SOWK 630: Diversity, Social Justice, and Interculturally Competent Social Work Practice

Section # 60876
3 Units
Fall 2024, Friday: 4:10 - 7:00 pm
Location: MRF 204

SYLLABUS
(Subject to change)

"How you do anything is how you do everything"
- Martha Beck

Instructor:	Kelvin J. Driscoll, PhD, MPA, MSW
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	*Replies can be expected within 2 business days
Office Location:	TBD
Office Hours Days & Times:	TBD
Zoom Meeting Link:	https://usc-2u-com.zoom.us/my/kelvin.j.driscoll
Course Lead:	Tyan Parker Dominguez, PhD, MPH, MSW
Email:	tyanpark@usc.edu@usc.edu
IT Help Hours of Service:	24 hours, 7 days/week
IT Help Contact Information:	• Please contact your course instructor for course-specific issues (e.g., accessing live sessions, submitting assignments). • VAC Canvas support: (833) 713-1200 or "Help" button in Canvas. • On Campus/Hybrid Brightspace support: (888) 895-2812 or usc@d2l.com • NETID/password issues: USC ITS (213) 740-5555 or consult@usc.edu

I.   Course Prerequisites and/or Co-Requisites
None

II.   Catalogue Description
Introduction to diversity and social justice in the context of social work practice. Enhance intercultural competence by raising awareness of one's own values/assumptions/biases.

III.   Course Description
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. 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. 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 demonstrate anti-racism, diversity, equity, and inclusion in practice.

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 cultural 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. Course Objectives

By the completion of this course, students will be able to:
1. Appreciate how diversity and difference shape individual and group development, behavior, and life experiences.
2. Use mindful reflection to assess, understand and enhance one's own intercultural competence, consistent with an area of specialization.
3. Understand key concepts related to diversity, inclusion, and social justice, as well as those related to power, privilege, oppression, and injustice.
4. Apply an intercultural competence lens to identify and understand major forms and consequences of systemic oppression and social injustice.
5. Apply an intercultural competence lens to formulate social work practice strategies and to combat systemic oppression and social injustice as a professional social worker.

V. CSWE Core Competencies

The following table lists the social work competencies, as established by the Council on Social Work Education (CSWE, 2022), that are evaluated in this course.

CSWE Core Competencies Highlighted in this Course:
Competency 3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
3a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
3b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self- regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

VI. Course Format & Instructional Methods

This is a letter graded course offered in-person as well as online in the Virtual Academic Center (VAC). The web-based teaching and learning environment provided by Brightspace (https://brightspace.usc.edu/) will support access to course-related materials and communication for campus-based students; Canvas, will support access to course-related materials, communication, and live Zoom sessions for VAC students. The course will encompass a combination of diverse instructional methods, which may include, but are not limited to, the following: mindful reflections and self-assessments, individual and team-based experiential exercises and activities, instructor and student led discussions, and lectures. Case vignettes, videos, and role plays may also be used

to facilitate student learning. Students are expected to come to class ready to discuss and apply required readings, class materials and course concepts.

***Please note:** It may be necessary for the instructor to adjust the syllabus and/or course during the semester. In such an instance, the instructor will inform the class both verbally and in writing.

Instructor's Oath

"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 be encouraging and supportive;*
- *To be objective and fair;*
- *To be prompt and timely;*
- *To be respectful, professional and appropriate;*
- *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 students feel the instructor has not honored this oath, they should contact the instructor with their concerns, so the instructor has an opportunity to address them. If they feel that they cannot discuss their concerns about the course with the instructor, students should contact the Course Lead (name, email). If their concerns remain unresolved, then students can contact the MSW Program Director, Dr. Lewis at j.lewis@usc.edu for further assistance.

VII. Technology Proficiency & Hardware/Software Required
This course requires the use of an online learning management system (LMS), as well as Microsoft Office (e.g., Word, PPT) and virtual meeting (e.g., Zoom) applications. The following links for USC technology support may be useful: Zoom information for students, Software available to USC Campus.

Campus-based students are using **Brightspace**. To access Brightspace go to https://brightspace.usc.edu/d2l/login to login and find your courses. You also can find Brightspace on myUSC. The mobile app, Brightspace Pulse, also is available in both the Apple App Store and Google Play. Training and resources are available at Brightspace Student Tutorials. The following are technical support resources:

- **Student Guides:** Brightspace Student Guides
- **Brightspace Technical Support Line:** 888-895-2812
- **Brightspace Email Support:** usc@d2l.com

VAC students are using **Canvas**. Canvas tech support can be reached at 833-713-1200 or use the "Help" button in Canvas.

VIII. Course Assignments, Due Dates & Percent of Final Grade

The table below presents all course assignments, due dates, and the percent of the final grade that each assignment is worth.

Assignment	Course Objectives Assessed by Assignment	Unit Due[1]	% of Grade
Assignment 1 Beginning Your Journey	1, 2	Unit 3	15%
Assignment 2 Intersectionality Self-Assessment	1-4	Unit 7	35%
Assignment 3 Diversity, Social Justice & Intercultural Practice Team Presentation	1, 3-5	Units 12-15	35%
Active and Proactive Learning, & Meaningful Participation	1-5	Ongoing	15%

[1] Please note that in some instances assignment due dates may differ slightly among sections of this course. In those instances, due dates have been adapted to reflect the number of lesson weeks and University holidays for particular course sections.

Descriptions of Assignments

An overview of each assignment is presented below. Detailed instructions and grading guidelines for each assignment will be disseminated by the instructor.

Assignment 1 – Beginning Your Journey (15%), Due: Week 3
The Beginning Your Journey assignment is an opportunity for the student to begin the necessary self-exploration of how the individual has come to their particular worldview and what has influenced and continues to influence that perspective, as it relates to the various populations that social workers engage and serve as advocates.

Assignment 2 – Intersectionality Self-Assessment (35%), Due: Week 7
The Intersectionality Self-Assessment provides the student with a more in-depth exploration of the self, integrating how the concept of intersectionality informs the student's worldview, positionality in society, and what this can mean in relationship to their developing professional identity as a social worker and career goals.

Assignment 3 – Diversity, Social Justice, and Intercultural Practice Team Presentation (35%), Due: Weeks 12 -15
This assignment requires students to work in small teams to develop and deliver a presentation about a diversity/social justice issue related to an area of professional interest. Teams should be comprised of 3-4 people with different dimensions and

intersections of identity, life experiences, and/or personal perspectives. The purpose of working in a diverse team is to enhance students' ability to "engage anti-racism, diversity, equity and inclusion in practice" by collaborating with colleagues of different backgrounds to accomplish a shared task. Besides the presentation, teams will prepare a statement of contributions and a takeaway resource. Each team member also will submit a critical reflection on their individual learning experience on this assignment.

Active and Proactive Learning, & Meaningful Participation (% of course grade) (15%), Due: Units 1 – 15

Students are expected to be active and proactive participants in their learning and meaningful contributors to a positive learning environment. This will require mental, physical and perhaps emotional effort, both inside and outside the formal classroom.

Active learning involves completing required readings, activities, and/or asynchronous materials prior to class, and engaging in the class session with thoughtful comments, reflections or questions about concepts, readings and assignments. For VAC courses, active learning also includes remaining visibly onscreen throughout the duration of the live session, unless one has the permission of the instructor to mute the screen.

Proactive learning involves assuming responsibility for learning, anticipating workload and challenges, being organized and meeting deadlines, and taking the initiative to reach out to the instructor with any questions or concerns.

Meaningful participation consists of thoughtful and substantive participation that not only contributes to but enhances class discussion and activities. Meaningful participation also includes efforts that **contribute to a positive learning environment**; that is, one that is open, respectful, professional, engaging, fun, challenging, supportive, and effective. "Environment" refers to the formal classroom, small group settings, other settings, in-person or virtual/remote, in which learning or teaching might occur, including office hours and communications with the instructor and fellow students, and the overall climate and culture of the class.

Please note: Course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in social work, course topics may at times be political and/or personal in nature. Course content, class discussions, and self-reflection might trigger strong feelings. Every member of the class is responsible for creating a space that is both civil and intellectually rigorous. Even when strongly disagreeing with another's point of view, it is important to remain respectful and mindful of the ways that personal identities shape lived experiences. Disrespectful language or behavior based on protected class (e.g., ability, age, race, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.) disrupts and detracts from the learning environment and will not be tolerated. All such behavior will be reported to the *Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)*. An inclusive learning environment values the diversity in the class as an asset to the

educational experience. Students should inform the instructor of any concerns that they have in this regard.

Furthermore, it is each student's responsibility and right to determine how much personal information they disclose in class discussions, activities, and assignments. Students should be aware that complete privacy or confidentiality cannot be guaranteed in an on-line platform or classroom setting. Students also should note that since this is an academic and professional setting, the instructor may follow up with any student that discloses safety concerns. Students are encouraged to review the list of support resources at the end of the syllabus and to contact the instructor with any questions or concerns.

Please refer to the rubric below for the **criteria that will be used to determine the participation grade**. For each of fifteen criteria, between 0 and 1 point can be earned, for a maximum of 15 points.

Criteria	Never or Rarely	Sometimes	Often or Always
Awareness and Critical Reflection (0 – 4 points)			
(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 others' sense of vulnerability	0	0.5	1
Active and Proactive Learning (0 – 4 points)			
(5) Student demonstrates that she/he/they has completed course readings and prepared for class.	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) Student 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 Participation (0 – 7 points)			
(9) Student participates in 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

Grading Scale

Assignment and course grades will be based on the following:

Grade Point Average / Letter Grade		Corresponding Numeric Grade / Letter Grade	
3.85 – 4.00	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 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
1.89 & below	C-	70 – 72	C-

Please note: A grade below "C" is considered a failing grade for graduate students at USC.

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.

IX.   Assignment Submissions, Extensions & Extra Credit Policy

By the specified deadlines, assignments should be submitted through the course's learning management system (LMS). Students are responsible for ensuring successful submission of their assignments and are encouraged to maintain a copy of the submission confirmation for their records.

Prior to the due date, extensions may be granted for extenuating circumstances at the instructor's discretion. The instructor will confirm an extension and revised due date in writing/email. If the instructor accepts a late submission, it could be marked down for each day late. Assignments submitted more than one week past the posted due date may not be accepted for grading; however, this is at the instructor's discretion, assuming extenuating circumstances. The instructor may require documentation of the extenuating circumstance in considering an extension request.

Once an assignment is graded, the grade is final, unless there are extenuating circumstances (e.g., error in determining grade, academic integrity violation). Extra credit on an assignment is not permitted. Re-doing an assignment with the expectation that it will be re-graded is not permitted.

X.   Grading Timeline

Students should expect grading and feedback from the instructor within two weeks of assignment submission. The instructor will notify students of any extenuating circumstances that might affect this grading timeline.

XI.   Statement about Incompletes and In Progress Grades

The grade of Incomplete (IN) can be assigned only if a student is in good standing in the course and there the work left to be completed is due to 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 by the instructor and reported on the official "Incomplete Completion Form."

XII. Attendance

As a professional school, class attendance and participation are essential to students' professional training and development at the USC Suzanne Dworak-Peck School of Social Work. Students are expected to attend every class and to remain in class for the duration of the class. Students cannot actively, proactively, or meaningfully contribute to a positive learning environment if they are not in attendance. Students are expected to notify the instructor by email 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 that will be missed or to reschedule an examination, due to holy days observance.

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

XIII. Classroom Norms

Class ground rules help to promote a positive learning environment by specifying behaviors that are encouraged and discouraged. The instructor will facilitate a class discussion to generate mutually agreed upon ground rules for the learning environment.

XIV. Zoom Etiquette and Use of Technology in the Classroom

For campus-based students, the use of laptops, tablets, smart phones during class generally is not recommended. Students may use these devices, however, if doing so contributes to their learning and is not disruptive to others in the class. For both campus and VAC students, permitted uses of technology include using laptops, tablets, smart phones to access course readings and materials, to take notes, and to complete small group activities and discussions. Non-permitted uses of technology include using laptops, tablets, smart phones to check email and social media, and to text or communicate with others who are not members of the class. Use of smart phones during class is not permitted except in an emergency or during a break. To minimize disruptions, students should place their phones on mute or in airplane mode before coming to class.

XV. Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's

mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the USC Student Handbook. All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity (OAI).

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

For more information about academic integrity see the Student Handbook, the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

Special Note on the Use of AI Generators
AI generators, such as such as ChatGPT4 and Bard, can be useful tools. However, AI programs do not replace human creativity, originality, and critical thinking. AI text generators also may present incorrect or biased information and incomplete analyses. Within limited circumstances, with instructor permission and proper disclosure and attribution (see USC Libraries' generative AI guide), AI generators may be permitted in this course, per the University's academic integrity regulations. Using these tools without the instructor's permission, and without proper attribution and disclosure, constitutes a violation of academic integrity and will be reported to the Office of Academic Integrity.

XVI. Course Content Distribution and Synchronous Session Recordings
USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation, is prohibited. Recording can inhibit free discussion in the

future, and thus infringe on the academic freedom of other students as well as the instructor (Living our Unifying Values: [The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media (Living Our Unifying Values: [The USC Student Handbook](#), page 13).

XVII.   Course Evaluations
The USC Learning Experience evaluation occurs at the end of each semester. This evaluation is an important review of students' experiences in the class. The process and intent of the end-of-semester evaluation will be discussed in class by the instructor. In addition to the end-of-semester evaluation, a mid-semester evaluation is implemented in the Dworak-Peck School of Social Work. The process and intent of the mid-semester evaluation also will be discussed by the instructor.

XVIII. Required Textbooks
All required readings are available online, through embedded links in the syllabus, through USC's online reserves system, ARES, and/or in the USC Libraries. A USC email address and password are required to access the ARES system: https://reserves.usc.edu/ares/ares.dll. Use the search bar to locate the course by School, course number (SOWK 630) or Lead Instructor's last name (Parker Dominguez).

XIX. Recommended Materials & Resources

Guides for Academic Integrity, APA Style Formatting, Writing & Research
American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Publisher.

APA formatting and style guide: The OWL at Purdue.
https://owl.purdue.edu/

USC guide to avoiding plagiarism:
https://libguides.usc.edu/writingguide/plagiarism

USC guide to APA 7th writing style https://libguides.usc.edu/APA7th

Sample List of Professional 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 and Research. Available at http://www.sswr.org

Council on Social Work Education (CSWE). Available at https://www.cswe.org/

XX. Course Schedule

The table below presents the topics for each unit of instruction. <u>Students are expected to attend class having completed the required reading and, if applicable, the asynchronous course material.</u>

15-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

Required Readings

Course Syllabus

Lizzi, D. F. (2020). Classless: Classism in social work practice and the example of White rural poverty. *Smith College Studies in Social Work, 90*(1-2), 7–24. https://doi.org/10.1080/00377317.2020.1706330

Stoeffler, S. W., & Joseph, R. (2020). Poverty and social justice: The building stones of social work identity. *Journal of Poverty, 24*(4), 284–299.
PDF online:
https://www.academia.edu/82054243/Poverty_and_Social_Justice_The_Building_Stones_of_Social_Work_Identity

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

Recommended Reading

Foster, J.B. (2020). Absolute capitalism. *Revista Internacional de Salarios Dignos, 2*(1),58-66.
PDF online:
http://revistasinvestigacion.lasalle.mx/index.php/OISAD/article/view/2630/2581

Frank, J. M., & Rice, K. (2017). Perceptions of poverty in America: Using social empathy to reframe students' attitudes. *Social Work Education, 36*(4), 391–402.
https://doi.org/10.1080/02615479.2017.1287261

Unit 2   Dimensions of Diversity and Social Justice
Topics

- Conceptualizing diversity
- Power and privilege
- Intersectionality

Required Readings

Crenshaw, K. (2019). We still have not learned from Anita Hill's testimony. *UCLA Women's Law Journal, 26*(1), 17– 20.

Finney, K. & Fitzgerald, T. (2020). Chapter 1 – A historical and contemporary look at race and exclusion in America. In *The reality of diversity, gender, and skin color: From living room to classroom* (pp. 3-16). Cognella Academic Publishing.

Krings, A., Fusaro, V., Nicoll, K. L., & Lee, N. Y. (2019). Social work, politics, and social policy education: Applying a multidimensional framework of power. *Journal of Social Work Education*, *55*(2), 224-237. **PDF online:** https://www.researchgate.net/publication/332585498_Social_Work_Politics_and_Social_Policy_Education_Applying_a_Multidimensional_Framework_of_Power

Required Video

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

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

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

- Cultural competence vs. cultural humility

ASSIGNMENT 1 DUE

Required Readings

Lekas, H.-M., Pahl, K., & Lewis, C. F. (2020). Rethinking cultural competence: Shifting to cultural humility. *Health Services Insights, 13.*
PDF online:
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7756036/pdf/10.1177_1178632920970580.pdf

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

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

Required Videos

Cultural humility (5:56 in length)
https://www.youtube.com/watch?v=16dSeyLSOKw

AND choose one:

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

The importance of cultural humility | UBuffalo Social Work (12:49 in length)
https://www.youtube.com/watch?v=cVmOXVIF8wc

Unit 4	Interculturally Competent Social Work Practice

Topics

- Multi- and Inter-culturally competent social work practice
- Intercultural humility

Required Readings

Bibus, A. A., & Koh, B. D. (2021). Intercultural humility in social work education. *Journal of Social Work Education, 57*(1), 16–27. https://doi.org/10.1080/10437797.2019.1661925

Marsiglia, F. F., & Booth, J. M. (2015). Cultural adaptation of interventions in real practice settings. *Research on Social Work Practice, 25*(4), 423–432.
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4512185/

Sue et al. (2016). Chapter 2 - Theoretical foundations for multicultural social work practice. *Multicultural social work practice* (pp. 29-58)*.* NJ: John Wiley & Sons, Inc.

Required Videos

Anti-racism vs. intercultural competence (5:46 in length)
https://www.youtube.com/watch?v=kxhqBdJGrX8

Intercultural competence explained by a social psychologist (6:01 in length)
https://www.youtube.com/watch?v=OV1fIixzYsc

Unit 5   Managing Microaggressions in Social Work Practice

Topics

- Recognizing unconscious bias and microaggressions
- Managing microaggressions in social work

Required Readings

Husain, A. & Howard, S. (2017). Religious microaggressions: A case study of Muslim Americans. *Journal of Ethnic & Cultural Diversity in Social Work, 26*(1-2), 139-152.

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. **PDF online:** https://www.researchgate.net/publication/313583271_Microaggressions_and_Social_Work_Practice_Education_and_Research

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

Recommended Reading

Hodge, D. (2020). Spiritual microaggressions: Understanding the subtle messages that foster religious discrimination. *Journal of Ethnic & Cultural Diversity in Social Work, 29*(6), 473-489, DOI: 10.1080/15313204.2018.1555501. **PDF online:** https://www-tandfonline-com.libproxy1.usc.edu/doi/pdf/10.1080/15313204.2018.1555501?needAccess=true

Weng, S. S., & Gray, L. (2020). Racial microaggressions within social work: Perceptions of providers. *Journal of Social Work Practice, 34*(1), 67-80. **PDF online:** https://www.tandfonline.com/doi/pdf/10.1080/02650533.2018.1553871?casa_token=Qnel69iNndoAAAAA:iR988HBcAwOGJSFZ8B4CAOh5T5sPYA1fSUODfjwtp5EUFiFmeHUgLQV1APf-_UKd14b3A2F_hGc71g.

PART II – RECOGNIZING AND UNDERSTANDING SYSTEMIC OPPRESSION AND SOCIAL INJUSTICE

Unit 6   Individual and Group Identities and Development

Topics

- Cultural identity
- Racial and ethnic identity development

Required Readings

Sue, D.W., & Sue, D. (2015). Chapters 11 – Racial/Cultural identity development in people of color: Counseling implications. In *Counseling the culturally diverse: Theory and practice*. John Wiley & Sons, Inc.

Sue, D.W., & Sue, D. (2015). Chapters 12 – White racial identity development: Counseling implications. In *Counseling the culturally diverse: Theory and practice*. John Wiley & Sons, Inc.

Required Videos:

Native American identity in the 21st century (6:48 in length): https://www.youtube.com/watch?v=Rb6VjzEJQGk

Where does the rise of identity politics leave people of mixed race? (6:57 in length): https://www.youtube.com/watch?v=TwAtHuW8AS8

Recommended Reading

Duquette, K., Challenger, C.D., & Eng, T. (2023). The adolescent cultural, racial and ethnic support (ACRES) model: A conceptual model for guiding adolescent students of color in their cultural, racial, and ethnic identity development. *Professional School Counseling,* 27(1), 1-14. DOI: 10.1177/2156759X231161509.
PDF online:
https://journals.sagepub.com/doi/pdf/10.1177/2156759X231161509?casa_token=siRHh ewNMwUAAAAA:lwIcOPhP-_6mG6jexJ4swonOopxbpFtgLp5tIgn7ZorV6RigE4DNQvlbsU13oNmrpekKoqxOZ9FFrw

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Unit 7   Major Forms of Systematic Oppression and Social Injustice

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Topics

- 🟫 Racism, Anti-semitism
- 🟫 White supremacy, White privilege
- 🟫 Colorism and internalized oppression

ASSIGNMENT 2 DUE

Required Readings

Cox, C. (2020). Addressing anti-Semitism in SOWK education. *Journal of Religion and Spirituality in Social Work: Social Thought, 40*(2)*,* 111-125. https://doi.org/10.1080/15426432.2020.1871155

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

McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peace and Freedom.* https://med.umn.edu/sites/med.umn.edu/files/2022-12/White-Privilege_McIntosh-1989.pdfLinks to an external site.
Note: Classic article

Noe-Bustamante, L., Gonzalez-Barrera, A., Edwards, K., Mora, L., & Lopez, M.H. (2021). Majority of Latinos say skin color impacts opportunity in America and shapes daily life:

Latinos with darker skin color report more discrimination experiences than Latinos with lighter skin. *Pew Research Center report* (pp. 1-5). https://www.pewresearch.org/hispanic/2021/11/04/majority-of-latinos-say-skin-color-impacts-opportunity-in-america-and-shapes-daily-life/

Required Videos (choose one)

Robin D'Angelo: Deconstructing white privilege (22:00 in length)
https://youtu.be/DwIx3KQer54

James Baldwin and Paul Weiss debate discrimination in America (12:57 in length):
https://www.youtube.com/watch?v=hzH5IDnLaBA

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

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

Medical Apartheid (29:47 in length):
https://www.youtube.com/watch?v=3D7jDh0FHU8

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

Topics

- Sexism
- Homophobia
- Transphobia

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. https://doi.org/10.1080/10437797.2019.1656688

Finn, J.L., Perry, T.E., & Karandikar, S. (2013). Introduction: Conceptualizing gender oppression, globalization, and the implications for social work. In *Gender oppression and globalization* (pp. xv – xxxviii). CSWE Press.

Kamya, H. A., & White, S. K. (2023). Providing services to youth involved in transactional sex in Uganda: Professional ethics in the context of LGBTQ+ and gender oppression. *Families in Society, 104*(3), 344-360.

Required Videos (choose one):

Sung Yeon Choimorrow on fetishization of Asian women (11:45 in length)
https://www.youtube.com/watch?v=3ima-1o19R4

Women are being killed with impunity in Mexico (14:48 in length)
https://www.youtube.com/watch?v=NO3uj81X7O8&t=27s

OR

Running for missing and murdered indigenous women (11:55 mins)
https://www.youtube.com/watch?v=X8bFL7WC4iELinks to an external site.
AND
Why the U.S. must not ignore violence against indigenous women (3:17 in length)
https://www.youtube.com/watch?v=4e9AJLYoe4Q

Recommended Readings

Dessell, Jacobsen, J., Levy, D.L., McCarty-Caplan, D., Lewis, T.O., & Kaplan, L.E. (2017). LGBTQ topics and Christianity in social work: Tackling the tough questions. *Social Work & Christianity, 44*(1-2), 11-30. **PDF online:** https://www.researchgate.net/publication/315706544_LGBTQ_Topics_and_Christianity_in_Social_Work_Tackling_the_Tough_Questions

Lee, J., & Robinson, K. W. (2014). Self-reflections of a gay immigrant social worker. *Social Work Faculty Publications, 20*(1), 15-28.

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.

Ussher, J. M., Hawkey, A., Perz, J., Liamputtong, P., Sekar, J., Marjadi, B., Schmied, V., Dune, T., & Brook, E. (2022). Crossing boundaries and fetishization: Experiences of sexual violence for trans women of color. *Journal of Interpersonal Violence, 37*(5-6), NP3552–NP3584. https://doi.org/10.1177/0886260520949149

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

Topics

- Ableism
- Ageism

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.

Higgs, P., & Gilleard, C. (2022). Is ageism an oppression? *Journal of Aging Studies*, *62,* 1-6. https://www.sciencedirect.com/science/article/pii/S0890406522000548

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.

Required Videos (choose two)
Carrie Beckwith-Fellows - Invisible diversity: Undiagnosed autism (17:11 in length).
https://www.youtube.com/watch?v=cF2dhWWUyQ4

Overcoming ableism: What you don't know as an able-bodied person (10:58)
https://www.youtube.com/watch?v=X1xnyVCBYNQ

OR

Intersectionality & disability (2:11 in length):
https://www.youtube.com/watch?v=p2XN0CQazr0
AND
Deaf and disability intersectionality (6:19 in length):
https://www.youtube.com/watch?v=FeiMeb6B0i8

PART III – BECOMING AN INTERCULTURALLY COMPETENT SOCIAL WORK PROFESSIONAL

Unit 10   Interculturally Competent Engagement

Topics

- Issues in engagement of culturally diverse clients
  - ▽ Overcoming cultural barriers to engagement
  - ▽ Building trustworthiness, expertness, and credibility in social work practice
- Interculturally and globally competent social work practice

Required Readings

Gentles-Gibbs, N., & Gibbs, L. L. (2020). Social work practice with West Indian migrant fathers. *Journal of Ethnic & Cultural Diversity in Social Work, 29*(1-3), 80-94.

Zanatta, M. D. L. A. L., & da Luz Scherf, E. (2019). The role of rights-based social work in contemporary Latin American diasporas: The case of Venezuelan migrant children. *Journal of Human Rights and Social Work, 4*, 238-247. **PDF online (scroll down the page):** https://www.researchgate.net/publication/335019037_The_Role_of_Rights-Based_Social_Work_in_Contemporary_Latin_American_Diasporas_The_Case_of_Venezuelan_Migrant_Children

Recommended Reading

OECD (2020). Chapter 1 - Are students ready to thrive in an interconnected world? "Learning to live together": PISA 2018 Results (Volume VI, pp 53-68, PISA). OECD Publishing, https://doi.org/10.1787/d5f68679-en.

Unit 11 Interculturally Competent Assessment & Evaluation

Topics

- Issues in assessment of culturally diverse clients
  - ▽ Assessing cultural styles of clients and level of acculturation
  - ▽ Overcoming cultural barriers to assessment and evaluation
  - ▽ Culturally responsive and strengths-based assessments

Required Readings

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

Miller, J., & Garran, A.M. (2017). Chapter 11. Cross racial clinical social work. In J. Miller & A. M. Garran (Eds.). *Racism in the United States: Implications for the helping professions* (2nd ed.; pp. 275-307). Springer Publishing.

Unit 12 Interculturally Competent Intervention: Individuals and Families

Topics

- Intervening with culturally diverse individuals and families
- Cultural adaptations of evidence-based practices
- Integrating social justice into clinical social work

*ASSIGNMENT 3 DUE Units 12-15; please see instructor. *

Required Readings

Barn, R. & Das, C. (2016). Family group conferences and cultural competence in social work. *British Journal of Social Work, 46,* 942-959. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4986078/pdf/bcu105.pdf

Marsiglia, F. F., & Booth, J. M. (2015). Cultural adaptation of interventions in real practice settings. *Research on Social Work Practice, 25*(4), 423–432. https://doi.org/10.1177/1049731514535989

Patterson, G. T. (2023). Police social work and social justice: Lessons for clinical social work practice. *Clinical Social Work Journal*, 1-8. **PDF online:** https://link.springer.com/article/10.1007/s10615-023-00871-5

Recommended Readings

Englar-Carlson, M., & Kiselica, M. (2013). Affirming the strengths in men: A positive masculinity approach to assisting male clients. *Journal of Counseling and Development, 91*(4), 399-409.

Flasch, P. & Fulton, C.L. (2019). Counseling Jewish Americans: Considerations for practice. *Counseling and Values, 64,* 2-19. DOI: 10.1002/cvj.12091

Ohta, R., & Yata, A. (2021). The revitalization of "Osekkai": How the COVID-19 pandemic has emphasized the importance of Japanese voluntary social work. *Qualitative Social Work, 20*(1-2), 423-432.

Required Video

Sean Joe, PhD. Suicide among African American youth (start at 1:13mins through 19:21mins) https://www.youtube.com/watch?v=SY7LD__U4I8

Unit 13	Interculturally Competent Intervention: Groups and Communities

Topics

🟫 Issues in intervening with culturally diverse groups and communities
*ASSIGNMENT 3 DUE Units 12-15; please see instructor. *

Required Readings

Buckingham, S.L., Schroeder, T.U., & Hutcinson, J.R. (2023). Knowing who you are (becoming): Effects of a university-based elder-led cultural identity program on Alaska native students' identity development, cultural strengths, sense of community, and behavioral health. *American Journal of Orthopsychiatry,* 93(5), 389-401.
PDF online:
http://libproxy.usc.edu/login?url=https://www.proquest.com/psycinfo/scholarly-journals/knowing-who-you-are-becoming-effects-university/docview/2820633916/sem-2?accountid=14749

Padilla, Y.C., McRoy, R., & Calvo, R. (2019). Rethinking practice with multicultural communities: Lessons from research-based applications. *Journal of Ethnic & Cultural Diversity in Social Work, 28*(1), 1-6. https://doi.org/10.1080/15313204.2019.1570895

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). Rutgers University Press.

Recommended Readings

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.

Required Video

Sal Castro & the 1968 East L.A. Walkouts (15:19 in length):
https://www.youtube.com/watch?v=-3TKnj0fXZs

Unit 14   Interculturally Competent Intervention: Organizations & Larger Systems

Topics

- Issues in intervening with culturally diverse organizations and systems
- Inclusive leadership

*ASSIGNMENT 3 DUE Units 12-15; please see instructor. *

Required Readings

Brimhall K. C. (2019). Inclusion is important … but how do I include? A longitudinal study on the effects of inclusive leadership on hospital innovation, job satisfaction, and perceived quality of care. *Nonprofit and Voluntary Sector Quarterly, 48,* 716-737.

Mor Barak, M. E., Luria, G., & Brimhall, K. C. (2022). What leaders say versus what they do: Inclusive leadership, policy-practice decoupling, and the anomaly of climate for inclusion. *Group & Organization Management, 47*(4), 840–871. https://doi.org/10.1177/10596011211005916

Unit 15:   Summative Reflections

Topics

- The semester in review
- Reflections on emerging social work identity and professional development goals
- Next steps
  - ▽ Enhancing and expanding competency in ADEI & social justice advocacy

*ASSIGNMENT 3 DUE Units 12-15; please see instructor. *

STUDY DAYS
NO CLASSES

EXAM WEEK

XXI. Statement on University Academic and Support Systems

Students and Disability Accommodations
USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers in the classroom or in practicum. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course/practicum placement. The LOA must be given to each course/practicum instructor by the student and followed up with a discussion. This should be done as early in the semester as possible, as accommodations are not retroactive. More information can be found at osas.usc.edu. Students may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress:
To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the Financial Aid Office webpage for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

Support Systems
Students' health and well-being are important. Reaching out for assistance with physical, emotional, social, academic, spiritual, financial, and professional wellbeing is encouraged. USC has resources and support systems in place to help students succeed. Additional resources can be found on the USC Suzanne Dworak-Peck School of Social Work Website at: https://dworakpeck.usc.edu/student-life/we-care-student-wellness-initiative or by reaching out to the Student Wellness Coordinator in the SDP Office of Associate Dean of Academic Affairs (sdp.adc@usc.edu).

Counseling and Mental Health Services:
USC offers a variety of mental health services and resources. Students who have opted to pay the student health fee (SHF) can access short-term counseling services, as well as other mental health services, through the USC Counseling & Mental Health Center by calling 213-740-9355 (WELL) 24/7 or visiting the website at https://sites.usc.edu/counselingandmentalhealth/.

Students who elected not to pay the student health fee, or who live out-of-state, can visit https://studenthealth.usc.edu/for-online-students/ for mental health information and resources or contact the Student Wellness Coordinator at sdp.adc@usc.edu for additional support with access to services.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or

emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
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) 740-2500
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101
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
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
Non-emergency assistance or information.

Office of the Ombuds - *(213) 821-9556 (UPC) / (323-442-0382 (HSC)*
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - *(323) 442-2850 or* otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

Kortschak Center for Learning and Creativity - *213-740-7884,* kortschakcenter@usc.edu
The Kortschak Center offers academic coaching and resources.

The Writing Center - *213-740-3691,* writing@usc.edu
The Writing Center offers individualized feedback on any kind of writing.

XXII. List of Appendices

A. Suzanne Dworak-Peck School of Social Work ADEI Statement
B. Preamble to the NASW Code of Ethics
C. Tips for Maximizing Your Learning Experience

Appendix A: Suzanne Dworak-Peck School of Social Work Anti-Racism, Diversity, Equity, and Inclusion Statement

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote anti-racism, 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.

Appendix B: National Association of Social Workers Code of Ethics

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

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.

Appendix C: **Tips for Maximizing Your Learning Experience in this Course**

- ✓ Be proactive! TOGETHER, let's do everything we can to make this an educational and enjoyable experience for you. Try to anticipate issues that could present challenges and PLEASE REACH OUT TO ME so that we can problem-solve before rather than after the fact.
- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Create a professional self-care plan.
- ✓ Complete required readings, assignments and activities before coming to class.
- ✓ Keep up with the assigned readings and assignments. Don't procrastinate!!
- ✓ Come to class and participate in an active, respectful and meaningful way.
- ✓ Come to class prepared to ask any questions you might have. If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Stay offline while in class.
- ✓ Form study groups with other students in the class or in another section of the class.
- ✓ Take advantage of office hours and extra review/discussion sessions offered by your instructor. Contact me if you are concerned about or are struggling in class.
- ✓ If you believe it is necessary to receive support from a content tutor or Writing Support, please inform or involve me. I want to be able to help and support you in any way possible, but I need to know that you want/need support!! I am also happy to meet with you and your tutor.
- ✓ Keep an open mind and positive attitude!