



SW480: (Hybrid) Diversity Awareness in Social Work Practice

Course Information

Semester: Fall 2022

Semester Hours: 3

Classroom Location: **Via Zoom 10/1 9-12 and 11/12 9-12 mandatory class time**

Class Time: Online, Canvas, In Class

Instructor Information

Instructor: Tiffany Renner, LMSW

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Office Location: Harbor Center Suite 140

Office Hours: Tuesday 10-2

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)

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, Micro, Mezzo, Macro, 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
COMPETENCY 1:	Demonstrate Ethical & Professional Behavior
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
COMPETENCY 2:	Engage Diversity and Difference in Practice
2.1	apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
2.2	present themselves as learners and engage clients and constituencies as expert of their own experiences

COMPETENCY	DESCRIPTION
2.3	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
COMPETENCY 3:	Advance Human Rights and Social, Economic and Environmental Justice
3.1	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
3.2	engage in practices that advance social, economic, and environmental justice
COMPETENCY 5:	Engage in Policy Practice
5.3	apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
COMPETENCY 6:	Engage with Individuals, Families, Groups, Organizations, and Communities
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
COMPETENCY 7	Assess Individuals, Families, Groups, Organizations, and Communities
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
COMPENECY 9	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
9.3	critically analyze, monitor, and evaluate intervention and program processes and outcomes

Required Textbooks

Fadiman, A. (1997). *The spirit catches you and you fall*. New York, NY: Farrar, Straus and Giroux.

Cain, Susan (2012). *Quiet: The Power of Introverts in a World that Can't Stop Talking*. New York, NY: Crown Publishers

NASW. (2007). *Standards for Cultural Competence in Social Work Practice*. Document available online: www.naswdoc.org/pubs

Classroom Expectations

Attendance

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. An absence is not an excuse for not coming to class prepared to be actively involved. Missing fifteen percent (15%) 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).

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 even via Zoom 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.

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 during class sessions 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. Late papers and tests are deducted 5% per day.
3. Extra Credit: There are no extra credit assignments for this course.

Re-write Policy

Rewrites are not an option in this class unless requested by professor. 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 enough time is given, it is expected that quality work be submitted.

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 the **PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (7TH ED.)**. Therefore, allow enough 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).

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.

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.

Grading Procedures

Grading Scale

Letter Grade	Percentage	Letter Grade	Percentage
A	95-100%	A-	90-94.9%
B+	87-89.9%	B	83-86.9%

Letter Grade	Percentage	Letter Grade	Percentage
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

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

Class Assignments

1. **Attendance (100 Points)**
 - a. This is an engaging class, we will be doing in class discussions, it is important that you attend and participate to be a part of the process and to be a part of the group. Not attending the weekend portion will reduce your grade 10%, this class is considered a practice course so a B or better is required.
2. **Reflection Papers (3) individual papers– 50 points each for (150) points total: Videos will be posted on CANVAS**

In a 3-4-page paper, answer the following questions from movies viewed:

- a. What is your cognitive and emotional reaction to the stories?
- b. What surprised you and/or interested you about these stories?
- c. Summarize your own attitudes and beliefs about the admission of refugees to the U.S.

3. **Self-Evaluation Assignment – 100 points**

To complete, this assignment you will need to go to the Implicit Website and complete two of the attitude's measures. <https://implicit.harvard.edu/implicit/> Also go to the following website sponsored by the Southern Poverty Law Center and read about Hidden Biases <http://www.tolerance.org/activity/test-yourself-hidden-bias>. Students are free to

select any two groups they wish to address. This is a quiz with an unusual format calling for automatic responses. I suggest you select a third group and use it as a practice. After completing the two quizzes, write a 3-4-page paper about your response to the measure in general and your score. Discuss both the emotional and cognitive reactions to taking the quiz and to your scores. Interpret the meaning the score has for you. What do you believe to be the source of your attitudes toward the two groups? Do you believe this type of exercise is useful? Why or why not?

4. Nature of Humankind – 150 points

Our beliefs about the nature of humankind will in large part determine how we relate to the people we serve. The purpose of this assignment is for students to articulate their beliefs about the nature of humankind and document the source of those beliefs. What is it that you believe about basic human nature? Are we good or evil? Are there some qualities that make some human beings superior to others? Are some lives more worthy than others? What is your understanding of the meaning of human diversity?

This paper will take the form of a personal essay on the student's basic beliefs about people. It does not require a literature review; however, all sources mentioned must be properly cited. Remember social workers believe there are multiple sources of knowledge: empirical, personal, cultural, philosophical/spiritual, and community knowledge. All of these are considered proper sources for the paper. There are no right or wrong answers in this assignment.

The paper should be 6-7 pages in length and written in APA format. The paper will be graded on its thoroughness and the student's ability to articulate her/his beliefs and the source of those beliefs.

5. Intersectionality Assignment – 100 points

Students will select a client/person, family member etc. system (ecological system) from their environment to explain, educate and teach what intersectionality means. (Remember, identifying information needs to be sufficiently altered to allow for anonymity.) A more detailed outline will be distributed for this assignment on CANVAS.

6. Personal Plan for Culturally Competent Practice – 200 points

Students will write a 6-8-page paper discussing their plan for culturally competent practice. Be sure to include content from the NASW Standards for Cultural Competence and the U.N. Declaration of Human Rights.

Self-assessment: Describe the level of competence you had when you started the course. What experiences within this course have particularly shaped your views of your own culture and the culture of others?

What have you learned in the course? Highlight succinctly things you learned while participating in this course that were most meaningful for you. What aspects did you already know? What challenged your preconceptions? What piqued your curiosity and made you want to learn more? What questions were aroused in your mind that would merit further investigation and exploration?

What does this mean for your practice? What types of clients are you best able to help? Discuss how what you learned about cultures and families relate to your previous and current work experience. What groups and culture do you want to learn more about so that you might more effectively provide social work services? Describe any population with which it may be difficult for you to work and analyze the reason for this. State whether this is something that you feel that you should overcome, and whether you should do something to make it easier for you to work with this population.

What more do you need to know? Describe what more you want to learn about other cultures and diverse families. Discuss some of the ways that knowledge could be effectively acquired. You may want to document your statement with information you have acquired about certain populations, societal need, and resources for developing cultural competence.

Action Steps: List three to five actions that are reasonable and feasible for you to do that will increase your cultural *competence*.

7. **Weekly CANVAS Discussions 375 points:** The week we do not have class you will be assigned to questions from the assigned reading, either in discussion or journal format.

Discussion Assignments Grading Rubric			
Original Post	0-8 points	9-16 points	17-25 points
Quality of posting	Postings are not relevant to the questions posed.	Postings reflect the reading, but material not cited. Original is posted by Thursday at 11:59pm.	Postings reflect the readings and information with proper source material citation.
Understanding of reading and outside source material	Responds to the question posted but does not mention materials from the readings and/or assignments.	Responds to the question posted and refers to readings.	Responds to question posted and demonstrates understanding of material and outside source material and properly cites with exceptional grammar.
Quality of reply	Response not relevant to original posting. Ex: I agree, nice post, etc.	Response relevant to peers posting but fails to support to connect in a meaningful way. Ex: reply connects partially to what peer is stating.	Responds to question posted and demonstrates understanding of material. Posts are respectful to the opinions of others.

Tentative Class Schedule

Week & Date	Activity	Readings	Assignments – Points
Week 1 August 22-28	Syllabus	Introductions	CANVAS Discussion - 25
Week 2 August 29- September 4	Discussion	Fadiman Ch. 1-4	CANVAS Discussion - 25
Week 3 September 5-11	Discussion	Fadiman Ch. 5-8	CANVAS Discussion – 25 Self-Evaluation Due – 100
Week 4 September 12-18	Discussion	Fadiman Ch. 9-12	CANVAS Discussion - 25
Week 5 September 19-25	Discussion	Fadiman Ch. 13-16	CANVAS Discussion - 25
Week 6 September 26- October 2	Discussion	Fadiman Ch. 17-19	CANVAS Discussion – 25 Zoom Saturday 10/1 @ 9:00AM
Week 7 October 3-9	Discussion	Diversity Discussion	CANVAS Discussion – 25 Nature of Humankind Paper Due. - 150
Week 8 October 10-16	Discussion	Diversity Discussion	CANVAS Discussion - 25
Week 9 October 17-23	Discussion	Diversity Discussion	CANVAS Discussion – 25 Reflection Paper #1 Due. – 50
Week 10 October 24-30	Discussion	Cain Introduction - Ch. 2	CANVAS Discussion – 25
Week 11 October 31- November 6	Discussion	Cain Ch. 3-5	CANVAS Discussion – 25 Reflection Paper #2 Due - 50
Week 12	Discussion	Cain Ch. 6-8	CANVAS Discussion – 25

November 7-13			Zoom Saturday 11/12 @ 9:00AM
Week 13 November 14-20	Discussion	Articles on Intersectionality	CANVAS Discussion – 25 Reflection Paper #3 Due -50
Thanksgiving Break November 21-25	NO CLASS		
Week 14 November 28- December 4	Intersectionality Discussion	Cain Ch. 9-10	CANVAS Discussion – 25 Intersectionality Paper Due - 100
Week 15 December 5-11	Growth and Changes	Cain Ch. 11- Conclusion	CANVAS Discussion - 25
Week 16 December 12-15	Finals Week		Personal Plan for Culturally Competent Practice Due - 200 1175 Total Points