

**Diversity, Social Justice,
Culturally Humble Social Work Practice**

Social Work 630

3 Units

Fall 2022

SYLLABUS

I. COURSE PREREQUISITES

II. CATALOGUE DESCRIPTION

Introduction to diversity and social justice in the context of social work practice. Enhance intercultural cultural competence by raising awareness of one's own values/ assumptions/biases. Special attention directed to those issues of structural racism, gender oppression, classism and other systemic variables that perpetuate societal disproportionalities and disparities.

III. COURSE DESCRIPTION

This course serves as an introduction to diversity and social justice in the context of social work practice. It is rooted within the following pedagogies: 1) Critical Race, 2) White Racial Frame/Systemic Racism, 3) The Matrix of Domination, 4) Intersectionality, and 5) Queer Theory. The course aims to enhance intercultural competence by raising students' awareness of their own values, assumptions, and biases, as well as their relationships and styles of interaction and communication with people from cultures and lived experiences different than their own. Competence is considered in dimensions of values, knowledge, skills, and cognitive and affective processes. In this course we direct special attention to those issues of structural racism, gender oppression and classism that perpetuate social injustice and run counter to our profession's core values (NASW Code of Ethics).

This course, like the profession of social work, celebrates the diversity that characterizes and shapes the human experience and the formation of both individual and group identity. Secondly, the course analyzes and critiques the barriers that were historically constructed and continue within the 21st century to target *vulnerable populations, perpetuate and entrench the oppression of vulnerable populations*. The course approaches diversity from the perspective of intersectionality, a perspective in which the dimensions of diversity are understood as the simultaneous interplay of multiple factors including but not limited to socioeconomic status, race, ethnicity, nationality, color, sex, gender, gender identity and expression, sexual orientation, age, disability and ability, relationship status, political ideology, religion/spirituality, and tribal sovereign status. In this course students will learn how current experiences of privilege and oppression are shaped by historical forces, societal structures, social constructions, as well as group and interpersonal processes. Regardless of cultural background and life experiences, every person has fundamental human rights. These rights include freedom, safety, honor and recognition of worth, privacy, an adequate standard of living, health care, and education.

Even though this course celebrates diversity, we recognize that diversity also has the potential to negatively impact identity, development, and life experiences, including perceptions of the world and oneself, and interactions and relationships with others. Sadly, in the United States and around the globe, some groups of people have long been overtly and covertly consigned to society's margins due to their cultural backgrounds, characteristics or life experiences. More than ever, social workers are needed to provide leadership dispelling harmful biases and stereotypes, exposing and rectifying unfair practices and policies, eliminating unjust disproportionalities and disparities, and eradicating systemic oppression and social injustice. To prepare you to do this work as a professional social worker, this course aims to enhance your intercultural competence, particularly your ability (1) to engage in

diversity and difference in practice, and (2) to advance human rights and social, economic, and environmental justice. It is important to note that although we will address a range of aspects of diversity, culture and identity, the course does not attempt to provide a detailed or exhaustive examination of all diverse groups that exist or of all oppressions and social injustices experienced by various cultural groups. Instead, we provide you with frameworks and strategies that can be applied to varied populations, issues, and contexts and we **highlight** cultural groups and issues that are particularly salient or relevant to social work practice today. Further, because this is a theory and practice course, it is designed to provide you with opportunities to tailor your learning about diversity and social justice in a way that reflects the cultural groups and issues relevant to the area of specialized practice you have chosen to pursue as a professional social worker.

IV. OUR COMMITMENT TO DIVERSITY, EQUITY AND INCLUSION

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the [NASW Code of Ethics](#), abide by the [CSWE Educational Policy and Accreditation Standards](#), and address the [American Academy of Social Work and Social Welfare, Grand Challenges for Social Work](#).

V. COURSE OBJECTIVES

The student who takes this course will:

Objective #	Objectives
1	Explain the historical context of political, economic and social structures that perpetuate racism, systemic oppression and social injustice, and the associated impact of power and privilege on individuals, communities, and organizations, and societies.
2	Demonstrate knowledge of diversity and intersectionality—including one’s own—and the ways in which intersecting personal and social identities relate to identity development, resilience, oppression, marginalization, as well as privilege and power.
3	Apply knowledge on equity, diversity, and inclusion to specific social work strategies and practices that can be used to enhance political, economic and social justice.
4	Through mindful reflection, self-awareness, and engagement in critical conversations, manage the influence of personal biases and values in working with diverse clients and constituencies.,

VI. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of mindful reflections and self-assessments, individual and team-based experiential exercises and activities, trainings, instructor and student led discussions, and lectures. Case vignettes, videos, and role plays will also be used to facilitate student learning. Students are expected to come to class ready to discuss required readings and to apply concepts covered in readings.

Instructor’s Commitment to Students

“As your instructor, to each of you, I pledge the following:

- *To appreciate you, your time and your effort;*
- *To be available and responsible;*
- *To challenge you to become comfortable with the uncomfortable;*

- *To be encouraging and supportive;*
- *To ensure a classroom environment that allows for intense and fruitful difficult conversations;*
- *To be objective and fair;*
- *To be prompt and timely;*
- *To be respectful, professional and appropriate;*
- *To accommodate when appropriate and within reason;*
- *To try to be an engaging and effective instructor; and*
- *To strive for excellence in carrying out my responsibilities as an instructor as described in the USC Faculty Handbook*

If at any time you feel I have not honored this oath, please contact me so that I am aware of your concerns and have an opportunity to address them.”

VI. STUDENT LEARNING OUTCOMES

The table below presents the nine social work competencies as defined by the Council on Social Work Education’s 2015 Educational Policy and Accreditation Standards. Items highlighted in yellow and in bold font indicate the specific competencies addressed in this course.

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior
*2	Engage in Diversity and Difference in Practice
*3	Advance Human Rights and Social, Economic, and Environmental Justice
4	Engage in Practice-informed Research and Research-informed Practice
5	Engage in Policy Practice
6	Engage with Individuals, Families, Groups, Organizations, and Communities
7	Assess Individuals, Families, Groups, Organizations, and Communities
8	Intervene with Individuals, Families, Groups, Organizations, and Communities
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency and methods for assessing whether the outcomes have been achieved.

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 2 Engage in Diversity, Equity and Inclusion in Practice</p> <p>Social workers understand how diversity, equity and inclusion characterize and shape the human experience and are critical to the development of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, nationality, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, global interdependence including social, economic, political, technological, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p> <p>Social workers:</p> <ul style="list-style-type: none"> • apply and communicate understanding of the importance of diversity, equity and inclusion, in shaping life experiences in local – global interdependent practice at the micro, mezzo, and macro levels; • present themselves as learners with cultural humility and engage clients and constituencies as experts of their own experiences; and 	<p>Objective 1 - Explain the historical context of political, economic and social structures that perpetuate racism, systemic oppression and social injustice, and the associated impact of power and privilege on individuals, communities, and organizations, and societies.</p> <p>Objective 2 - Demonstrate knowledge of diversity and intersectionality—including one’s own—and the ways in which intersecting personal and social identities relate to identity development, resilience, oppression, marginalization, as well as privilege and power.</p> <p>Objective 3 - Apply knowledge on equity, diversity, and inclusion to specific social work strategies and practices that can be used to enhance political, economic and social justice.</p> <p>Objective 4 - Through mindful reflection, self-awareness, and engagement in critical conversations, manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>2a. Applies and communicates an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p> <p>2b. Presents self as a learner and engages clients and constituencies as experts of their own experiences.</p> <p>2c. Applies self-regulation and/or self-management to eliminate the influences of personal biases in working with diverse clients and constituencies.</p>	<p>Values</p> <p>Knowledge</p> <p>Cognitive and affective processes</p> <p>Skills</p>	<p>Units 1 – 9</p> <p>Midterm Assignment</p> <p>Classroom Engagement</p>

<ul style="list-style-type: none"> • apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. 				
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Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 3 Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:</p> <ul style="list-style-type: none"> • apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and 	<p>Objective 1 - Explain the historical context of political, economic and social structures that perpetuate racism, systemic oppression and social injustice, and the associated impact of power and privilege on individuals, communities, and organizations, and societies.</p>	<p>3b – engages in practices that advance social, economic and environmental justice</p>	<p>Values Knowledge Skills</p>	<p>Units 6 - 14</p> <p>Intercultural Humility Team Assessment and Workplan</p> <p>Classroom Engagement</p>
	<p>Objective 3 - Apply knowledge on equity, diversity, and inclusion to specific social work strategies and practices that can be used to enhance political, economic and social justice.</p>	<p>2a – applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels.</p>	<p>Knowledge Skills</p>	<p>Units 6 - 14</p> <p>Intercultural Humility Team Assessment and Workplan</p> <p>Classroom Engagement</p>

<ul style="list-style-type: none">• engage in practices that advance social, economic, and environmental justice.				
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VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignments

The table below presents all course assignments, due dates, and the percent of the final grade applied to each assignment.

	Assignment	Unit Due	% of Final Grade
Midterm Assignment	Intersectionality Reflection, Self-Assessment, and Skills Development	6	40 %
Final Assignment	Intercultural Humility Team Assessment and Workplan	12 -13	45%
	Critical Reflection, Active and Proactive Learning, and Meaningful Class Engagement	1 - 15	15%

Assignments for the course consist of two written assignments, including (1) a midterm assignment and (2) a final assignment [Intercultural Humility Team Assessment and Workplan.

The midterm will be submitted at 11:59 pm on the specified due date. Guidelines for each of the major assignments will be disseminated and described in more detail by your instructor.

The two assignments listed above include:

A midterm Assignment (40% of course grade) which asks that you demonstrate your understanding and critical analysis of key course concepts and their relevance to diversity, inclusion, oppression, and marginalization. You also will be asked to engage in a process of self-reflection related to your own diversity and intersectionality variables and will then utilize a culturally humble lens to appraise your strengths and areas for growth as a social work practitioner committed to advancing human rights and challenging social injustice. **More detailed assignment instructions will be provided as a separate document to facilitate its completion.**

- This assignment relates to course objectives **2 and 4** and to student learning outcomes 2a, 2b, and 2c.

The Intercultural Humility Team Assessment and Workplan (Final Assignment (45% of course grade) builds on the knowledge acquired via the previous assignment. Unlike the midterm assignment, this assignment is a team-based assignment. It will require you to work with other members of your class and your professor to conceptualize, develop and record a professional training designed to help social workers address an existing social justice issue of particular interest to your team. The assignment is comprised of 3 components, including (1) team collaboration, (2) an in-class presentation of your training, (3) and a recorded version of your training that will be showcased on the USC School of Social Work's website as part of an annual virtual DEI Expo. Through this assignment you will develop and enhance leadership and advocacy skills needed to inform social work practice and create social change. **More detailed assignment instructions will be provided as a separate document to facilitate its completion.**

- This assignment relates to course objectives 1 and 3 and student learning outcomes 2a and 3b.

In addition to the written assignments, course grades will be based on mindful reflection, active and proactive learning, and meaningful classroom engagement. Grading for this component of the course is detailed below.

Critical Reflection, Active and Proactive Learning, and Meaningful Engagement (15% of Course Grade)

Given the nature of this class, critical reflection, participation, and interaction of students are essential. To enhance the learning experience for students individually and collectively, students are expected to be active participants in their learning and proactive. This will require mental, physical and emotional effort from students, both inside and outside the formal classroom. Active learning involves assuming responsibility for learning; completing required readings and assignments prior to class; and coming to class with culturally aware, sensitive, and thoughtful comments, reflections or questions about concepts, readings and assignments. Proactive learning involves anticipating workload and challenges, and taking the initiative to reach out to the instructor when concerned about possible challenges in the class. It also involves regular communication with the instructor about the course and my performance as the instructor.

Along with active and proactive learning, students are expected to participate meaningfully in class and to contribute to the development of a positive learning environment. Meaningful engagement consists of culturally sensitive, thoughtful, and respectful participation based on having completed required readings, activities and assignments prior to class. For our purposes, contributing “to the development of a positive learning environment” refers to the extent to which students participate in or help create an environment that is professional, engaging, fun, challenging, supportive, brave, interculturally-sensitive, and effective. “Environment” refers to our physical classroom, small group settings, other settings in which learning or teaching might occur, and the overall climate and culture of our class.

Please refer to the rubric below for the criteria that will be used to determine your participation grade. For each of fifteen criteria, 0 to 1 point can be earned, for a maximum of 10 points. To facilitate instructor assessment of reflection, learning and engagement, students are expected to respond to weekly reflective activities (described as diversity prompts for ground students). Additional guidelines will be discussed and disseminated in class by your instructor.

Criteria	None evident	Sometimes	Frequently
<i>Awareness and Critical Reflection (0 – 4 points)</i>			
(1) Student shows openness and respect to different worldviews and to difference.	0	0.5	1
(2) Student displays awareness of unexpected emotions or reactions when addressing or discussing difficult topics.	0	0.5	1
(3) Student demonstrates critical reflection about course content and experiences, including cognitive and affective processes and reactions.	0	0.5	1
(4) Student recognizes, acknowledges and respects others’ sense of vulnerability	0	0.5	1
<i>Active and Proactive Learning (0 – 4 points)</i>			
(5) Student demonstrates that she/he/they has completed course readings and has prepared for class session.	0	0.5	1

(6)	Student communicates with the instructor about (a) the course, (b) their/her/his performance in the course, and (c) the instructor's performance in the course.	0	0.5	1
(7)	Students demonstrates attending and active listening in the classroom.	0	0.5	1
(8)	Student seizes opportunities to step out of comfort zone to engage in deeper learning about self and others.	0	0.5	1
Meaningful Engagement (0 – 7 points)				
(9)	Student participates in live class discussions.	0	0.5	1
(10)	Student's communication, behavior, and participation are professional, culturally sensitive, and appropriate (this includes appropriate use of laptops and mobile devices during class).	0	0.5	1
(11)	Student helps to maintain a positive learning environment.	0	0.5	1
(12)	Student integrates diverse perspectives in comments, responses and discussions.	0	0.5	1
(13)	Student helps foster a learning environment that is safe and brave.	0	0.5	1
(14)	Student respectfully challenges thoughts, ideas, and discussions to expand the zone of comfort for self and others.	0	0.5	1
(15)	Student adeptly engages self and others in processing difficult conversations and disagreements.	0	0.5	1

This "assignment" relates to objectives 1 – 4 and to student learning outcomes 2a, 2b, 2c, and 3b.

Additional details and guidelines for each of the assignments will be provided by the instructor and discussed in class.

Grading

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

- (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.
- (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.
- (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.
- (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.
- (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.
- (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. Ground students are expected to complete weekly diversity prompts prior to class sessions and by time and date deadline set by instructor. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

We have no required textbooks for this course.

Course Reader

Required and recommended course readings are presented in the detailed course schedule. These readings are available on electronic reserve through ARES.

To access ARES, go to <https://reserves.usc.edu> and log in using your USC NetID and email password. When logged in, search the reserves for SOWK 630 and then add the course.

Note: Additional required and recommended readings may be assigned by your instructor throughout the course.

Guides for Academic Integrity, APA Style Formatting, Writing & Research

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

APA formatting and style guide. (1995-2015). The OWL at Purdue. Retrieved from <https://owl.english.purdue.edu/owl/resource/560/08/>

USC guide to avoiding plagiarism: <http://www.usc.edu/libraries/about/reference/tutorials/avoiding-plagiarism/story.html>

USC Libguides

Sample papers using APA style: http://libguides.usc.edu/ld.php?content_id=9235241

APA citation guide: <http://libguides.usc.edu/APA-citation-style>

Evidence-based practice resources: <http://libguides.usc.edu/socialwork/socialworkEBP>

Tests and measures: <http://libguides.usc.edu/socialwork/measurements>

Writing guide: <http://libguides.usc.edu/writingguide>

Research guides: <https://libguides.usc.edu/antiracistpedagogy>
<https://libguides.usc.edu/diversityandinclusion>

Recommended Social Work Organizations

National Association of Social Workers. Available at <http://www.naswdc.org>

Institute for the Advancement of Social Work Research. Available at <http://www.iaswresearch.org>

Society for Social Work Research. Available at <http://www.sswr.org>

American Evaluation Association. Available at <http://www.eval.org>

Course Overview

Unit	Topics	Assignments
PART I – INTRODUCTION TO DIVERSITY, SOCIAL JUSTICE, AND CULTURALLY COMPETENT SOCIAL WORK PRACTICE		
1	Welcome and Overview <ul style="list-style-type: none"> ■ Course introduction and significance ■ Course framework and approach 	
2	Dimensions of Diversity and Social Justice <ul style="list-style-type: none"> ■ Conceptualizing diversity and culture ■ Social justice, systems, and strengths perspectives ■ Power and privilege <ul style="list-style-type: none"> ▼ Difference, disproportionality, disparity, and inequality ■ Incorporating intersectionality into social work 	
3	Competency-Based Approaches to Diversity and Social Justice in Social Work <ul style="list-style-type: none"> ■ Competency and competency-based approaches to diversity and social justice ■ Cultural competence in social work practice, policy, and education ■ Multicultural social work practice 	
4	Interculturally Competent Social Work Practice <ul style="list-style-type: none"> ■ Introduction to interculturally competent social work practice ■ Cultural awareness and humility ■ Understanding implications of oppression and power in social work practice 	
5	Managing Microaggressions in Social Work Practice <ul style="list-style-type: none"> ■ Recognizing unconscious bias and microaggressions ■ Minimizing and managing microaggressions 	
PART II – UNDERSTANDING AND RECOGNIZING SYSTEMIC OPPRESSION AND SOCIAL INJUSTICE		
6	Individual and Group Identities and Development <ul style="list-style-type: none"> ■ Cultural identity <ul style="list-style-type: none"> ▼ Racial and ethnic identity development <ul style="list-style-type: none"> ➤ White racial identity development ▼ Gender identity development ■ Minority Stress and Internalized Oppression 	<u>MIDTERM</u> <u>ASSIGNMENT DUE</u> <u>(By 11:59pm)</u>
7	Major Forms of Systemic Oppression and Social Injustice <ul style="list-style-type: none"> ■ Racism and colorism ■ Nationalism and xenophobia 	

Unit	Topics	Assignments
8	Major Forms of Systemic Oppression and Social Injustice (Cont'd) <ul style="list-style-type: none"> ■ Misogyny, Sexism and sexual harassment ■ Homophobia and heterosexism ■ Transphobia 	
9	Major Forms of Systemic Oppression and Social Injustice (Cont'd) <ul style="list-style-type: none"> ■ Classism and political oppression ■ Ageism and adultism ■ Ableism 	
PART III – BECOMING AN INTERCULTURALLY HUMBLE SOCIAL WORK PROFESSIONAL		
10	Interculturally Competent & Culturally Humble Engagement <ul style="list-style-type: none"> ■ Issues in engagement of culturally-diverse clients <ul style="list-style-type: none"> ▼ Overcoming cultural barriers to engagement ▼ Building trustworthiness, expertness, and credibility in social work practice ■ Planning for interculturally competent social work practice and utilizing cultural humility. 	
11	Utilizing Cultural Humility While Engaging in Interculturally Competent Assessment and Evaluation <ul style="list-style-type: none"> ■ Issues in assessment of culturally-diverse clients <ul style="list-style-type: none"> ▼ Intercultural communication ▼ Practicing cultural humility while communicating ▼ Assessing cultural styles of clients and level of acculturation ▼ Assessing our biases and stereotypes while assessing cultural styles and level of acculturation ▼ Overcoming cultural barriers and our biases/stereotypes that influence assessments and evaluations ■ Selecting culturally appropriate screening and assessment tools ■ Conducting culturally-responsive and strength-based assessments and interviews 	
12	Cultural Humility & Engagement <ul style="list-style-type: none"> ■ Issues in intervening with culturally-diverse clients <ul style="list-style-type: none"> ▼ Overcoming cultural barriers to engagement ▼ Building trustworthiness, expertness, and credibility in social work practice ■ Planning for interculturally competent social work practice 	<u>ASSIGNMENT 3</u> <u>DUE:</u> Intercultural Humility Team Assessment and Workplan

Unit	Topics	Assignments
13	Culturally Humble Assessment and Evaluation <ul style="list-style-type: none"> ■ Issues in assessment of culturally-diverse clients <ul style="list-style-type: none"> ▼ Intercultural communication ▼ Assessing cultural styles of clients and level of acculturation ▼ Overcoming cultural barriers to assessment and evaluation ■ Selecting culturally appropriate screening and assessment tools ■ Conducting culturally-responsive and strength-based assessments and interviews 	<u>ASSIGNMENT 3</u> DUE: Intercultural Humility Team Assessment and Workplan
14	Culturally Humble Intervention: <u>Individuals, Families and Groups</u> <ul style="list-style-type: none"> ■ Issues in intervening with culturally-diverse individuals and families ■ Religion, spirituality, and indigenous practice strategies ■ Evidence-based approaches for interculturally competent social work practice ■ Issues in intervening with culturally-diverse groups and communities 	
15	Culturally Humble Intervention: <u>Organizations and Systems</u> <ul style="list-style-type: none"> ■ Issues in intervening with organizations and systems ■ Inclusive leadership ■ Review/Wrap Up ■ Next steps <ul style="list-style-type: none"> ▼ Professional responsibilities ▼ Life-long learning 	
STUDY DAYS / NO CLASSES		
EXAM WEEK		

Course Schedule—Detailed Description

PART I – INTRODUCTION TO DIVERSITY, INCLUSION, AND SOCIAL JUSTICE

Unit 1 Welcome and Overview

Topics

- Course introduction and significance
- Course framework and approach

This Unit relates to course objectives 1 – 3.

Required Readings

Course Syllabus

Spencer, M. S. (2008). A social worker's reflections on power, privilege, and oppression. *Social Work*, 53(2), 99-101.

Finn, Janet L., Perry, Tonya E., & Karandikar, Sharvari. (2013). Introduction: Conceptualizing Gender Oppression, Globalization, and the Implications for Social Work. In *Gender Oppression and Globalization*, pages xv – xxxviii. Alexandria: CSWE Press

Sue et al. (2016). Chapter 1 - Cultural diversity and implications for multicultural social work practice. *Multicultural social work practice* (pp. 1-28). NJ: John Wiley & Sons, Inc.

Foster, John Bellamy. (2020). Absolute Capitalism. *Revista Internacional de Salarios Dignos*. 2(1),58-66.
<http://revistasinvestigacion.lasalle.mx/index.php/OISAD/article/view/2630/2581>

Required Videos

Advice for non-black social workers of color (2:27 in length):
<https://www.youtube.com/watch?v=mbkVMxBJn3c&t=2s>

A historical perspective of social work and race (2:59 in length):
<https://www.youtube.com/watch?v=kDtrlwaQyW4>

Violence against Native women is not traditional (6:45 in length)
<https://www.youtube.com/watch?v=Mg2Jjam0p-U>

Unit 2 Dimensions of Diversity and Social Justice

Topics

- Conceptualizing diversity and culture
- Social justice, systems, and strengths perspectives
- Power and privilege
 - ▼ Difference, disproportionality, disparity, and inequality
- Incorporating intersectionality into social work

This Unit relates to course objectives 1 – 3.

Required Readings

- Crenshaw, K. (2019). WE STILL HAVE NOT LEARNED FROM ANITA HILL'S TESTIMONY. *UCLA Women's Law Journal*, 26(1), 17– 20.
- Powell, J., & Khan, H. (2012). Foucault, Social Theory and Social Work. *Sociologie Românească*, 10(1), 131–147
- Murphy et al. (2009). Chapter 1 - Conceptual framework for intersectionality. Incorporating intersectionality in social work practice, research, policy, and education (pp. 7-16). Washington DC. NASW Press.
- Yellow Horse Brave Heart, M., Chase, J. Elkins, J. Altschul, D. (2011). Historical Trauma among Indigenolus Peoples of the Americas: Concepts, Research, and Clinical Considerations. *Journal of Psychoactive Drugs*. 43 (4), 282-290. <https://doi.org/10.1080/02791072.2011.628913>

Recommended Readings

- Finney & Fitzgerald. (2020). Chapter 1 – A historical and contemporary look at race and exclusion in America (pp.3-16). CA: Cognella Academic Publishing.

Required Videos

What is intersectionality? (7:17 in length):

https://www.youtube.com/watch?v=lEeP_3vmdBY

Deaf and Disability Intersectionality (6:19 in length):

<https://www.youtube.com/watch?v=FeiMeb6B0i8>

Sung Yeon Choimorrow on Fetishization of Asian Women (11:45 in length)

<https://www.youtube.com/watch?v=3ima-1o19R4>

Unit 3 Competency-Based Approaches to Diversity and Social Justice in Social Work

Topics

- Competency and competency-based approaches to diversity and social justice
- Cultural competence vs. Cultural humility in social work practice, policy, and education
- Multicultural social work practice
- Understanding implications of oppression and power in social work practice

This Unit relates to course objectives 1 – 3.

Required Readings

- Einbinder, S. (2019). Reflections on Importing Critical Race Theory into Social Work: The State of Social Work Literature and Students' Voices. *Journal of Social Work Education*, 56(2), 1–14. <https://doi.org/10.1080/10437797.2019.1656574>
- Fisher-Borne, M., Cain, J., M., & Martin, S. L. (2014). From mastery to accountability: cultural humility as an alternative to cultural competence. *The International Journal of Social Work Education*, 34(2), 165-181.

Owen, J., Tao, K., Drinane, J., Hook, J., Davis, D., & Kune, N. (2016). Client perceptions of therapists' multicultural orientation: Cultural (missed) opportunities and cultural humility. *Professional Psychology, Research and Practice*, 47(1), 30–37. <https://doi.org/10.1037/pro0000046>

Required Videos

Cultural Humility | Juliana Mosley, Ph.D. (16:49 in length)
https://www.youtube.com/watch?v=Ww_ml21L7Ns&t=178s
 Cultural Humility (5:56) in length:
<https://www.youtube.com/watch?v=16dSeyLSOKw>

Postcolonialism: WTF? An Intro to Postcolonial Theory (17:22 in length):
<https://www.youtube.com/watch?v=jbLyd0mQwIk>

Recommended Readings

Finney & Fitzgerald. (2020). Chapter 3 – Colorism in America (pp.27-52). CA: Cognella Academic Publishing.

Murphy et al. (2009). Chapter 4 - Intersectionality and social work practice. *Incorporating intersectionality in social work practice, research, policy, and education* (pp. 41-48). Washington, DC. NASW Press.

Unit 4 Managing Microaggressions in Social Work Practice

Topics

- Recognizing unconscious bias and microaggressions
- Minimizing and managing microaggressions

This Unit relates to course objectives 1 – 3.

Required Readings

Allen, P., Cherry, K., & Palmore, E. (2009). Self-reported ageism in social work practitioners and students. *Journal of Gerontological Social Work*, 52(2), 124-134.

Feagin, J., & Bennefield, Z. (2014). Systemic racism and U.S. health care. *Social Science & Medicine* (1982), 103, 7–14. <https://doi.org/10.1016/j.socscimed.2013.09.006>

Sue et al. (2016). Chapter 5 - Microaggressions in social work practice (pp. 117-148). *Multicultural social work practice*. NJ: John Wiley & Sons, Inc.

Jones, M & Renee Galligher. (2015). Daily microaggressions and ethnic identification among Native American young adults. *Cultural Diversity and Ethnic Minority Psychology*. 21(1). 1 – 9.

Required Videos

SAL CASTRO & the 1968 East LA Walkouts (15:19 in length):
<https://www.youtube.com/watch?v=-3TKnj0fXZs>

David Treuer: The Heartbeat of Wounded Knee. PBS interview (11:29 mins)
https://www.youtube.com/watch?v=z_GwapvdwuA

Recommended Readings

- Lee, J., & Robinson, K. W. (2014). Self-reflections of a gay immigrant social worker. *Social Work Faculty Publications*, 20(1), 15-28.
- Spencer, M. S. (2017) Microaggressions and social work practice, education, and research. *Journal of Ethnic & Cultural Diversity in Social Work*, 26(1-2), 1-5.
- Sue et al. (2007). Racial microaggressions in everyday life. *American Psychologist*, 62, 271-286.

PART II – UNDERSTANDING AND RECOGNIZING SYSTEMIC OPPRESSION AND SOCIAL INJUSTICE

Unit 5 Individual and Group Identities and Development

Topics

- Cultural identity
 - ▼ Racial and ethnic identity development
- Minority stress and internalized oppression

This Unit relates to course objective 4.

Required Readings

- Feagin, J., & Ducey, K. (2019). Chapter 1: Systemic racism: A comprehensive perspective. In *Racist America: roots, current realities, and future reparations* (4th ed.). p 1 – 34. Routledge
- McKinney, K., & Feagin, J. (2004). Chapter 4- Being White: Being white: Stories of race and racism (pp.115-148). Taylor & Francis Group.
- Stryker, S. (2017). Chapter 2: A Hundred Years Plus of Transgender History. (pp 45 – 77). Seal Press.

Required Videos

Native American Identity in the 21st Century (6:48 in length):

<https://www.youtube.com/watch?v=Rb6VjzEJQGk>

How Trump brought white identity politics into the U.S. mainstream (12:20 in length):

<https://www.youtube.com/watch?v=gFygbIM-4Uk>

Where does the rise of identity politics leave people of mixed race? (6:57 in length):

<https://www.youtube.com/watch?v=TwAtHuW8AS8>

Recommended Readings

- Hummer, R., & Hamilton, E. (2010). Race and ethnicity in fragile families. *The Future of Children*, 20(2), 113-131.
- Huynh, Q.-L., Devos, T., & Smalarz, L. Perpetual foreigner in one's own land: Potential implications for identity and psychological adjustment. *Journal of Social and Clinical Psychology*, 30(2), 133-162.
- Lipsitz, G. (2006). The possessive investment in Whiteness. *The possessive investment in Whiteness: How White people profit from identity politics* (pp. 1-23). Philadelphia, PA: Temple University Press.

Unit 6 Major Forms of Systematic Oppression and Social Injustice

Topics

- Racism and colorism
 - ▼ Understanding White privilege
- Nationalism and xenophobia

This Unit relates to course objective 4.

Required Readings

Alexander, M. (2012). The color of justice. *The New Jim Crow: Mass incarceration in the age of the colorblindness* (pp. 97-104). New York: The New Press.

Arbona, C., et al. (2010). Acculturative stress among documented and undocumented Latino immigrants in the United States. *Hispanic Journal of Behavioral Sciences*, 32(3), 362-384.

Sue et al. (2016). Chapter 7 - White racial identity development. *Multicultural social work practice* (pp. 179-206). NJ: John Wiley & Sons, Inc.

Cox, C. (2020). Addressing Anti-Semitism in SOWK education. *Journal of Religion and Spirituality in Social Work: Social Thought*. <https://doi.org/10.1080/15426432.2020.1871155>

Required Videos

Medical Apartheid (29:47 in length):

<https://www.youtube.com/watch?v=DI2Ap1VEu50>

Black in Latin America E03, Mexico and Peru: The Black Grandma in the Closet (Stop at 29:09):

<https://www.youtube.com/watch?v=Ufut6qxt1ro>

Recommended Readings

Dreby, J. (2012). The burden of deportation on children in Mexican immigrant families. *Journal of Marriage and Family*, 74(4), 829-846.

Gilens, M. (2003). How the poor became black: The racialization of American poverty in the mass media. In S. F. Schram, J. Soss., and R. C. Fording (Eds.), *Race and the Politics of Welfare Reform* (101-130). MI: The University of Michigan Press.

Unit 7 Major Forms of Systemic Oppression and Social Injustice (Cont'd)

Topics

- Misogyny, Sexism and sexual harassment
- Homophobia and heterosexism
- Transphobia

This Unit relates to course objective 4.

Required Readings

Byers, D., McInroy, L., Craig, S.L., Slates, S. Kattari, S. (2020). Naming and Addressing Homophobic and Transphobic Microaggressions in SOWK classrooms. *Journal of Social Work Education*, 56:3. 484-495. DOI: 10.1080/10437797.2019.1656688

Coston, B.M. & Kimmel, M. (2012). Seeing privilege where it isn't: marginalized masculinities and the intersectionality of privilege. *Journal of Social Issues*, 68(1), 97-111.

Roth, B. (2003). Chapter 4- Separate Roads to Feminism: Black, Chicana, and White Feminist Movements in America's Second Wave (pp.129-177). Cambridge University Press.
<https://doi.org/10.1017/CBO9780511815201>

Villareal-Sosa, Leticia & Moore, Ali. (2013). Chicana Feminisms, Intersectionality, and Social Work. In *Gender Oppression and Globalization*, 149-172. Alexandria: CSWE Press.

Required Video:

James Baldwin and Paul Weiss Debate Discrimination In America (12:57 in length):
<https://www.youtube.com/watch?v=hzH5IDnLaBA>

Recommended Readings

Rivers, B., & Swank, J. (2017). LGBT ally training and counselor competency: a mixed-methods study. *Journal of LGBT Issues in Counseling*, 11(1), 18-35.

Unit 8 Major Forms of Systemic Oppression and Social Injustice (Cont'd)

Topics

- Ageism and adultism
- Ableism

This Unit relates to course objective 4.

Required Readings

Calderón-Almendros, I. & Calderón-Almendros, R. (2016). 'I open the coffin and here I am': disability as oppression and education as liberation in the construction of personal identity. *Disability & Society*, 31(1), 100-115.

Pearson, H. (2010). Complicating Intersectionality Through the Identities of a Hard of Hearing Korean Adoptee: An Autoethnography. *Equity & Excellence in Education: Emergent Approaches to Diversity and Social Justice in Higher Education*, 43(3), 341-356.
<https://doi.org/10.1080/10665684.2010.496642>

Pearce, E., Paik, K., & Robles, O. J. (2016). Adolescent girls with disabilities in humanitarian settings: "I am not 'worthless.' I am a girl with a lot to share and offer." *Girlhood Studies*, 9(1), 118-136.

Kane, M. Ageism and Intervention: What Social Work students believe about treating people differently because of age. (2004). *Educational Gerontology*, 30 (9).767-784.

Required Videos

Baldwin-Buckley race debate still resonates 55 years (8:59 in length):

<https://www.youtube.com/watch?v=MRzkHgMaPL4>

Coronavirus Exposed A 'Digital Divide' in LA Schools: See where that gap is widest.

<https://laist.com/2020/04/20/coronavirus-digital-divide-map-los-angeles-distance-learning.php>

Invisible Diversity: Undiagnosed autism. Carrie Beckwith-Fellows

<https://www.youtube.com/watch?v=cF2dhWWUyQ4>

Unit 9 Major Forms of Systemic Oppression and Social Injustice (Cont'd)**Topics**

- Classism and political oppression
- Institutional Oppression
- Religious Oppression

This Unit relates to course objective 4.

Required Readings

Rodriquez, R. (2020). Chapter 4 – Mexican-American women: Diversity and skin color. (pp.53-72). CA: Cognella Academic Publishing.

Solomon, D., Maxwell, C., & Castro, A. Systematic inequality and American democracy. Retrieved from <https://www.americanprogress.org/issues/race/reports/2019/08/07/473003/systematic-inequality-american-democracy/>

Story, C., Crethar, H., & Hall, T. (2014). Privilege, oppression and the Affordable Care Act: cultural implications for health educators. *American Journal of Health Studies*, 29(4), 302-308.

Required Videos

Religion and Power: Race in the Church (6:16 in length)
<https://www.youtube.com/watch?v=1YLxVvycF3g>

How has Christianity contributed to racism? Part I (1:54 in length)
<https://www.youtube.com/watch?v=cDpHUoIPIU>

Why Ethiopian Jews Are Building a Movement against Racism in Israel (10:47 in length)
<https://www.youtube.com/watch?v=ki-6IK5NCdQ&t=114s>

Explained | Racial Wealth Gap (16:12 in length) <https://www.youtube.com/watch?v=Mqrhn8khGLM>

Unit 10 Interculturally Competent & Culturally Humble Engagement

Topics

- Issues in engagement of culturally-diverse clients
 - ▼ Overcoming cultural barriers to engagement
 - ▼ Building trustworthiness, expertness, and credibility in social work practice
- Planning for interculturally competent social work practice and utilizing cultural humility
- Feminist perspective
- Feminism & race
- Oppression & marginalization
- LGBTQ

This Unit relates to course objectives 1 – 3.

Required Readings

Cauterucci, C. (2016). White feminism downplayed California's coerced sterilization of Latinas in the 1970s. At <https://slate.com/human-interest/2016/02/white-feminism-downplayed-california-s-coerced-sterilization-of-latinas-in-the-70s.html> (**short reading**)

Gandy-Guedes, M., Havig, K., & Natale, A. (2017). Trauma impacts on LGBTQ people: Implications for lifespan development. In Dentato, M. (2017). *Social Work Practice with the LGBTQ Community: The Intersection of History, Health, Mental Health, and Policy Factors*. Oxford University Press, Incorporated. Chapter 6.

Goldberg, M. (2014, July 28). What is a woman? The dispute between radical feminism and transgenderism. *The New Yorker*. Retrieved from: <https://www.newyorker.com/magazine/2014/08/04/woman-2>

Hughes, B. & Mztezuka, M. (2002) in Day, L., & Langan, M. *Women, Oppression and Social Work: Issues in Anti-Discriminatory Practice*. Routledge. <https://doi.org/10.4324/9780203417386> Chapter 12.

Giddings, P. 1995. *The Last Taboo*. Chapter 5 (414-428). In Guy-Sheftall, B. *Words of fire : An anthology of African-American feminist thought* . New Press.

Required Video(s)

How the Stonewall Riots Sparked a Movement-History (3:54 in length)
<https://www.youtube.com/watch?v=Q9wdMJmuBIA>

Lifting up all women with Hood Feminism. Mikki Kendall. (7:09 mins)
<https://www.youtube.com/watch?v=D4DaBn4uHi4>

Unit 11 Utilizing Cultural Humility While Engaging in Interculturally Competent Assessment and Evaluation

Topics

- Issues in assessment of culturally-diverse clients
 - ▼ Intercultural communication
 - ▼ Practicing cultural humility while communicating
 - ▼ Assessing cultural styles of clients and level of acculturation
 - ▼ Assessing our biases and stereotypes while assessing cultural styles and level of acculturation
 - ▼ Overcoming cultural barriers and our biases/stereotypes that influence assessments and evaluations
- Selecting culturally appropriate screening and assessment tools
- Conducting culturally-responsive and strength-based assessments and interviews
- Feminism & race (Cont'd)
- Race & Historical Trauma
- Violence

This Unit relates to course objectives 1 – 3.

Required Readings

Abdulrahim, S., James, S. A., Yamout, R., & Baker, W. (2012). Discrimination and psychological distress: Does Whiteness matter for Arab Americans? *Social Science and Medicine*, 75(12), 2116-2123.

Foster, M. (2015). Tweeting about sexism: The well-being benefits of a social media collective action. *British Journal of Social Psychology*, 54(4), 629-647.

Khazan, O. (2016). Inherited trauma shapes your health. *The Atlantic*, October. Retrieved from

https://www.unicefusa.org/sites/default/files/YemenTC1_Can%20Trauma%20Be%20Inherited%20Between%20Generations-The%20Atlantic.pdf

Kendall, M. (2020). *Sections— Solidarity is still for white women; Fear and feminism*. In *Hood feminism: notes from the women that a movement forgot*. Viking.

Required Videos

Why the U.S. Must Not Ignore Violence Against Indigenous Women (3:17 in length)

<https://www.youtube.com/watch?v=4e9AJLYoe4Q>

Native American Women Are Disappearing. Why Is Nothing Being Done? (5:09 in length)

<https://www.youtube.com/watch?v=YBXtSGcHDGA>

Women Are Being Killed With Impunity in Mexico (14:48 in length)

<https://www.youtube.com/watch?v=NO3uj81X7O8&t=27s>

PART III – BECOMING AN INTERCULTURAL HUMBLE SOCIAL WORK PROFESSIONAL
Unit 12 Cultural Humility & Engagement
ASSIGNMENT 3 DUE: INTERCULTURAL HUMILITY TEAM ASSESSMENT AND WORKPLAN
Topics

- Issues in engagement of culturally-diverse clients
 - ▼ Overcoming cultural barriers to engagement
 - ▼ Building trustworthiness, expertise, and credibility in social work practice
- Planning for interculturally competent social work practice

This Unit relates to course objective 3.

Required Readings

Delgado, M. (2007). Chapter 7- *Social work with Latinos a cultural assets paradigm*. Oxford University Press.p 167 – 190.

Cox, C. & Pardasani, M. (2017). Aging and Human Rights: A rights-based approach to Social Work with older adults. *Journal of Human Rights in Social Work*.(2),98-106. Springer International Publishing. <https://doi.org/10.1007/s41134-017-0037-0>

Diaz, R., Ayala, G., Bein, E., Henne, J., & Marin, B. (2001). The impact of homophobia, poverty, and racism on the mental health of gay and bisexual Latino men: findings from 3 US cities. *American Journal of Public Health (1971)*, 91(6), 927–932. <https://doi.org/10.2105/ajph.91.6.927>

Unit 13 Cultural Humility Assessment and Evaluation
ASSIGNMENT 3 DUE: INTERCULTURAL HUMILITY TEAM ASSESSMENT AND WORKPLAN
Topics

- Issues in assessment of culturally-diverse clients
 - ▼ Intercultural communication
 - ▼ Assessing cultural styles of clients and level of acculturation
 - ▼ Overcoming cultural barriers to assessment and evaluation
- Selecting culturally appropriate screening and assessment tools
- Conducting culturally-responsive and strength-based assessments and interviews

This Unit relates to course objective 2 & 3.

Required Readings

Ortega, R. Coulborn Faller, K. (2010). Training child welfare workers from an intersectional cultural humility Perspective: A paradigm shift. *CWLA*. 90(5). 27-48.

Aujla, W. (2021). “It Was Like Sugar-Coated Words”: Revictimization When South Asian Immigrant Women Disclose Domestic Violence. *Affilia*, 36(2), 182–203. <https://doi.org/10.1177/0886109920916038>

- Miller, Joshua, Garran, Ann Marie. (2017). Chapter 11. Cross Racial Clinical Social Work. In Joshua Miller & Ann Marie Garran. *Racism in the United States: Implications for the Helping Professions*. (2nd ed) New York: Springer Publishing. P 275-305.
- Chan, K. (2020). The Association of Acculturation with Overt and Covert Perceived Discrimination for Older Asian Americans. *Social Work Research*, 44(1), 59–71. <https://doi.org/10.1093/swr/svz023>
- Murphy et al. (2009). Chapter 6 - Intersectionality and social policy. Incorporating intersectionality in social work practice, research, policy, and education (pp. 59-73). Washington, DC. NASW Press

Recommended Readings

- Park, M., Chesla, C., Rehm, R., & Chun, K. (2011). Working with culture: Culturally appropriate mental health care for Asian Americans. *Journal of Advanced Nursing*, 67(11), 2373-82.

Unit 14 Culturally Humble Intervention: Individuals, Families & Groups

Topics

- Issues in intervening with culturally-diverse individuals and families
- Religion, spirituality, and indigenous practice strategies
- Evidence-based approaches for interculturally competent social work practice
- Issues in intervening with culturally-diverse groups and communities

This Unit relates to course objectives 1 & 3

Required Readings

- Chung, I. (2012). Chapter 12, Practice with Asian immigrant families and intergenerational issues. In Congress, E., & González, M. (2013). *Multicultural perspectives in social work practice with families* (3rd ed.). Springer Publishing Company.
- Congress, E. & Lynn, M. (2012). Chapter 2, Family and group approaches with culturally diverse families: A dialogue to increase collaboration. In Congress, E., & González, M. (2013). *Multicultural perspectives in social work practice with families* (3rd ed.). Springer Publishing Company.
- Satariano, N. B., & Wong, A. (2016). Creating an online strategy to enhance effective community building and organizing. In M. Minkler (Ed.), *Community organizing and community building for health and welfare* (pp. 269-287). NJ: Rutgers University Press.

Recommended Readings

- Cohen, H., Greene, R., Lee, Y., Gonzalez, J., & Evans, M. (2006). Older adults who overcame oppression. *Families in Society*, 87(1), 35-42.
- Reynolds, V. (2012). An ethical stance for justice-doing in community work and therapy. *Journal of Systemic Therapies*, 31(4), 18-33.
- Jones, S. (2012). Working with immigrant clients: perils and possibilities for social workers. *Families in Society*, 93(1), 47- 53.

Required Videos

Sean Joe, PhD. *Suicide among African American youth (start at 1:13 minutes through 19:21 minutes)*

https://www.youtube.com/watch?v=SY7LD_U4I8

Unit 15 Culturally Humble Intervention: Organizations and Systems

Topics

- Issues in intervening with organizations and systems
- Inclusive leadership
 - Review/Wrap Up
 - Next steps
 - ▼ Professional responsibilities
 - ▼ Life-long learning

This Unit relates to course objective 1 - 4

Required Readings

Giwa, S., & Greensmith, C. (2012). Race Relations and Racism in the LGBTQ Community of Toronto: Perceptions of Gay and Queer Social Service Providers of Color. *Journal of Homosexuality*, 59(2), 149–185. <https://doi.org/10.1080/00918369.2012.648877>

Mor Barak, M.E., Lizano, E. L., Kim, A., Duan, L., Hsiao, H. Y., & Rhee, M. K. Brimhall, K. A. (2016). The promise of diversity management for climate of inclusion: A state-of-the-art review and meta-analysis, *Human Service Organizations: Management, Leadership and Governance* 4(40), 305-333.

Stevens, F. G., Plaut, V. C., & Sanchez-Burks, J. (2008). Unlocking the benefits of diversity: All-inclusive multiculturalism and positive organizational change. *Journal of Applied Behavioral Science*, 44(1), 116-133.

Recommended Readings

Dessel, A., Rogge, M. E., & Garlington, S. B. (2006). Using intergroup dialogue to promote social justice and change. *Social Work*, 51(4), 303-315.

Required Videos

Texas changes social workers code of conduct (2:00 in length)
<https://www.youtube.com/watch?v=CXzVyb6Pc6U>

STUDY DAYS

NO CLASSES

EXAM WEEK

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (singhmi@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to SCampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 / Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

X. ADDITIONAL RESOURCES

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

XI. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

XII. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XIII. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XIV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XV. ACADEMIC DISHONESTY SANCTION GUIDELINES

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the lead instructor for the course, Sara Jimenez McSweyn, LCSW (mcsweyn@usc.edu) is the lead instructor for the ground and Terence Fitzgerald, PhD, LCSW (tfitzge@usc.edu) is the lead instructor for the VAC. If you believe you did not receive a satisfactory response or solution from the instructor or lead instructor, contact your advisor/SSA or Chair of the MSW Program, Jennifer Lewis, PhD (lewi573@usc.edu) for further guidance.

XVII. Tips for Maximizing Your Learning Experience in this Course (Optional)

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.
