. Ethnocentric Monoculturalism
<p>2 (12/10)</p>	<ol style="list-style-type: none"> 1. Multidimensional Model of Cultural Competence 2. Multicultural Social Service Agencies Six Stages of Culturally Competent Practice Working across Agencies 3. Values / Ethics of Social Work (with guest speaker, Bavani Pillai) 4. Reflective Vignettes & Case Studies
<p>3 (19/10)</p>	<ol style="list-style-type: none"> 1. Social Construction & Policy Design 2. Incorporating advocacy in assessments & Advocacy Strategies (with guest speaker, Jolovan Wham) 3. Social Work and Advocacy 4. Force Field Analysis
<p>4 (26/10)</p>	<ol style="list-style-type: none"> 1. Family Violence (with guest speaker, Udia Kumar) 2. Homelessness 3. Review & Preparation TMA Assignment Due 23:55 50%
<p>13/11</p>	<p>7.30pm-10.30pm EXAM (50%)</p>

Culturally Competent Practice

Multidimensional Model of Cultural Competence (Sue, 2001)

Culturally competence:

The process by which individuals and systems respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions and other diversity factors in a manner that recognises, affirms, and values the worth of individuals, families and communities and protects and preserves the dignity of each.

Four components:

1. Awareness of own values, biases and assumptions about human behaviour
2. Understanding the worldviews of culturally diverse clients
3. Developing appropriate intervention strategies and techniques
4. Understanding organisational and institutional forces that enhance or diminish cultural competence

+ Different groups, different lived experiences

Sameness in differences

SW: “I am a Chinese single mother, I understand what it means not to have support for childcare and the stigma even though I am of a different race”

Differences

SW: “The family owes \$20K in debts, but they continue to pay the pawn shop \$500 every month to keep their gold without any hope of redeeming the receipt. Why!”

SW: “This savings plan provides the best interest rate for savings and it will help them to save up cash to pay for down-payment of their house. Why does the family insist that they do not want to save with this bank?”

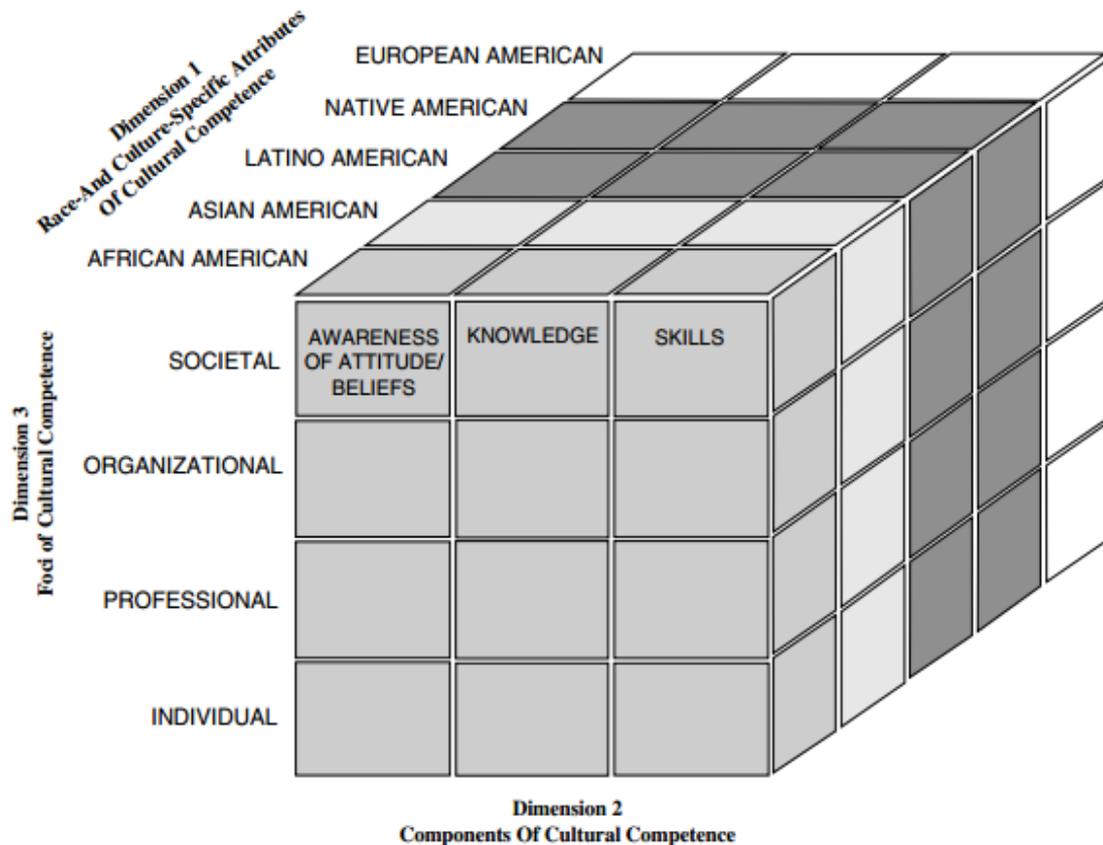
Differences in Sameness: “A lot of people from South Asia who reject social workers from their own community. Clients don’t want their community to know their issues, so therefore it should not be someone from their culture. There is a lot of advice going around that we will disclose or we gossip about our own people”

Culturally Competent Practice

Multidimensional Model of Cultural Competence (Sue, 2001)

Integrates 3 features:

- 1) Need to consider specific cultural worldviews
- 2) Components of cultural competence (Awareness, Knowledge & Skills)
- 1) Foci of cultural competence

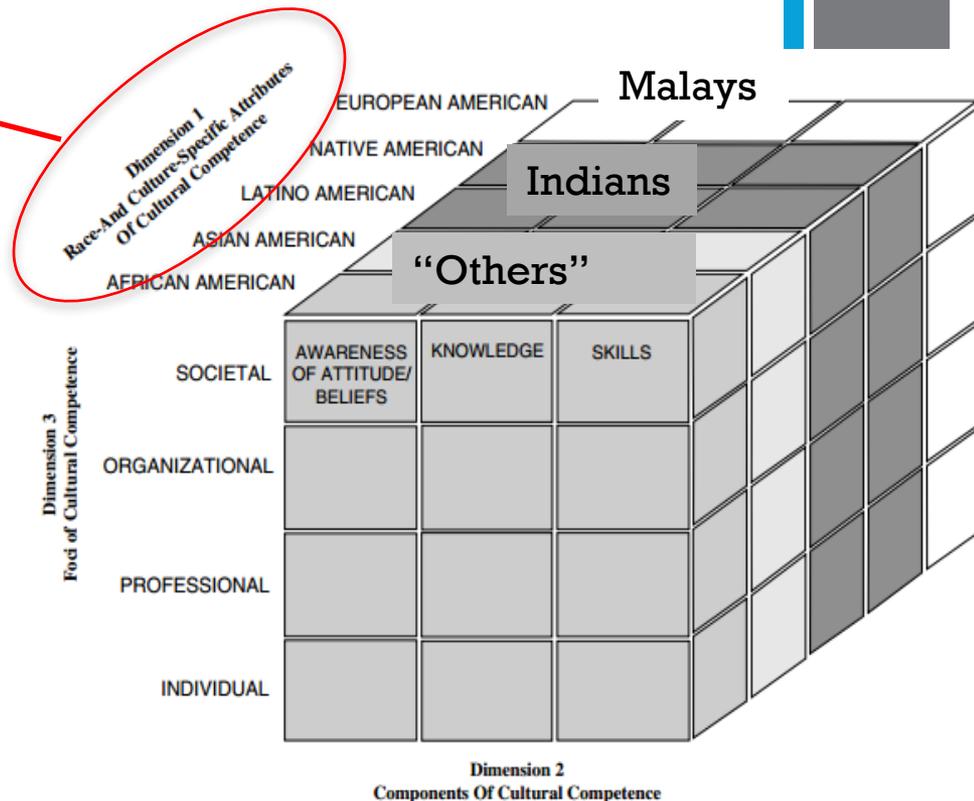


Culturally Competent Practice

Multidimensional Model of Cultural Competence (Sue, 2001)

Dimension 1: Group specific worldviews

- Standard principles (*Qn: How do they become "standard" – White-Norm Literature in Asia?*) of helping are culturally bound and are at odds with the cultural norms and expectations of racially and ethnically different people.
- Differences associated with:
 - Race / Ethnicity
 - Sexual orientation
 - Gender identity
 - Physical ability
 - Age
 - Religion
 - SES



WATCH VIDEOS

What kind of Asian are you? (Intersecting Identities & Stereotypes)

https://www.youtube.com/watch?time_continue=114&v=DWynJkN5HbQ

When you are Asian, but only speak English (Majority as norm)

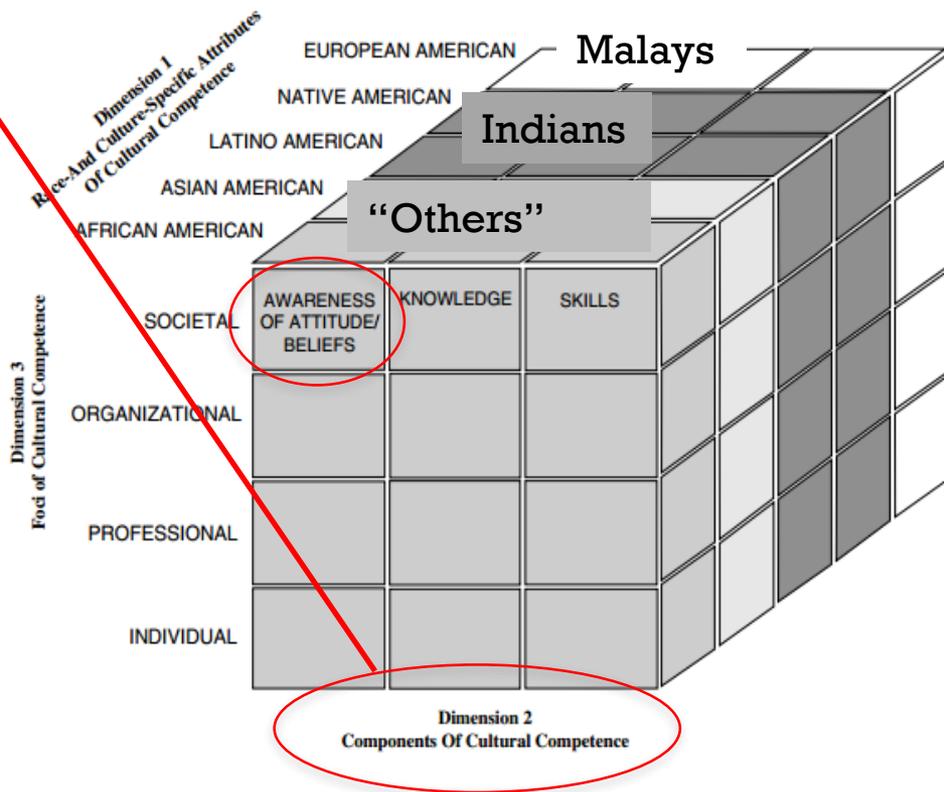
https://www.youtube.com/watch?time_continue=26&v=Gy6YI-EGGvE

Culturally Competent Practice

Multidimensional Model of Cultural Competence (Sue, 2001)

D2: Components of Cultural Competence | Awareness of Attitudes/Beliefs

- Critically examine own cultural background, identity and membership in groups [at birth (i.e.: privilege / oppression), or acquired in life]
- Whether there's a need to increase our knowledge about others (e.g.: honoring history, culture, language, traditions), understand our fears and unfair beliefs about others' culture
- Recognizing the need to look for strategies to change detrimental beliefs (Not enough to be practicing tolerance for differences)
- Recognizing need to identify strategies to enrich self awareness
- Figuring how to like in spite of differences

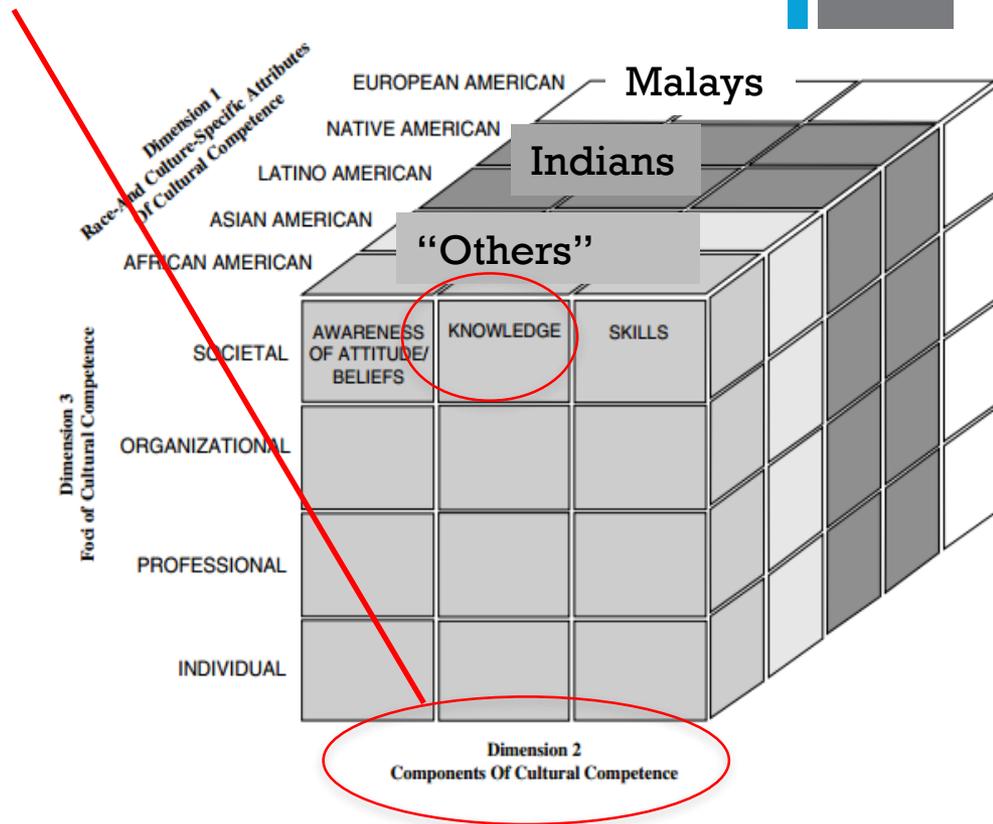


Culturally Competent Practice

Multidimensional Model of Cultural Competence (Sue, 2001)

D2: Components of Cultural Competence | Knowledge

- Seek out different cultural knowledge
- Be vulnerable and open to be challenged about own cultural assumptions, values, beliefs.
- Demonstrate knowledge of power relationships (*that it is likely that your beliefs and values are shared by many, thus it seems more "prevalent" and that it can drown minority voices*)
- Identify limitations of theoretical practice
- Recognize and read widely on the meaning & impact of diversity and representation

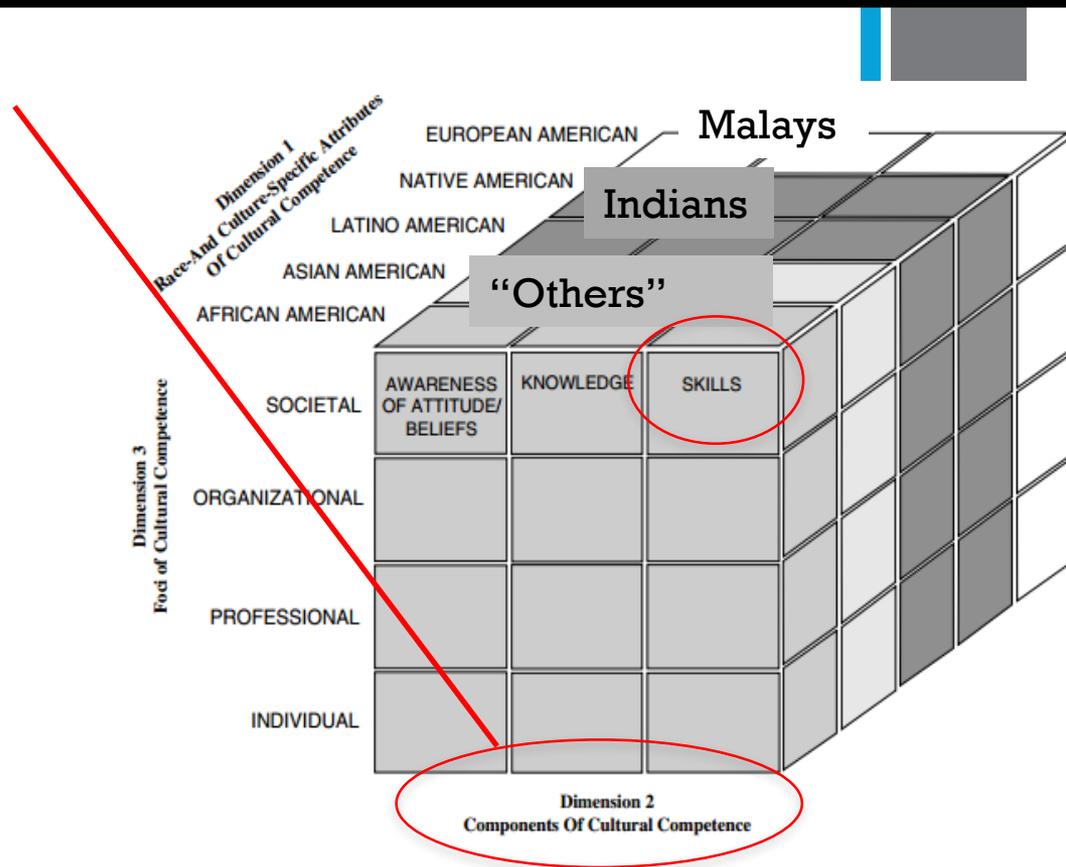


Culturally Competent Practice

Multidimensional Model of Cultural Competence (Sue, 2001)

D2: Components of Cultural Competence | Skills

- Take real specific steps to interact with persons from a wide range of cultures, identities, groups
- Learn proficiency and courage to discuss differences
- Assess cultural strengths and limitations
- Advocate for interpreters & representations at workplace and meetings
- Employ clients' natural support system as advocates



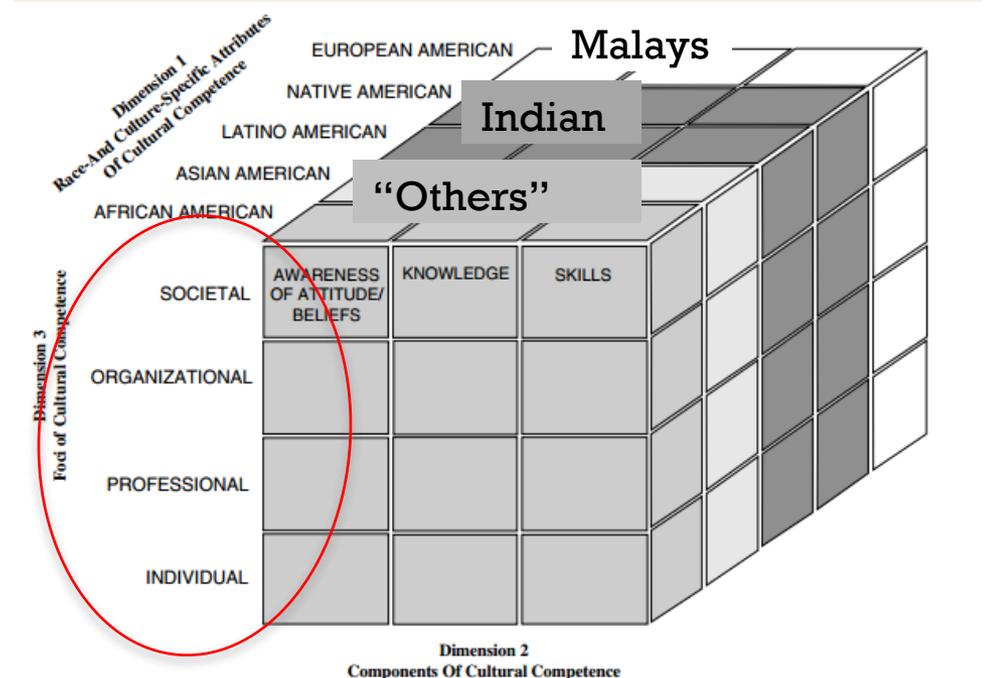
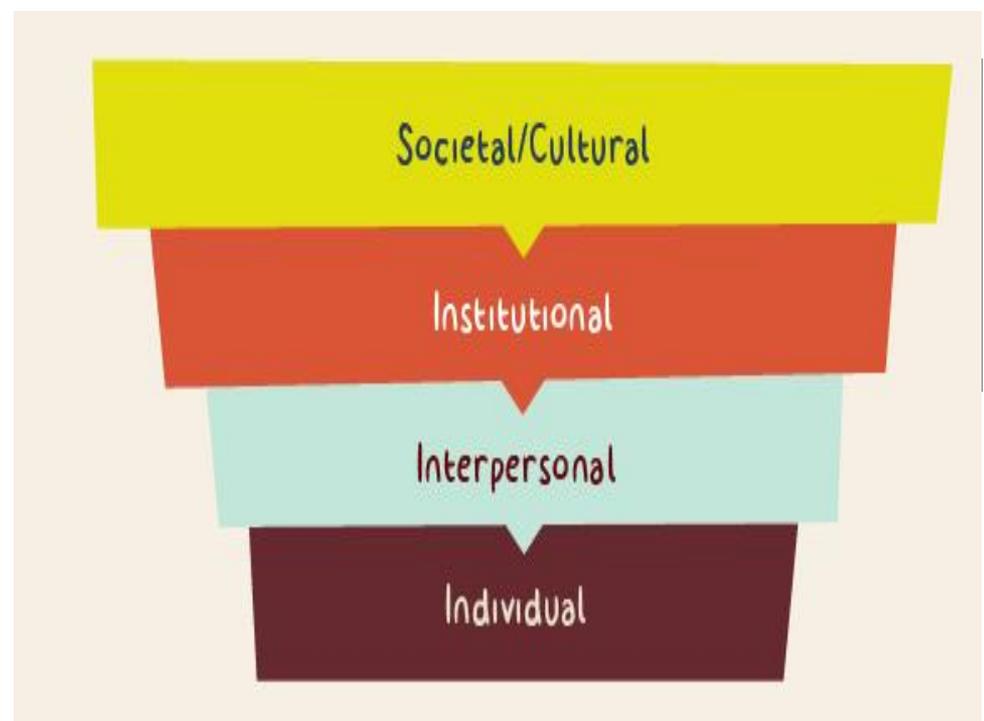
Norms are shaped over time about “What is right, and what is not right”, “What is acceptable and what is not acceptable” – overtime becomes a culture, some of which may target and oppress certain groups intentionally or unintentionally

Values, Beliefs or Agents are institutionalised in legal systems, education, public policies, in HR & hiring

Agent versus Targets

Membership in some groups are valued more than others by society – E.g.: Due to powerful groups with wealth, status, or due to numbers

Individual Uniqueness, Values, Cultures, Identities, Race, Gender, Sexual Orientation place them willingly / unwillingly into certain groups



+ CULTURALLY COMPETENT practice

- Helping role and process
- Consistent with life experiences and cultural values of clients
- Sees client identities as including individual, group and universal dimensions
- Advocates universal and culture specific strategies
- Balances individualism and collectivism

+ Multicultural social service agencies

- 6 stage continuum of cultural competence



- Cultural destructiveness:

- Culture based oppression: Programs that has participated in culture- or race-based oppression and forced assimilation

- Genocide
- Nazi-sponsored experiments that singled out Jews
- Japanese-sponsored experiments that singled out Chinese people to invent odourless killing.

- Forced Assimilation:

- Involuntary process of cultural assimilation of religious or ethnic minority groups during which they are forced to adopt to language, identity, norms, customs, traditions, values, mentality, perceptions, way of life and ideology established by the larger cultural belonging to majority.

+ Multicultural social service agencies

6 stage continuum of cultural competence



- Cultural incapacity:
 - Not intentionally culturally destructive but lacks capacity to help minority clients or groups because system remains extremely biased to dominant group

Characterised by:

- Discriminatory hiring (Example: “Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market” Discrimination)
- Environmental cues (Gatherings that recommends dress code incompatible with some races, or social groups, building locations and decorations that shows only specific groups and not others.)
- Markedly lower expectations of minority clients (“What can you expect, they will always drink and beat people up, its normal”)
- Hiring only “productive people” – E.g.: Young (work faster), Men (No childbirth), Speaks Chinese (Easy to work together), Hires only people with specific religion (Same Values)

+ Multicultural social service agencies

- 6 stage continuum of cultural competence



- Cultural blindness:

- Agencies provide services with express philosophy that all people are the same and that helping methods used by the dominant group are applicable to all (ethnocentric monoculturalism). E.g.: Everyone are likely to believe in reincarnation, therefore I speak to others about gaining merits for the next life, expecting them to believe the same as I do.
- Still not focused on sharing power (Leadership filled with people of majority culture, gender, beliefs, etc)
- Institutional racism restricts minority access to certain positions, professional training and services (e.g.: Leadership must be of certain groups)

+ Multicultural social service agencies

- 6 stage continuum of cultural competence



- Cultural pre-competence:

- Recognition of weaknesses in serving minorities and developing a multicultural staff (of different ethnicity, beliefs, origins and worldviews)
- More representative of minority at staff, leadership and board level, but lacking in information on how to maximize their contribution.
- Risk of tokenism (E.g.: Obama made it as first Black President, therefore there is not more discrimination against the Blacks)
- Driver of change must have some clout (If they don't, those without power will have to initiate multicultural awareness, programs, services etc and end up with more work but very little change – this is another form of oppression)

+ Multicultural social service agencies

- 6 stage continuum of cultural competence



- Cultural competence:

- High investment in providing spaces for discussions and self-assessments on state of cultural diversity within organisation
- Expansion of cultural knowledge and resources and careful to dynamics of differences
- Adaptation to service models in order to better meet needs of culturally diverse populations.
- Diverse representation of staff, management and board in race, language, religions, etc
- Strong skills of cultural awareness for both majority and minority cultures.
- Multilingual capabilities

+ Multicultural social service agencies

- 6 stage continuum of cultural competence



- Cultural proficiency:
 - Add to the knowledge base of culturally competent practice
 - Conducts research and is dedicated to documentation
 - Specialist staff - Staff members hired to train on cultural competencies and supervise to continue to develop competence, develop new practices based on culture
 - Every level of staff/management/board is engaged in continual assessment

+ **Multicultural social service agencies (In Summary)**

“If the social work profession and society are to truly value diversity and to become multicultural, then our organizations and professional associations must also move toward becoming multicultural.” (Sue, 2016)

All social workers need to understand two things about institutions:

(i) SW work within organizations that are often times monocultural in policies and practices; and

(ii) Problems encountered by clients are often due to organizational or systemic factors.” (Sue, 2016)

+ **Multicultural social service agencies**

(In Summary)

- **Takes social justice perspective**

Everyone to be treated equally.

E.g.: Are cigarettes bad choices for low-income, or bad for everyone?

If so, why are cigarettes considered “vices” when we do I&E?

What are considered as wants & needs?

- **Believes that inequities arise from monopolies of power**

NO monocultural Ethnocentrism.

E.g.: Assuming everyone celebrates Thanksgiving/Christmas and goes around to ask what is client’s favorite food during Thanksgiving.

E.g. : Assuming everyone will want to get investment policies with good returns with high interest rates.

- **Assumes that conflict is inevitable**

Because we are culturally different, have membership across different groups, represents specific privileged / oppressed group relative in society, conflicts are part and parcel of understanding each other.



Working Across Agencies

+ Working across agencies

When do we call for Interagency case conferences?

- Involving multiple helping systems
- When there is a need to:
 - Identify key worker to coordinate services
 - Coordinate services to address various needs
 - Engage multiple systems
 - Review or gather input
 - Set common goals
 - Iron out miscommunications

+ Working across agencies

Running Interagency case conferences

- Clear agenda
- Essential parties' presence
- Enough preparation
 - Clear objectives
 - Accurate information
 - Case history
- Openness to ask hard questions
- Mutual respect (no experts, except experts)
- Summary of decisions and follow up

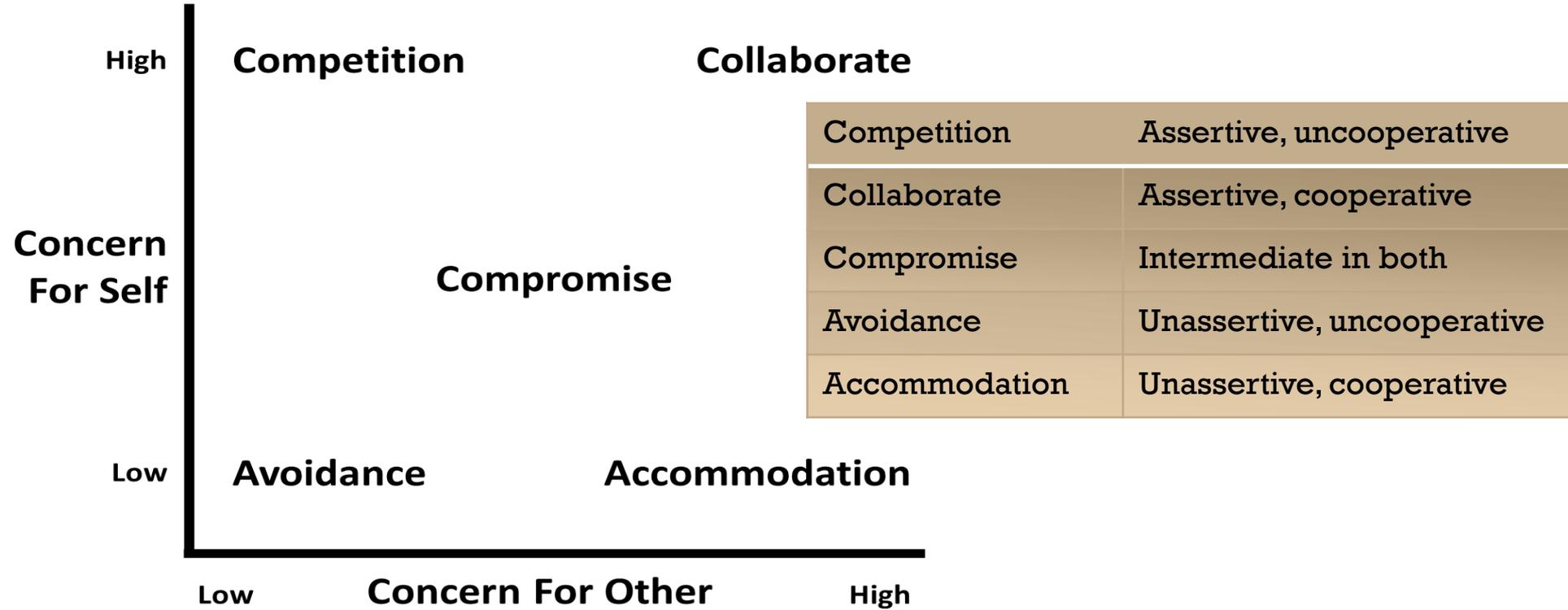
+ Working across agencies

- Skills in conducting interagency case conferences
 - Key groupwork skills
 - Attending
 - Expressive
 - Responding
 - Focusing
 - Clarifying content
 - Questioning
 - Summarizing
 - Action

+ Working across agencies

Negotiation and Conflict Resolution

- Understanding your preferred conflict resolution style



+ Working across agencies

Conflict Resolution styles

	Competitive
<i>Commitment to personal goals</i>	HIGH
<i>Commitment to relationship</i>	LOW
<i>Description</i>	Force others to accept their way, oblivious to needs or feelings of others. Believe conflicts are settled by one person winning and one person losing. Want to win and will fight at any cost to do so.
<i>Conflict with this type might feel like . . .</i>	While you're talking, they are thinking of the next argument to defeat you.

+ Working across agencies

Conflict Resolution styles

	Collaborative
<i>Commitment to personal goals</i>	HIGH
<i>Commitment to relationship</i>	HIGH
<i>Description</i>	Confront openly and fairly. Optimistic about conflict, they are committed to their personal goals and to others goals. They begin discussion by identifying openly the wishes of both, and are never satisfied until a solution is found that satisfies both. “
<i>Conflict with this type might feel like . . .</i>	When they talk, they may come on strong, but when you talk, they are listening carefully and sympathetically.

+ Working across agencies

Conflict Resolution styles

	Compromising
<i>Commitment to personal goals</i>	MEDIUM
<i>Commitment to relationship</i>	MEDIUM
<i>Description</i>	Build on compromise; will give up some goals if you'll give up some of yours. Tends to be less optimistic about conflict bringing an improved relationship.
<i>Conflict with this type might feel like . . .</i>	When they are talking, they're diplomatic but persuasive. When you talk, they are trying hard to figure out some compromise.

+ Working across agencies

Conflict Resolution styles

	Avoiding
<i>Commitment to personal goals</i>	LOW
<i>Commitment to relationship</i>	LOW
<i>Description</i>	Tend to believe it's hopeless to try to resolve conflict and avoid people and issues that may cause conflict. Feels helpless in reaching personal goals and refuses to cooperate with others in reaching theirs.
<i>Conflict with this type might feel like . . .</i>	Neither talk nor listen. You seldom will get a chance to discuss the issues.

+ Working across agencies

Conflict Resolution styles

	Accommodating
<i>Commitment to personal goals</i>	LOW
<i>Commitment to relationship</i>	HIGH
<i>Description</i>	Wants others to like and accept them. Quick to accommodate to others and to ignore their own needs because they believe asking others to meet personal needs will harm the relationship.
<i>Conflict with this type might feel like . . .</i>	When they talk, everything sounds just fine. When you talk, they're listening and agreeing with everything you say.

+ Working across agencies

Conflict Resolution styles

Conflict Style	Situations where appropriate	Situations where inappropriate
Competing	<ol style="list-style-type: none"> 1. Issue is trivial 2. Speed by decision is needed 3. Unpopular course of action is implemented 4. Necessary to overcome assertive subordinates 5. Unfavorable decision by the other party may be costly to you 6. Others lack expertise to make technical decision 7. Issue is important to you 	<ol style="list-style-type: none"> 1. Issue is complex 2. Issue is not important to you 3. Both parties are equally powerful 4. Decision does not have to be made quickly 5. Subordinates possess high degree of competence
Collaborative	<ol style="list-style-type: none"> 1. Issues are complex 2. Synthesis of ideas is needed to come up with better solutions 3. Commitment is needed from other parties for successful implementation 4. Time is available for problem solving 5. One party alone cannot solve the problem 6. Resources possessed by different parties are needed to solve their common problems 	<ol style="list-style-type: none"> 1. Task or problem is simple 2. Immediate decision is required 3. Other parties are unconcerned about outcome 4. Other parties do not have problem solving skills

+ Working across agencies

Conflict Resolution styles

Conflict Style	Situations where appropriate	Situations where inappropriate
Compromising	<ol style="list-style-type: none"> Goals of parties are mutually exclusive Parties are equally powerful Consensus cannot be reached Integrating or dominating style is not successful Temporary solution to a complex problem is needed 	<ol style="list-style-type: none"> One party is more powerful Problem is complex enough to need problem-solving approach
Avoiding	<ol style="list-style-type: none"> Issue is trivial Potential dysfunctional effect of confronting the other part outweighs benefits of resolution Cooling off period is needed 	<ol style="list-style-type: none"> Issue is important to you It is your responsibility to make decisions Parties are unwilling to defer, issue must be resolved Prompt attention is needed
Accommodating	<ol style="list-style-type: none"> You believe that you may be wrong Issue is more important to the other party You are willing to give up something in exchange for something from the other party in the future You are in a position of weakness Preserving relationship is important 	<ol style="list-style-type: none"> Issue is important to you You believe that you are right The other party is wrong or unethical

+ Working across agencies

Negotiation and Conflict Resolution

(ICCCR, 2009)

- Probing for “needs”
 - Ask open ended, simple and concise questions
 - Consider using “how”, “what”, “when”, and “where”
 - Avoid using “why”
 - No leading questions
 - Paraphrase Needs and Feelings

+ Working across agencies

Negotiation and Conflict Resolution

(ICCCR, 2009)

- Planning
 - Map the influencing factors (who is saying what and why? What worldview does this person have?)
 - Understand parties' positions
 - Be clear about what this is really about
 - Reframe (Change the language on needs)
 - Seek out alternatives



Values and Ethics in Social Work

+ The Moral Machine

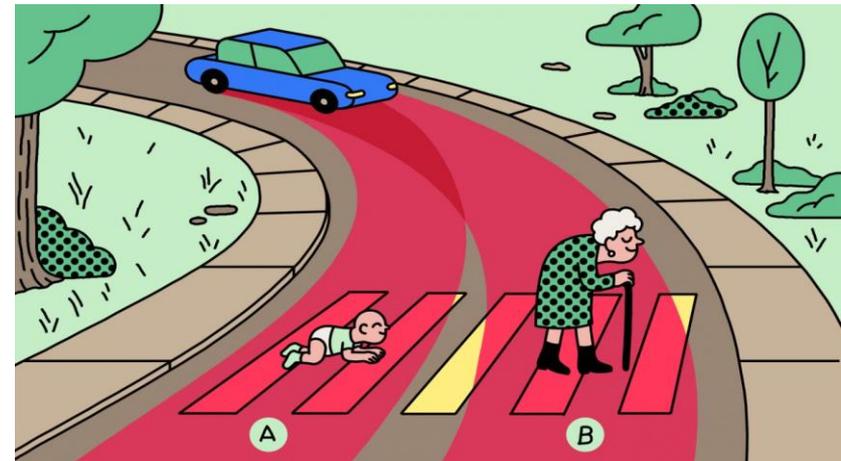


<http://moralmachine.mit.edu/>

+ The Moral Machine

The Moral Machine took that idea to test nine different comparisons shown to polarize people: should a self-driving car prioritize humans over pets, passengers over pedestrians, more lives over fewer, women over men, young over old, fit over sickly, higher social status over lower, law-abiders over law-benders? And finally, should the car swerve (take action) or stay on course (inaction)?

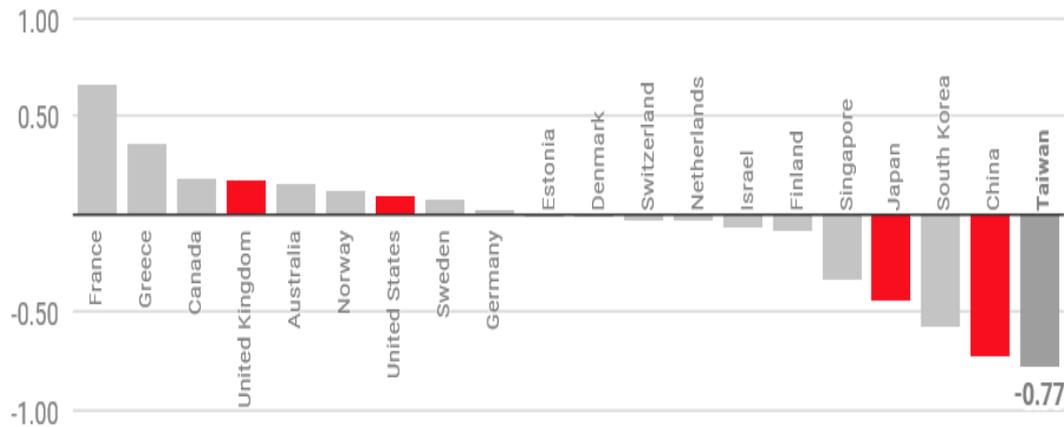
The researchers found that countries' preferences differ widely, but they also correlate highly with culture and economics. For example, participants from collectivist cultures like China and Japan are less likely to spare the young over the old—perhaps, the researchers hypothesized, because of a greater emphasis on respecting the elderly



+ The Moral Machine



Countries with more individualistic cultures are more likely to spare the young



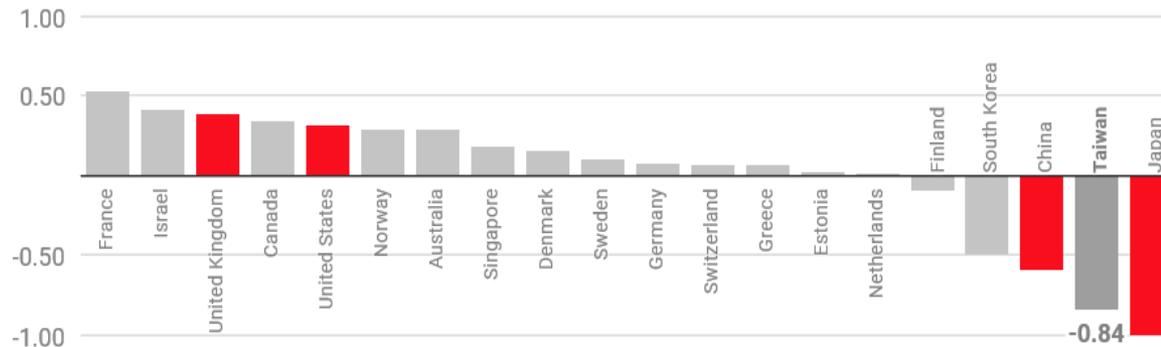
A comparison of countries piloting self-driving cars: If the bar is closer to 1, respondents placed a greater emphasis on sparing the young; if the bar is closer to -1, respondents placed a greater emphasis on sparing the old; 0 is the global average.

Created with Datawrapper

+ The Moral Machine



Countries with more individualistic cultures are more likely to spare more lives



A comparison of countries piloting self-driving cars: If the bar is closer to 1, respondents placed a greater emphasis on sparing more lives; if the bar is closer to -1, respondents placed a smaller emphasis on sparing more lives; 0 is the global average.

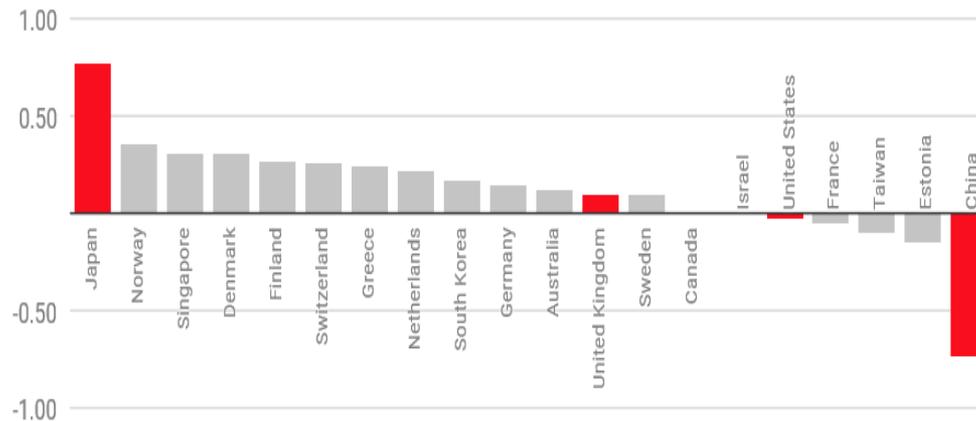
Created with [Datawrapper](#)

Countries within close proximity to one another also showed closer moral preferences, with three dominant clusters in the West, East, and South.

+ The Moral Machine



How countries compare in sparing pedestrians over passengers



If the bar is closer to 1, respondents placed a greater emphasis on sparing pedestrians; if the bar is closer to -1, respondents placed a greater emphasis on sparing passengers; 0 is the global average.

Created with Datawrapper

But the authors of the study emphasized that the results are not meant

+ VALUES & ETHICS IN SOCIAL WORK

- **“Values” typically refers to what is good or bad and is a much more personalized type of decision.**
- What are values? They are the basic beliefs that an individual thinks to be true. Every individual has a set of values through which he looks at all things and at the world. It can be said that most of the people will never deviate from their values. The values can be said to be the guiding principles in one’s life. ‘Value’ can be defined as a bridge by which an individual decides regarding good and bad, right or wrong, and most important or less important.
- **“Ethics” typically refers to what is right and wrong.**
- Ethics is guidelines or rules that are set for a society or an organization rather than for an individual. Ethics can be defined as a set of rules formulated by a country or a company or some institutions. Ethics is mainly based on moral values. Ethics is not that it is set for any society, but it is mainly based on virtues, rights, and obligations. For example, the obligation to refrain from crimes, killings, and rape is an ethical aspect.

+ **Ethics in social work**

Code of Professional Ethics by SASW

Areas of practice addressed by the SASW Code of Professional Ethics includes:

- A. Standards related to the social workers' ethical responsibility to clients
- B. The social workers' ethical responsibility to colleagues including inter-disciplinary colleagues
- C. The social workers' ethical responsibility in practice settings
- D. The social workers' ethical responsibility as professionals and to the social work profession
- E. The social workers' ethical responsibility to society

More details at <http://www.sasw.org.sg/site/about-social-work/code-of-ethics>

+ CONDUCT & GUIDING PRINCIPLES

- Based upon a **belief in the value and dignity of all human beings**, and a concern for their social well being.
- **Dedicated to the enhancement of the lives of human beings** through the provision and development of appropriate services and through the promotion of social planning and action.
- Accepts the responsibility to **contribute its knowledge and skills**, to lend support to programs of social welfare.
- **Endeavours to protect the community against unethical or incompetent practice** in the social welfare field, which may be harmful to human welfare.

+ PROFESSIONAL USE OF SELF

- (Arnd-Caddigan & Pozzuto, 2008)

Self as :

- Process in interaction – filter through which knowledge is conveyed
 - Function of relationship with others in which self is continually created, maintained & re-created
 - The professional is not “above” the client, does not act upon the client, and must base his moment by moment decision concerning what to do/say next on the highly unpredictable process of interaction.
-
- **Rooted in Freud’s psychoanalytic principles of transference and counter-transference**
 - **Transference:** process where clients project onto their therapists feelings or attitudes they hold towards significant others
 - **Counter-transference: any** projections by therapists that distort the way they perceive or react to clients.

+ Values Exercise

- It is better for social service organizations' to be focused in their hiring (i.e. not hire for diversity) so that there is greater alignment in mission
- Persons who abuse their spouses should be kept away from their children
- People who have access to resources should be made to pay for social services
- Same sex parents should have the same access to parenting support programs as straight parents
- It is ok for social workers to override the consent of clients if they think it will be in their best interests
- Persons with mental health concerns should not be subject to the same punishment for offences
- A sexual predator does not deserve the same level of support than a victim of violence
- When a person stays on public assistance long enough, they will continue to find ways to game the system
- It is important that agencies try to match social workers with clients of the same race