1. COURSE DESCRIPTION:
Intervention methods are critically examined as they relate to racial, gender, and ethnic status of clients. Social science theory and research relevant to the identification of problems experienced by target groups and to status, effects on psychosocial interventions will be reviewed. Attention will be on the effects of status and power differentials linked to racial, ethnic and gender statuses of clients on the development and implementation of interventions at various levels in the social system. Cultural assumptions and discrimination that influence the definition and nature of problems, health, and competence, and the nature of interventions will be analyzed. Although attention will be given primarily to ethnicity and gender, these issues will be explored in a way that extends their applicability to other status differences and to sexual orientation. Key literature from social work, epidemiology and the social sciences will be covered to prepare students to design, implement, and evaluate interventions which address the problems of high risk or under-served groups. Throughout, ethical and value issues will be integrated into course content.

2. COURSE OBJECTIVES:
Upon completion of the course, students should be able to:

1. Describe current conceptual frameworks for understanding racial/ethnic and gender-related disparities in health, mental health, and social well-being.

2. Identify modifiable risk and protective factors, processes, and contexts that influence racial/ethnic and gender-related disparities in quality of life.

3. Describe methods and models for the development, implementation, and evaluation of evidence-based interventions for the underserved.

4. Discuss the role of social work and social policy in eliminating disparities in health, mental health, and social well-being.

3. COURSE DESIGN:
The course will be conducted as a seminar. Students are asked to complete assigned readings prior to each session in order to actively participate in class discussion.

4. COURSE REQUIREMENTS:
- Students are expected to attend class regularly, to complete the required readings prior to class, and to be active contributors to class discussions; 15% of the course grade will be based on participation. In addition, you will be expected to organize and lead a half-hour presentation and discussion related to the one of the topics covered by the course (15%; further details will be provided). If something urgent comes up and you are not able to attend class, please contact me in advance by e-mail or telephone.

- The main assignment for the course is a 15-20 page paper suitable for journal submission (due December 8; 40% of course grade). A proposal for the paper will be due on September 22 (15%
of course grade). A presentation based on the proposal will be scheduled between October 6 and December 1 (15% of course grade). Further details will be provided.

5. REQUIRED READINGS:
Required articles are available through the University Library’s Electronic Journals (http://www.lib.umich.edu/ejournals) and on our course website in CTools.

6. COURSE CALENDAR AND READINGS (*required)

INTRODUCTION AND OVERVIEW
September 8

CONCEPTUAL FRAMEWORKS, DEFINITIONS, AND CONTROVERSIES
September 15


**RISK AND PROTECTIVE FACTORS, PROCESSES, AND CONTEXTS**

**September 22**


**September 29**


INDIVIDUAL, FAMILY, AND GROUP LEVEL INTERVENTIONS

October 6


October 13


COMMUNITY BASED INTERVENTIONS
October 20


October 27


**PROVIDER AND ORGANIZATIONAL LEVEL INTERVENTIONS**

**November 3**


**November 10**


Larrison, C.R. & Schoppelrey, S.L. (E-pub ahead of print). Therapist effects on disparities experienced by minorities receiving services for mental illness. *Research on Social Work Practice*. Published online June


**LEGISLATIVE AND POLICY INTERVENTIONS**

November 17


**November 24: No Class**

**December 1**


**SUMMARY AND FUTURE DIRECTIONS**

**December 8**

Integrative session.