

**DEMO – Developing Modernized Curricula on Immigrants' Lives in Israel**  
585583-EPP-1-2017-1-IL-EPPKA2-CBHE-JP

<b>Course Title</b>	<b>Cultural sensitivity and context aware interventions in social work</b>
<b>Name of the teacher</b>	Gitit Broid
<b>Institution</b>	Ben Gurion University of the Negev
<b>Department</b>	Social Work
<b>First taught: Year, semester</b>	2018-2019 B
<b>Level and Credits</b>	MA - 2
<b>Description of the course</b>	The course deals with the study of life stories of immigrants. It provides an understanding of the relationships between personal identity\ies and interpersonal, collective, and cultural context in immigration. The students conduct narrative interviews with immigrants, and learn about their life stories. Emphasis is placed on the meaning of life stories and their cultural context, as it is experienced by both the interviewer and the interviewee, and the different identities that each of them brings to the interview encounter. The concepts of cultural sensitivity, cultural competence and context aware interventions are discussed, as well as their application in the field of social work. The course is based on reflective and introspective learning and connecting to concepts and theoretical explanations of immigration, multiculturalism, narrative interviews and social work practice.
<b>Subjects and readings</b>	<p><b>1) Narrative interview and life stories:</b> Bamberg, M. (2006). Stories: Big or small: Why do we care? <i>Narrative Inquiry</i>, 16(1), 139-147. Mirsky, J. (2011). <i>Narratives and meanings of migration</i>. New York: Nova Science Publishers, pp. 175.</p> <p><b>2) Cultural competence in social work:</b> Cummings, C. A. (2013). DSM-5 on culture: A significant Advance. Retrieved from <a href="http://www.thefpr.org/blog">http:// www.thefpr.org blog</a>. Garran, AM &amp; Werkmeister Rozas, L. (2013). Cultural Competence Revisited. <i>Journal of Ethnic &amp; Cultural Diversity in Social Work</i>, 22:97–111. Hebenstreit, H. (2017). The National Association of Social Workers 'Code of Ethics' and cultural competence: What does Anne Fadiman's 'the spirit catches you and you fall down' teach us today? <i>Health &amp; Social Work</i>, 42 (2), 103-107. Kirmayemr, L. J., (2012). Rethinking cultural competence, <i>Transcultural psychiatry</i>, 49, 149-169. Kohli. H., Huber, R. &amp; Faul, A. (2010). Historical and theoretical development of culturally competent Social Work practice. <i>Journal of Teaching in Social Work</i>, 30:252–271.</p>

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	<p>National Association of Social Workers. (2015). <i>Standards and indicators for cultural competence in social work practice</i>. Washington, DC: NASW Press.</p> <p><b>3) Intercultural encounters - Multiple identities and identity construction in the context of migration:</b></p> <p>Al-Haj. M. (2002). Multiculturalism in deeply divided societies – the Israeli case. <i>International Journal of Intercultural Relations</i>, 26(2), 169-183.</p> <p>Baron, A. S., &amp; Banaji, M. R. (2006). The development of implicit attitudes: Evidence of race evaluations from ages 6 and 10 and adulthood. <i>Psychological Science</i>, 17, 53-58.</p> <p>Ben Ezer, G. (2006). Group counseling and psychotherapy across the cultural divide: The case of Ethiopian Jewish immigrants in Israel. <i>Transcultural Psychiatry</i>, 43(2): 205–234.</p> <p>McIntosh, P. (2004). White privilege: Unpacking the invisible knapsack. In P. S. Rothenberg (Ed.), <i>Race, class, and gender in the United States</i> (pp. 188–192). New York, NY: Worth.</p> <p><b>4) Context aware interventions in social work:</b></p> <p>Slonim-Nevo, V., Sheraga, Y., Mirsky, J. (1999). A culturally sensitive approach to therapy with immigrant families: The case of Jewish emigrants from the former Soviet Union. <i>Family Process</i>, 38(4), 445-462.</p> <p>Comas Diaz, L. (2005). Becoming a multicultural psychotherapist: The confluence of culture, ethnicity and gender. <i>Journal of Clinical Psychology</i>, 61(2), 973-981.</p> <p>Dwairy, M.A. (2002). Psychotherapy in competition with culture. <i>Clinical Case Studies</i>, 1 (3), 254-267.</p> <p><b>5) Coping with mental vulnerability in the immigrant family:</b></p> <p>Knaifel, E. &amp; Mirsky, J. (2015). Interplay of identities: A narrative study of self-perceptions among mentally ill immigrants from the former Soviet Union. <i>Transcultural Psychiatry</i>, 52(1), 74-95.</p> <p>Moore, L. J. (2000). Psychiatric contributions to understanding racism. <i>Transcultural Psychiatry</i>, 37(2), 147-183.</p> <p><b>6) Context and power relations in social work practice:</b></p> <p>Baum, N. (2007). Social work practice in conflict-ridden areas: Cultural sensitivity is not enough. <i>British Journal of Social Work</i>, 37 (5), 873-891.</p> <p>Baum, N. (2011). Issues in psychotherapy with clients affiliated with the opposing side in a violent political conflict. <i>Clinical Social Work Journal</i>, 39(1), 91-100.</p> <p>Kadan, S., Roer-Strier, R. &amp; Bekerman, Z. (2017). Social workers from oppressed minority group treating majority group's clients: A case study of Palestinian social workers. <i>Social Work</i>, 62(2), 156–164.</p> <p>Nadan, Y., Weinberg-Kurnik, G. &amp; Ben-Ari, A. (2015). Bringing Context and Power Relations to the Fore: Intergroup Dialogue as a Tool in Social Work Education. <i>British Journal of Social Work</i>, 45, 260-277.</p>
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	<p><b>7) Parenting - Context Aware point of view:</b></p> <p>Bornstein, M. H., &amp; Chean, C. (2006). The Place of "Culture and Parenting" in the Ecological Contextual Perspective on Developmental Science. In K. H. Rubin &amp; O. B. Chung (Eds.), <i>Parenting Beliefs, Behaviors and Parent-Child Relations</i> (pp. 3-33).</p> <p>Roer-Strier, D., (1997). In the mind of the beholder. Evaluation of coping styles of immigrant parents. <i>International Migration</i>. 35 (2), 271-286.</p> <p>Rosenthal, M. &amp; Roer-Strier, D. (2006). "What sort of an adult would you like your child to be?": Mothers' developmental goals in different cultural communities in Israel. <i>International Journal of Behavioral Development</i>, 30 (6), 517-528.</p> <p>Oznobishin, O., &amp; Kurman, J. (2009). Parent-Child Role Reversal and Psychological Adjustment Among Immigrant Youth in Israel. <i>Journal of Family Psychology</i>, 23(3), 405-415.</p> <p><b>8) Transference and counter-transference in a multicultural encounter in social work and therapeutic interventions:</b></p> <p>Chamorro, R. (2003). From the Other Side: Countertransference in Spanish-Speaking Dyads. <i>Journal for the Psychoanalysis of Culture &amp; Society</i>, 8(1).</p> <p>Mirsky, J. (2011). Countertransference blocks in cultural-competence training. <i>Psychoanalytic Social Work</i>, 18, 136-148.</p> <p>Perez, R. (1998). The clinician's cultural countertransference: The psychodynamics of culturally competent practice. <i>Clinical Social Work Journal</i>, 26(3), 253-270.</p> <p><b>9) Cultural Idioms of distress:</b></p> <p>Durst, R., Minuchin-Itzigsohn, S., &amp; Jabotinsky-Rubin, K. (1993). 'Brain-fag' syndrome: manifestation of transculturation in an Ethiopian Jewish immigrant. <i>Israel Journal of Psychiatry and Related Sciences</i>, 30 (4), 223-232.</p> <p>Kleinman, A. (1986). Illness meaning and illness behavior. In S. McHugh et al. (eds.), <i>Illness Behavior</i> (pp 149-160). New York: Plenum Press.</p> <p>Slutzki, K. (2004). The house taken over by ghosts: Culture, migration, and the developmental cycle of a Moroccan family invaded by hallucinations. <i>Families, Systems, &amp; Health</i>, 22(3), 321-337.</p> <p><b>10) Immigrants' Generations:</b></p> <p>Remennick, L. (2003). The 1.5 generation of Russian immigrants in Israel between integration and socio-cultural retention. <i>Diaspora</i>, 12(1), 39-66.</p> <p>Elias, N. &amp; Kemp, A. (2010). The new second generation: Non-Jewish Olim, Black Jews and children of migrant workers in Israel. <i>Israel Studies</i>, 15(1), 73-94.</p>
Teaching methodologies	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Conducting narrative Interviews with immigrants.</li> </ol>

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	<p>3. Presentations and discussion of videotaped interviews with immigrants, with focus on the student reflection.</p> <p>3. Discussions: Interview analysis.</p> <p>4. Exposure to creative materials and activity such as Videotapes, poems, children stories, works of art and art performances, serves as tools to an introspective point of view on the subject.</p>
<b>Students' assignments</b>	<p>Course Assignment – Course paper - 100% of the grade:</p> <p>An interview with an immigrant, and analysis of the life story, from a reflective point of view. The students are asked to choose a topic or concept, that where covered in the course and include it in the discussion of the interview, using the reading list.</p>
<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Increased awareness of the significance of cultural sensitivity in multicultural encounters.</li> <li>2. Understanding of different life experiences of immigrants</li> <li>3. Knowledge of major theoretical concepts in the migration field.</li> <li>4. 3. Understanding of how to apply the knowledge from life stories and the theoretical concepts in social work practice.</li> </ol>