



## SW480:01 Diversity Awareness in Social Work Practice

### COVID Acknowledgement of Risk

Lewis-Clark State College has put in place reasonable physical safeguards relative to the COVID-19 virus, the seasonal flu, and other infectious diseases. However, an inherent risk of exposure to infectious disease exists in any public place where people are present. While on College property, you assume all risks related to exposure to infectious diseases and agree to follow related college policies and procedures. [Coronavirus Resource Page](#)

### Course Information

Semester: Fall 2022

Semester Hours: 3

Class Time: Friday 9:00 am to 11:45 am

### Instructor Information

Assistant Professor: Luella Loudonback Ed.D.

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Office Location: Expedition Hall 15

Office Hours: Mondays and Wednesdays 1-3:00 pm and by Appointment

## Social Work Program Mission Statement

The mission of the Social Work program at Lewis-Clark State College is to prepare students for entry-level generalist practice within their chosen community. Our program is dedicated to meeting students' needs by providing in-person and online delivery options to promote success for all students. We are committed to the preparation of professional Social Workers by enhancing cognitive and affective processes, and instilling knowledge, skills, and values to serve the needs of individuals, families, groups, communities, and organizations.

The Program relies on a liberal arts foundation and draws on person-in-environment, ecological, and strengths-based perspectives. Through courses, field education, and student service activities the program prepares graduates to:

- Provide competent services to promote social, economic, and environmental justice and advocate for human rights.
- Acknowledge the importance of human relationships and value the dignity and worth of the person.
- Practice respectfully with diverse populations, using a range of prevention and intervention methods, understanding the importance of enhancing the quality of life for all persons, locally and globally.
- Practice from a set of ethical principles inherent to the Social Work profession, including the recognition that professional development is a life-long learning process.
- Practice with integrity as professional Social Workers.
- Engage in meaningful scientific inquiry, practice-informed research, and research-informed practice. (Revised March 2022)

## Social and Economic Justice

### Lewis-Clark State College's Statement of Inclusion

*Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.* Please visit [LCSC's Diversity](#) web page for more information.

## Social Work Program Expectations

The faculty members of the Social Work Program believe that we all share a responsibility for championing social and economic justice for all members of society. Guided by the NASW Code of Ethics, social workers should strive to:

- Eliminate personal and institutional discrimination,
- Ensure access to needed resources and opportunities for all persons,
- Expand options and opportunities for everyone, but especially for persons who are disadvantaged or disenfranchised,
- Respect cultural diversity in society,
- Advocate changes that improve social conditions and promote social justice,
- Encourage participation in the democratic process, and
- Encourage people to develop their own voice

## Course Description

This course synthesizes knowledge, values, and skills regarding diverse experiences among client systems to allow students to demonstrate their understanding of how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood

as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Students appreciate that, because of differences, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Differences that lead to discrimination and oppression in social work practice settings will be highlighted.

## Introduction and Overview

The profession of social work relies on a person-in-environment perspective for understanding human behavior. The environment consists of the physical, social/cultural, psychological, and spiritual influences that shape how individuals and groups make meaning of their experiences. This course is designed to build on materials from all previous social work courses to demonstrate an understanding of a client system based on the system's identity forged by experiences influenced by the environment.

## Purpose of the Course in the Curriculum

This course is part of the senior capstone activities, which includes field and research. This course is designed to allow senior social work students to demonstrate their ability to apply material from HBSE I and II, SW with individuals, SW with families and groups, SW with organizations and communities, Policy, and Research courses to the understanding of diversity and differences among our client systems. After demonstrating understanding, students will then assess how this diversity and differences are associated with forms and mechanisms of oppression and discrimination. Programs and services for this client system will also be analyzed to determine their support/interference for client goals. This course also requires students to recognize and manage their personal

differences and identities and explore how this knowledge influences their relationships with clients.

### Competencies & Practice Behaviors (Expected Learning Outcomes) Met in Course

The Council on Social Work Educations sets educational standards for all accredited social work programs. The **2015 EDUCATIONAL AND POLICY ACCREDITATION STANDARD (EPAS)** establishes 9 Core Competencies and 31 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. Professional Social Work Education is competency-based education.

#### Educational Policy 2.1: Core Competencies Definition

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations and communities.

Because of the focus on competency-based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed and measured. Below are the Core Competencies and Practice Behaviors that are addressed in this course. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

### 2015 Social Work Competencies Applied to this Course

COMPETENCY	DESCRIPTION
<b>COMPETENC Y 1:</b>	<b>Demonstrate Ethical &amp; Professional Behavior</b>

COMPETENCY	DESCRIPTION
1.1	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
1.2	use reflections and self-regulation to manage personal values and maintain professionalism in practice situations
1.3	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
<b>COMPETENCY 2:</b>	<b>Engage Diversity and Difference in Practice</b>
2.1	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the individual, groups and organizational/community levels of social work practice
2.2	present themselves as learners and engage clients and constituencies as expert of their own experiences
2.3	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
<b>COMPETENCY 3:</b>	<b>Advance Human Rights and Social, Economic and Environmental Justice</b>
3.1	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

COMPETENCY	DESCRIPTION
3.2	engage in practices that advance social, economic, and environmental justice
<b>COMPETENCY 5:</b>	<b>Engage in Policy Practice</b>
5.3	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
<b>COMPETENCY 6:</b>	<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>
6.1	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
6.2	use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies
<b>COMPETENCY 7:</b>	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>
7.1	collect and organize data, and apply critical thinking to interpret information from clients and constituencies
7.3	develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
<b>COMPETENCY 9:</b>	<b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>
9.3	critically analyze, monitor, and evaluate intervention and program processes and outcomes

## Required Textbooks

Adams, M., Blumenfeld, W. J., Castañeda, R., Hackman, H. W., Peters, M. L., & Zúñiga, X. (Eds.). (2000). *Readings for diversity and social justice*.

Psychology Press.

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> Ed.). Washington, D.C.: Author.

Lawrence- Lightfoot, S., (1998). *Respect: An Exploration*. Perseus Books

NASW. (2007). Standards for Cultural Competence in Social Work Practice.

Document available online: [www.naswdoc.org/pubs](http://www.naswdoc.org/pubs)

Truax, E., (2015). *Dreamers: An immigrant generation's fight for their American dream*. Beacon Press.

## Classroom Expectations

### Attendance

This is a seated course. Attendance is one way that faculty assess student engagement, one of the points of assessment for the professional competencies developed from your learning, thus student attendance is expected. An absence is not an excuse for not coming to class prepared to be actively involved. Missing fifteen percent (15%) 4 or more of the scheduled class sessions is considered excessive absences, and will result in the reduction of your final grade by 1 (one) letter grade. This policy applies to all classes taught as part of the social work curriculum. Exceptions to this policy may be made at the discretion of the instructor. (Found in [Social Work Handbook](#) p. 17). Each week there will be 10 points for attendance and participation assigned- this means: having read the readings and any course content in the module, being on time, and actively participating in the course.



## Tardiness

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students are also evaluated on their personal and professional behavior or conduct in class as described in the Social Work Handbook.

## Instructional Format

The primary teaching approach in this class will be collaborative learning. Materials in the course will be presented through discussion, lectures, group work, and media presentations. Students will be responsible for all materials presented in class and all outside assignments. Assigned readings and topics for the day are outlined in the Schedule and students are expected to come to class prepared to discuss the assignments.

## Shared Client and Agency Information

In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

## Deadline for Submission of Class Assignments

1. Assignments must be submitted to the instructor on Canvas by the due date unless otherwise arranged and approved by the instructor.

2. Tests and assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course.
1. If due to extreme extenuating circumstances, the student is unable to turn a paper in on time, the student must contact the instructor to complete a Contract for Adjusted Assignment Due Date Form. This will result in an automatic 10% grade reduction for that assignment. The last possible day to submit any outstanding work is **December 7, 2022**.
2. Extra Credit: No formal extra credit opportunities are planned at this point

### Re-write Policy

If you have any questions regarding the assignment, please do not hesitate to meet with this instructor. As the assignments are given on the first day of class (or at least two weeks before the assignment is due for pedagogical reasons) and because sufficient time is given, it is expected that quality work be submitted. If you would like me to review a rough draft of a major assignment, please email me to make an appointment.

### Cell Phone Policy

The use of Cell Phones will not be tolerated during classroom hours. Students who choose to utilize their phones for Facebook, texting, or any other activity will be asked to leave the classroom. I do understand there may be circumstances for family or work, which may at times require you to keep your cell phone on or to be available. If this is the case, please let me know before class begins.

### Professional Writing Standards

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with APA style. Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings,

and grammatical errors. The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone. All work must be completed in 12-point font, preferably Times New Romans style or a similarly readable style.

**Note:** The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals based on your written work.

### Academic Honesty and Plagiarism

Part of the mission of Lewis-Clark State is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The College expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in-group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an “F” grade for the course. In addition to action by the professor, all incidents will be reported to the Social Work Program Director and possibly the Vice President of Student Affairs. The following acts of academic dishonesty are not acceptable:

- **Cheating:** using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- **Fabrication:** unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- **Plagiarism:** representing the words or ideas of another as one=s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).

- **Facilitating academic dishonesty:** helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

## Grading Procedures

### Grading Scale

<b>Letter Grade</b>	<b>Percentage</b>	<b>Letter Grade</b>	<b>Percentage</b>
A	95-100%	A-	90-94.9%
B+	87-89.9%	B	83-86.9%
B-	80-82.9%	C+	77-79.9%
C	73-76.9%	C-	70-72.9%
D	63-69.9%	F	62.9% and below

### Grade Definitions

<b>LETTER GRADE</b>	<b>DEFINITION</b>
<b>A</b>	Above and beyond
<b>B</b>	Appropriate college level work meeting the syllabus' expectations
<b>C</b>	Minimal level for content and written communication
<b>D</b>	Poor content or poor written communication, and/or incomplete, and/or late
<b>F</b>	Below minimum standards for content and written communication, incomplete, and/or late

## Challenging a Grade

Students who wish to challenge a grade must do so in writing within one week of receiving a grade. I will consider your request and determine whether to review your grade. If I choose to review your grade, I will review your assignment in full and may adjust your grade up or down.

## Class Assignments

### 1. Verify my attendance quiz (10 Points)

On or before the 5<sup>th</sup> day of class your instructor will be expected to verify your attendance. This expectation is directly linked to your financial aid distribution.

### 2. Reading Quizzes (300 Points)

Students are expected to read the textbook's assigned reading content. There will be 6 reading quizzes, each will be directly linked to 2 sections of the text. Quizzes are due Sunday through Canvas by midnight of the week they are due. Students will have two attempts to complete the quiz as long as the first attempt is taken the Friday before the quiz is due. at week.

There will be 6 quizzes at 50 points each for a possible total of 300 points.

### 3. Final Exam (100 Points)

In this course the Ethnographic Interview paper will constitute the final exam. See Canvas for paper criteria, template, rubric and due date information.

### 4. Self-Reflection Paper (100 points)

Self-reflection and self-regulation is a fundamental skill in professional practice.

### 5. Five Faces of Oppression Paper Series (150 Points)

In this course students will be oriented to the Five Faces of Oppression (FFOO) Model for analyzing oppression. Students will have the opportunity to critically analyze a topic of interest and write a series of essays in the context of the tenets of the FFOO model. Please see each assignment in

Canvas for paper criteria, template, rubric and due date information.

**a. Social Injustice, Diversity and Equity Topic Assignment (25 Points)**

Students will identify their topic for the paper series and present their research on the topic and the related course concepts. Assignment expectations include APA formatting of references section and examples of in-text citations. Please see Canvas for paper criteria, template, rubric and due date information.

**b. Exploitation as a form of Oppression (50 points)** Please see Canvas for paper criteria, template, rubric and due date information.

**c. Marginalization as a form of Oppression (50 points)** Please see Canvas for paper criteria, template, rubric and due date information.

**Powerlessness as a form of Oppression (50 points)** Please see Canvas for paper criteria, template, rubric and due date information.

**d. Cultural Imperialism as form of Oppression (50 points)** Please see Canvas for paper criteria, template, rubric and due date information.

**Violence as a Form of Oppression (50 points)** Please see Canvas for paper criteria, template, rubric and due date information.

**6. Book Chapter Reviews (50 points)**

For this assignment complete a book chapter review of each of the 2 supplemental books. The expectation is that students will articulate their application of the course concepts related to diversity, cultural competence and creating social change. Please see Canvas for paper criteria, template, rubric and due date information.

**7. Professional Classroom Participation (10 points each week)**

Each week there will be 10 points for attendance and participation assigned- this means: having read the readings and any course content in the module, being on time, and actively participating in the course

## Tentative Class Schedule

*All assignments are due Sunday by Midnight unless otherwise stated with an*

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<b>Week &amp; End Date</b>	<b>Activity</b>	<b>Readings</b>	<b>Assignments see canvas for assignment criterial and point values</b>
<b>Week 1 8/28/2022</b>	Syllabus, Overview of Class Course Concepts	Text Section 1	Attendance Quiz Reading Quiz # 1
<b>Week 2 9/4/2022</b>	Racism	Text Section 2	Self-Reflection Summary
<b>Week 3 9/11/2022</b>	Classism	Text Section 3	Reading Quiz #2 Social Justice, Diversity and Equity paper topic due
<b>Week 4 9/18/2022</b>	Religious Oppression	Text Section 4	

<b>Week &amp; End Date</b>	<b>Activity</b>	<b>Readings</b>	<b>Assignments see canvas for assignment criterial and point values</b>
			Exploitation paper due
<b>Week 5 9/25/2022</b>	Sexism	Text Section 5	Reading Quiz # 3
<b>Week 6 10/2/2022</b>	Heterosexism	Text Section 6	Marginalization paper due
<b>Week 7 10/9/2022</b>	Transgender Oppression	Section 7	Reading Quiz # 4
<b>Week 8 10/16/2022</b>	Ableism	Section 8	Powerlessness Paper due
<b>Week 9 10/23/2022</b>	Ageism and Adultism	Section 9	Reading Quiz # 5



<b>Week &amp; End Date</b>	<b>Activity</b>	<b>Readings</b>	<b>Assignments see canvas for assignment criterial and point values</b>
<b>Week 10 10/30/2022</b>	Visions and Plans for Change	Section 10	Cultural Imperialism paper due
<b>Week 11 11/6/2022</b>	Social Justice and Education	The Dreamers	Reading Quiz # 6
<b>Week 12 11/13/2022</b>	Social Justice and Immigration	The Dreamers	Book Review Due
<b>Week 13 11/20/2022</b>	Social Justice and Respect	Respect	Violence as a Form of Oppression paper due
<b>Thanksgiving</b>			
<b>Break</b>			
<b>11/27/2022</b>			

<b>Week &amp; End Date</b>	<b>Activity</b>	<b>Readings</b>	<b>Assignments see canvas for assignment criterial and point values</b>
<b>Week 14 12/4/2022</b>	Economic Justice	Respect	Book Review Due
<b>Week 15 12/11</b>	Environmental Justice	TBD	Ethnographic Interview Due
<b>Week 16</b>			<b>Last possible day to submit any outstanding work December 7, 2022</b>