



SWRK 301- Diversity, Equity, and Inclusion in Human Services
(3 credit hours) **Fall 2024**

Instructor: Dr. Daniel A. Boamah
Email: daniel.boamah@wku.edu

Office: AC 113 D
Office Hours: Monday, 10 am – 2 pm (CST)
Tuesday, 9 am – 10:30 am (CST)
Tuesday, 1 pm – 3 pm (CST)
Wednesday, 9 am – 3 pm (CST)
Thursday, 1 pm – 3 pm (CST)
Email to Schedule Appointments
In-person / Zoom Options Available

Phone: (270) 745-2030

Class Day/Time: Tuesday and Thursday
Place: GH 0138

Course Description:

Prerequisites: SWRK 101 with a minimum grade of C.

Restrictions: Enrollment is limited to students in Social Work (459) or Social Work (594).

Explores how students' personal identity and experiences shape their view of social, economic, and environmental justice issues affecting marginalized populations. Focuses on building upon this understanding to begin to develop cultural competence in preparation for social work practice with vulnerable client systems. Note: Admission to the BSW program required.

Required Text:

Sue, D., Rasheed, M., & Rasheed, Janice M. (2016). *Multicultural social work practice: A competency-based approach to diversity and social justice*. (2nd ed.). Hoboken, NJ: Wiley.

National Association of Social Workers. (2015). *Standards and Indicators for cultural competence in social work practice*. Retrieved from
<http://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf>

Recommended Text:

None

Required Supplies:

None

BSW Mission Statement

The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program

promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education

The Council on Social Work Education defines Generalist Practice as the following: Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice (EPAS, 2015, p. 11).

Regular and Substantive Interaction (for online courses only)

For the module level discussions, I provide feedback through the Blackboard Grade Center within 1 week of submission. The feedback I provide clarifies concepts and underscores the connection between theory and practice. I also provide materials to further student understanding of concepts. Learning outcomes, and their connection to social work practice. I specifically outline the relationship among student learning outcomes, provided materials, assessment and competencies outlined by CSWE. Students are encouraged to meet with me via Zoom or by phone.

Learning Outcomes

Upon successful completion of this course, students should be able to:

Knowledge

1. Articulate an understanding and awareness of own cultural experiences, worldview, and biases.
2. Describe the impact of social, economic, and environmental injustices on marginalized groups.

Values

3. Evaluate the influence of power and privilege on self-identity, worldview, and interactions among constituents.

Skills

4. Demonstrate cultural humility through critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values.

Cognitive and Affective Processes

5. Discuss how individuals, groups, and communities as experts of their own lived experiences.
6. Analyze effectiveness of various strategies for anti-oppressive/anti-racist allyship and advocacy.

CSWE EPAS Core Competencies for BSW Education

The Educational Policy and Accreditation Standards (EPAS) core competencies taught in all Council on Social Work Education (CSWE) accredited BSW programs are included in Appendix A of this syllabus. Core competencies addressed in this class are included in Appendix B of this syllabus.

Topical Outline:

Unit I: Introductions and Course Overview

- A. Introductions and review of course outline and expectations
- B. Importance, meaning, and expectations of cultural competence in social work
- C. Critical reflection

Unit II: Core Concepts

- A. Social, economic, and environmental justice; human rights and human needs; capabilities
- B. Social identity; power, privilege, and acclaim
- C. Stereotype, prejudice, discrimination, oppression, marginalization, alienation, minoritizing, essentialism, othering, microaggressions, internalized oppression
- D. Intersectionality
- E. Strengths perspective; person-first language; cultural humility

Unit III: Social Identities

- A. Race/ethnicity
 1. White supremacy; white fragility; ethnocentrism; colorism/shadeism
- B. Class
 1. Socioeconomic group; poverty; xenophobia/nativism/colonialism
- C. Gender/sex/gender identity and expression
 1. Sexism;
 2. Lookism; sizeism
- D. LGBTQIA
 1. Heteronormativity; homophobia; heterosexism
 2. Cisgenderism; transphobia
- E. Ability status
 1. Ableism
 2. Disability (mental and physical); visible and invisible disabilities
- F. Age
 1. Ageism
- G. Religion/spirituality
 1. Religious oppression

2. Islamophobia; Anti-Semitism

Unit IV: Professional Development: Empowerment, Allyship, and Advocacy

- A. Anti-oppressive practice; decentering privilege
- B. Empowerment; allyship; advocacy
- C. Personal and professional development plan

STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS COURSE ASSIGNMENTS:

Detailed instructions and due dates for each assignment are available on the Bb site. Bb site should be checked daily for updates, class preparation instructions, and other announcements. Any modification of assignments, due dates, etc. will appear on Bb. Please note that detailed instructions for the Discussion Boards and Interview Homework Assignments can be found on your Bb site. Quizzes will also be found on Bb. The “major” assignments details are listed below. As always, please feel free to contact me with any questions.

Evaluation and Grading

<i>Assignment</i>	<i>Points Possible</i>
Critical Reflections	50 pts
“Isms” Log & Paper	100 pts
Cultural Encounter	100 pts
Cultural Sensitivity & Professional Development	100 pts
Group Presentation: Profiles of Diverse Populations	75 pts
Exam	50 pts
Participation and Reflection	<u>25 pts</u>
<i>Total Possible Points =</i>	<i>500 pts</i>

FINAL GRADE as follows:

A = 90 – 100%	B = 80 – 89%	C = 70 – 79%	D = 60 – 69%	F = Below 60%
500 – 450 pts	449.5 – 400 pts	399.5 – 350 pts	349.5 – 300 pts	< 300 pts

Critical Reflections Assignment (50 pts):

Throughout the course, the instructor will facilitate important discussions on issues of racism, marginalization, discrimination as well as human rights, economic, and social justice.

There will be 5 activities (10 points each) throughout the course duration on Blackboard or in class.

Isms/Microaggressions Log and Reflection Paper (100 pts):

Isms/Microaggression Log

Beginning the second week of the semester, students will:

- log “Isms”/microaggressions encountered in their daily routine, on television, in movies, in advertising, in social media, at church, at school, etc.

- observe, listen to, and record incidents of oppressive language, gestures, or behaviors you encounter that refer to individuals' or groups' age, race/ethnicity, class, ability status, gender/gender identity, sexual orientation, and religion.
- record any communications or acts of racism, sexism, ageism, heterosexism, ableism, classism or other "isms"/microaggressions observed, read, hear, or participate in.

The log must include the date and context of the "ism"; what makes this an "ism" or microaggression (i.e., what is the underlying message of this "ism"); and their thoughts and feelings in response to the "ism". Students may use the template provided on Blackboard or create their own.

A minimum of 12 "isms"/microaggressions must be listed. In all likelihood students will have more. Students must include at least four (4) different kinds of "isms". No more than 25% (3 out of 12) can be taken from fictional or electronic sources, such as sitcoms, movies, or social media (Facebook, Twitter, etc.).

Reflection Paper

Student will then reflect on the impact of these "isms"/microaggressions on these populations and themselves.

- In preparation for this assignment, students will listen to the TED Talk: *Playing with Perceptions* (54 mins).
- The 3–5-page paper provides opportunity for reflection on the "isms"/microaggressions witnessed. Following completion of the log*, students will respond to the following questions citing at least three (3) specific incidences witnessed and integrating concepts discussed in the TED Talk: *Playing with Perceptions*.
 - Were you personally affected by the incidents? If so, in what way?
 - Were any false stereotypes about certain cultural groups promoted by the incidents?
 - If other people witnessed the incidents, what were their reactions?
 - Did you do anything to confront the oppressive situations (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you?
 - What did the person or group making the offensive remarks or gestures seem to hope to gain from being racist, sexist, or otherwise prejudiced, discriminatory, or oppressive?
 - How do the incidents you observed relate to prior incidents you have witnessed concerning this particular cultural group?
 - How will the incidents impact your future interactions with the cultural group being marginalized by these "isms"/microaggressions?
 - Did you intervene? If
 - Yes, how did you intervene and what was the outcome?
 - No, what were barriers that prevented you and how could that be addressed
- Students' "isms" log should be attached to your paper as an appendix. (This is not included in the page count.)

Grading Criteria: Refer to assignment rubric, Table 1 in Appendix B

Cultural Encounter Assignment (100 pts):

Active participation in at least one dynamic, culturally different experience is required for this project; that is, students must investigate a cultural group new to them, preferably with which they are uncomfortable and/or unfamiliar. After identifying the group, students are to attend an event or function hosted by that particular group. It is even more optimal if students can attend more than one meeting. For example, students might attend worship services in a faith significantly different than their own, attend an advocacy group meeting for a diverse cultural group (such as PFLAG or NAMI), visit a nursing home for the first time, spend a day(s) with the Amish, or do a ride along with police officers (for those with a fear of law enforcement). ***The experience that the student chooses will require the professor's approval beforehand and it must be one that is reasonably safe*** (e.g., you should not go undercover at a KKK rally!).

Students are to address the following questions in a 5-page paper:

- Describe the diverse cultural event you participated in and/or attended.
- How was this experience different for you? Did it force you to step out of your comfort zone?
- What did you learn that you did not know about the cultural group you investigated?
- What stereotypes about the group were confirmed or rejected by your experience?
- As a result of your attending the event or function, how will you relate to this cultural group differently in the future, both in your personal life and in social work practice? You must describe how you will relate to this group from a stance of cultural humility. By reflecting on how activity increased your self-awareness on how your own bias, power, privilege, and values may impact your work with this community.
- In what ways will you acknowledge them as experts of their own lived experiences?
- Comment on what you perceive you gained because of this exercise.

Grading Criteria: Refer to assignment rubric, Table 2 in Appendix B

Cultural Sensitivity and Professional Development Assignment (100 pts):

For this assignment, students will select a marginalized group with which students experience some discomfort and anticipate being challenged in working with in their practice. As outlined below, students will discuss this group in detail including information and insights gained from class discussion, readings, and their lived experience. **This group may be the same group chosen for the Cultural Encounter assignment only if that group is also considered marginalized.** The assignment is divided into three parts. Students will first describe and reflect upon the nature of their discomfort with this group. Next, based upon class discussion, readings, other class-related activities and processes, students will objectively describe how this group is marginalized. (This part of the analysis must include content from the course text, at least one peer reviewed academic article, and at least one other academic or nonacademic source that addresses the marginalization of this group.) Finally, students will identify a personal and professional development plan for allyship and advocacy for this group.

Part I

1. What are my biases about this group?
2. How do I know that my discomfort with this group reflects an "ism" for me?

3. How long has this “ism” been there?
4. What are the circumstances leading up to how it got there?
5. How do significant others in my life impact/not impact my reaching this particular viewpoint?
6. What inner and outer personal/environmental experiences in my life contribute to this perspective?
7. How do the views of the society-at-large impact upon my thinking about this group?
8. How do I imagine people in this group must feel when “isms” are directed at them?
9. How can these experiences and influences impact my ability to be a culturally competent social work practitioner with this group?

Part 2

1. In what ways has this group been marginalized?
2. What opportunities have been limited for this group?
3. In what ways have this group’s opportunities been limited?
4. What are the immediate and long-term consequences of this racism, marginalization and oppression for group members?

Part 3

1. Based upon your self-reflection of your own biases regarding this group as well as your analysis of how this group is marginalized and the consequences this creates, outline a plan for professional commitment to allyship and advocacy for this group. How will you effectively work with, empower, and advocate for the needs of this group?
2. Specifically, what anti-racist and anti-oppressive social work practice will you adopt for the group at micro, mezzo, and macro levels of practices (implications to individual, family, group, organizational, community, research, and policy practices).

Grading Criteria: Refer to assignment rubric Table 3 in Appendix B

Groups Presentation – Profiles of Diverse Populations (75 pts):

During each class session, a student group (of 4 or 5) will provide a presentation on one of the ten culturally diverse groups from Chapter 14’s Culturally Competent Social Work Practice with people who are Black/African American, Asian American and Pacific Islanders, Native American/First Nations People and Alaska Natives, Latinx/Hispanic Americans, immigrants/refugees, LGBTQ, senior citizens, people with abilities and disabilities, women, and multi-racial and bi-racial persons (Approved by Instructor). A sign-up sheet will be distributed for group presentations by the second-class meeting. Each student is required to participate in the group presentation, and presentations should be approximately 25 minutes and 15 minutes for a “Guest Presenter,” for a total of a 40-minute presentation. The group presentation must include the following:

1. Discuss the strengths and resiliency of the population
2. Describe the cultural values and beliefs of the population
3. Discuss how issues such as income and poverty, education, unemployment, physical and mental health, stereotyping, prejudice and discrimination impact the life status, well-being and overall functioning of these diverse populations.

4. Describe any challenges of acculturation for the population?
5. Describe the socio-political and historical experiences of the population (e.g. the slavery of African Americans, the colonization of First Nations Peoples/Native Americans, the immigration of Hispanic or Latino Americans). How did these experiences impact the population?
6. What are the implications for social work practice with this population?
7. Develop a Power Point presentation regarding the diverse population
8. Utilize 3 peer reviewed journal articles regarding evidenced based practice with your population.
9. Have a "Guest Presenter" attend class or provide a video lecture for the class regarding the presenter's experience working with the population.

Students need to submit the completed PowerPoint to the instructor one week before their presentation. Students should conduct a recorded interview of a "Guest Presenter" can be utilized in electronic formats such as MP4, YouTube, Mediasite, Zoom, etc. and embed the content into the PowerPoint presentation. The "Guest Presenter" should be a member of the marginalized group the population group of choice (past presenters have been identified as members of LGBTQ, African American, Refugees, Native American, etc. groups.). Please consult with the instructor with additional questions. (Adapted from Cengage.com)

Grading Criteria: Refer to assignment rubric Table 4a & 4b in Appendix B (the grading of this assignment is in 2 parts: 4a -Students' group assessment = 25 points and 4b - Instructor evaluation = 50 points

Exam (50 pts):

There will be one exam covering all material at the end of the course semester. It will be all multiple choice. The exams will be administered online unless a student provides institutionally approved accommodations to alter the format.

Participation and Reflection Assignment (25 pts):

Participation & Reflection in Class/Online Discussion Activity

- Students will share five (4) knowledge/skills they learned in this course and how they plan to use these knowledge/skills acquired in their future practice as a social worker.

Attendance and active engagement are required. Students can miss two (2) sessions without penalty. A third absences thereafter will incur a 5-point reduction. A fourth absences will incur a 15-point reduction and a meeting with course instructor to evaluate students circumstances and develop a success plan. Any more than 5 absences will result in failure of the course. NOTE: Class attendance includes both IN-PERSON sessions and BLACKBORAD ACTIVITIES.

Inclusion Statement

Western Kentucky University (WKU) is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors,

and leaders in our diverse and evolving communities. Consistent with our campus Diversity, Equity, and Inclusion statement, this classroom will be an inclusive and respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expression, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this semester you are excluded or a feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Title IX/Discrimination & Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Student Accessibility Resource Center/ADA Accommodation

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) located in the Student Success Center in Downing Student Union, Room 1074. The contact telephone number is 270-745-5004 or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

Pregnant and Parenting Students

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, based on pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on [WKU's Title IX Website](#).

Academic Integrity

The WKU Undergraduate Catalog (2021-2022) provides the following Student Life Policies.

Academic Offenses

The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses, such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure. Questions about the complaint procedure should be directed to the Student Ombudsperson at (270) 745-6169.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct for disciplinary sanctions.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of

Other Type of Academic Dishonesty

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Student Conduct at (270) 745-5429 for judicial sanction.

ChatGPT & Generative AI Statement

Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the [WKU Student Code of Conduct](#).

Learning Assistance at WKU

The Learning Center (TLC) is located on the Bowling Green campus in the Academic Advising and Retention Center, DSU 2141. Should students require academic assistance with this course, or any other General Education Course, there are several places that can provide them with help.

TLC tutors in most major undergraduate subjects and course levels throughout the week--they can also direct students to one of many tutoring and assistance Centers across campus. To make an appointment, or to request a tutor for a specific class, students should call 270-745-6254 or stop by DSU 2141. Students can log on to TLC's website and find out more. The Glasgow campus also has a Resource Center. On the Bowling Green campus, students are also encouraged to make use of the Writing Center located in Cherry Hall 123. The Writing Center offers online consultations for students. See instructions of the website for making online or face-to-face appointments. Or call 270-745-5719 to schedule an appointment.

Land Acknowledgement Statement

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (CWJQ9Jã Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the Jonesville History Project, "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."

Disclaimer

The professor reserves the right to make announced changes in the course due to extenuating circumstances.

Appendix A

Council on Social Work Education (CSWE)

2022 Educational Policy and Accreditation Standards (EPAS)

APPENDIX 1

Council on Social Work Education (CSWE)

2022 Educational Policy and Accreditation Standards (EPAS)

Core Competencies

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy (EPAS, 2022). Please use the following link for a thorough description of the CSWE Core Competencies https://www.wku.edu/socialwork/msw/generalist_competencies.php

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

APPENDIX 2: Course Matrix
 Council on Social Work Education (CSWE)
 2022 Educational Policy and Accreditation Standards (EPAS)
Competencies Addressed in This Specific Course

Competency	Course Content	Dimensions of Student Learning	Course Unit
Competency 1: Demonstrate Ethical and Professional Behavior	Critical Reflection Cultural Encounter Project Profile of Diverse Populations Cultural Sensitivity & Professional Development Exam	K, V, S, C/A	Units I, II, III, & IV
Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice	Critical Reflection Cultural Encounter Project Profile of Diverse Populations Cultural Sensitivity & Professional Development Exam	K, V, S, C/A	Units I, II, III & IV
Competency 3: Engage Antiracism, Diversity, Equity, and Inclusion (A DEI) in Practice	Critical Reflection Cultural Encounter Project Profile of Diverse Populations Cultural Sensitivity & Professional Development Exam	K, V, S, C/A	Units I, II, III, & IV
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Cultural Encounter Project Profile of Diverse Populations Cultural Sensitivity & Professional Development Exam	K, V, S	Units II, III & IV
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Cultural Encounter Project Profile of Diverse Populations Exam	K, V, C/A	Units II, III, & IV
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Critical Reflection Cultural Sensitivity & Professional Development	K, V, S, C/A	Units I, III, & IV

Appendix B

Course Assignment Rubrics

Table 1: RUBRIC for “isms” Log and Paper

Area of Evaluation:	Unsatisfactory	Needed Development	Competent	Distinguished	Score
<i>“isms” Log</i>					
1. Number of Examples	Fewer than 9 examples 0 3	9-11 examples 3.75	12-15 examples 4.25	More than 15 examples 5	/5
2. Number of “isms” (i.e., different forms of oppression/discrimination/stereotypes/microaggressions)	1 type only 0 6	2-3 different types 7.5	4-5 different types 8.5	More than 5 different types 10	/10
3. Source of “isms”	Fewer than 25% from interactions with others 0 6	25-49.9% from interactions with others 7.5	50-75% from interactions with others 8.5	More than 75% from interactions with others 10	/10
4. Key Details (date and context; thoughts and feelings; and exploration of the underlying message of these “isms”)	Missing more than 2 key details 0 9	Missing 1-2 key details 11.25	Key details clearly described 12.75	Key details clearly and thoroughly described 15	/15
<i>Paper^{1 2 3}</i>					
1. Number of Incidences described	1 or no specific incidences discussed or described OR missing more than 2 key details 0 6	Only 2 specific incidences discussed and described OR missing 1-2 key details 7.5	3 specific incidences discussed and described 8.5	More than 3 specific incidences discussed and clearly described 10	/10
2. Analysis of Incidences	Analysis of more than 1 incident lacks sufficient detail OR does not integrate any Ted Radio Hour concepts	Analysis of 1 incident lacks sufficient detail OR only integrates 1 Ted Radio Hour concept	Detailed analysis of all incidents with integration of 2-3 Ted Radio Hour concepts	Detailed analysis of all incidents integrating more than 3 key Ted Radio Hour concepts	/20

¹ Needed Development: Difficult to understand. Little evidence of critical thinking.

² Competent: Understandable. Critical thinking in evidence.

³ Distinguished: Topic thoroughly explored. Extensive critical thinking evident.

	0	12	15	17	20	
3. Introspection and Self-Appraisal	No self-reflection regarding impact of incidents OR no examples of impact on future practice are provided		Self-reflection regarding impact of incidents lacks sufficient detail OR only 1 example of impact on future practice	Detailed self-reflection regarding impact of incidents and 2 examples of impact on future practice	Detailed self-reflection regarding impact of incidents and more than 2 examples of impact on future practice	/20
	0	12	15	17	20	
Writing						
1. Paper organization	Significant problems with clarity AND organization		Some problems with clarity AND/OR organization making Paper difficult to follow (e.g., missing headings)	Paper mostly clear, organized with headings, and easy to follow	Overall paper clear, well organized with headings, and easy to follow	/2
	0		1.5	1.75	2	
2. APA style	No more than 5 different APA style errors		No more than 4-5 different APA style errors	No more than 2-3 different APA style errors	No more than 1 APA style error	/4
	0		3	3.5	4	
3. Accuracy of grammar, spelling, punctuation, and sentence structure	More than 5 types of errors		4-5 types of errors	2-3 types of errors	Less than 2 types of errors	/4
	0		3	3.5	4	

Comments:

TOTAL: /100

Table 2: RUBRIC for Cultural Encounter Paper

Area of Evaluation ⁴ _{5 6}	Unsatisfactory	Needed Development	Competent	Distinguished	Score
5. Description of Event/Activity	Description of event lacks major details for understanding. 0 6	Description of event lacks some details for understanding. 7.5	Detailed description of event participated in/attended. 8.5	Detailed and comprehensive description of event participated in/attended. 10	/10
6. Experience	No examples of how participation/attendance was different or how and why this was outside of comfort zone lacks major details for understanding. 0 6	Only 1 example of how participation/attendance was different and/or how and why this was outside of comfort zone lacks some details for understanding. 7.5	Describes 2 examples of how participation/attendance was different and how and why this was outside of comfort zone. 8.5	Describes more than 2 examples of how participation/attendance was different and how and why this was outside of comfort zone. 10	/10
7. Impact on Learning	No examples of new knowledge gained about the cultural group are described OR examples lack major details for understanding. 0 9	Describes only 1 example of new knowledge gained about the cultural group OR examples lack some details for understanding. 11.25	Describes 2 examples of new knowledge gained about the cultural group. 12.75	Describes more than 2 examples of new knowledge gained about the cultural group. 15	/15
8. Cultural sensitivity/competence/humility	No stereotypes described OR description of examples lacks major details for understanding. 0 6	Describes 1 stereotype about group that was confirmed or rejected by experience OR description lacks some details for understanding. 7.5	Describes 2 stereotypes about group that were confirmed or rejected by experience. 8.5	Describes more than 2 stereotypes about group that were confirmed or rejected by experience. 10	/15
	No concrete and specific plan for personal interactions with this group is identified OR plan lacks major details for understanding. 0 9	Identifies 1 concrete and specific plan for personal interactions with this group OR plan lacks some details for understanding. 11.25	Identifies 2 concrete and specific plans for personal interactions with this group. 12.75	Identifies more than 2 concrete and specific plans for personal interactions with this group. 15	/15

⁴ Needed Development: Difficult to understand. Little evidence of critical thinking.

⁵ Competent: Understandable. Critical thinking in evidence.

⁶ Distinguished: Topic thoroughly explored. Extensive critical thinking evident.

Area of Evaluation ⁴ 5 6	Unsatisfactory	Needed Development	Competent	Distinguished	Score
	Does not include plan for future practice with clients from this group OR missing core concepts of cultural humility OR either is missing major details for understanding.	Identifies only 1 concrete and specific plan for future practice with clients from this group OR only 1 core concept of cultural humility OR either is missing some details for understanding.	Identifies 2 concrete and specific plans for future practice with clients from this group AND includes application of more than 1 core concept of cultural humility.	Identifies more than 2 concrete and specific plans for future practice with clients from this group AND includes application of more than 1 core concept of cultural humility.	/15
	0 12	15	17	20	
5. Conclusion	Provides no description of insights gained as a result of reflecting on participation/attendance and completing this paper OR description missing major details for understanding.	Provides description of only 1 insight gained as a result of reflecting on participation/attendance and completing this paper OR description lacks some details for understanding.	Provides detailed description of 2 insights gained as a result of reflecting on participation/attendance and completing this paper.	Provides detailed description of more than 2 insights gained as a result of reflecting on participation/attendance and completing this paper.	/10
	0 6	7.5	8.5	10	
<i>Writing</i>					
4. Paper organization	Significant problems with clarity AND organization	Some problems with clarity AND/OR organization making Paper difficult to follow (e.g., missing headings)	Paper mostly clear, organized with headings, and easy to follow	Overall paper clear, well organized with headings, and easy to follow	/2
	0	1.5	1.75	2	
5. APA style (i.e., title page, running head, page numbers, double-spaced, headings as needed, 1" margins)	No more than 5 different APA style errors	No more than 4-5 different APA style errors	No more than 2-3 different APA style errors	No more than 1 APA style error	/4
	0	3	3.5	4	
6. Accuracy of grammar, spelling, punctuation, and sentence structure	More than 5 types of errors	4-5 types of errors	2-3 types of errors	Less than 2 types of errors	/4
	0	3	3.5	4	

Comments:

TOTAL: /100

Table 3: RUBRIC for Cultural Sensitivity & Professional Development Paper

Area of Evaluation ^{7 8} ₉	Unsatisfactory	Needed Development	Competent	Distinguished	Score
Part 1 - Nature of Discomfort with Group					
9. Biases about Group	No biases discussed or description of biases lacks major details for demonstrating insight and self-awareness. 0 6	Description of only 1x bias about the group or descriptions lack some details for demonstrating insight and self-awareness. 7.5	Adequate description of 2x biases reveals insight and self-awareness. 8.5	Detailed description of more than 2x biases revealing insight and self-awareness. 10	/10
10. Origins of Biases	No origins discussed or description of sources of origins lacks major details for understanding or lack of insight demonstrated. 0 6	Description of only 1x source of the origins of biases or insights lack some details for understanding. 7.5	Description of 2x sources of the origins of biases and reveals sufficient insight. 8.5	Description of more than 2x sources of the origins of biases and reveals comprehensive insight. 10	/10
11. Psychological/Emotional Impact of Biases on Group	No examples of psychological/emotional impact of biases on group is provided or description lacks major details for understanding. 0 6	Description of only 1x example of psychological/emotional impact of biases on group is provided or description lacks some details for understanding. 7.5	Description of 2x examples of psychological/emotional impact of biases on group is sufficiently detailed. 8.5	More than 2x examples of psychological/emotional impact of biases on group is extensively detailed. 10	/10
12. Professional Impact of Biases	Provides no examples of how biases might impact cultural competency or examples lack major details for understanding. 0 6	Provides only 1x example of how biases might impact cultural competency or examples lack some details for understanding. 7.5	Provides 2x detailed examples of how biases might impact cultural competency. 8.5	Provides more than 2x detailed examples of how biases might impact cultural competency. 10	/10
Area of Evaluation ¹² ₃	Unsatisfactory	Needed Development	Competent	Distinguished	Score
Part 2 – Impact of Marginalization on Group					

⁷ Needed Development: Difficult to understand. Little evidence of critical thinking.

⁸ Competent: Understandable. Critical thinking in evidence.

⁹ Distinguished: Topic thoroughly explored. Extensive critical thinking evident.

Area of Evaluation ^{7 B} ₉	Unsatisfactory	Needed Development	Competent	Distinguished	Score
1. Evidence of Marginalization of Group	Description of group's marginalization missing content from course text or peer reviewed or nonacademic articles <i>or</i> significant problems with integration of sources. 0 9	Description of group's marginalization includes content from course text + only 1x peer reviewed or nonacademic article <i>or</i> some problems with integration of sources. 11.25	Description of group's marginalization includes effectively integrated content from course text + 1x peer reviewed academic article + 1x other academic or nonacademic source. 12.75	Description of group's marginalization includes effectively integrated content from course text + more than 1x peer reviewed academic article + more than 1x other nonacademic source. 15	/15
2. Consequences of Marginalization on Group	Provides no examples of immediate and/or long-term consequences of marginalization <i>or</i> examples lack major details for understanding. 0 6	Description of only 1x example of immediate and/or long-term consequences of marginalization <i>or</i> examples lack some details for understanding. 7.5	Description of 2x examples of immediate and/or long-term consequences of marginalization. 8.5	Description of more than 2x examples of immediate and/or long-term consequences of marginalization. 10	/10

Part 3 - Plan for Professional Commitment to Allyship and Advocacy

1. Plan - Narrative	Narrative is missing major details re: how to effectively work with, empower, and advocate for the needs of this group <i>or</i> is not grounded in the Part 2 analysis. 0 6	Narrative missing some details re: re: how to effectively work with, empower, and advocate for the needs of this group <i>or</i> insufficiently grounded in the Part 2 analysis. 7.5	Narrative is detailed re: how to effectively work with, empower, and advocate for the needs of this group <i>and</i> grounded in the Part 2 analysis. 8.5	Narrative is comprehensively detailed re: how to effectively work with, empower, and advocate for the needs of this group <i>and</i> grounded in the Part 2 analysis. 10	/10
2. Plan - Objectives	Plan missing more than 1x short-term <i>or</i> long-term objective <i>or</i> missing more than 1x practice level (i.e., micro, mezzo, <i>and</i> macro levels). 0 9	Plan missing no more than 1x short-term <i>or</i> long-term objective <i>or</i> missing no more than 1x practice level (i.e., micro, mezzo, <i>and</i> macro levels). 11.25	Plan includes 1x short-term <i>and</i> 1x long-term objective for each practice level (i.e., micro, mezzo, <i>and</i> macro levels). 12.75	Plan includes more than 1x short-term <i>and</i> more than 1x long-term objective for each practice level (i.e., micro, mezzo, <i>and</i> macro levels). 15	/15

Area of Evaluation ¹² ₃	Unsatisfactory	Needed Development	Competent	Distinguished	Score
Writing					

7. Paper organization	Significant problems with clarity AND organization 0	Some problems with clarity AND/OR organization making Paper difficult to follow (e.g., missing headings) 1.5	Paper mostly clear, organized with headings, and easy to follow 1.75	Overall paper clear, well organized with headings, and easy to follow 2	/2
8. APA style (i.e., title page, running head, page numbers, double-spaced, headings as needed, 1" margins)	No more than 5 different APA style errors 0	No more than 4-5 different APA style errors 3	No more than 2-3 different APA style errors 3.5	No more than 1 APA style error 4	/4
9. Accuracy of grammar, spelling, punctuation, and sentence structure	More than 5 types of errors 0	4-5 types of errors 3	2-3 types of errors 3.5	Less than 2 types of errors 4	/4

TOTAL: /100

Comments:

Table 4a: Rubric for Group Presentation: Members' Ability to Participate Effectively as Part of a Team

NOTE: Each student is **MUST** to complete this assessment form upon completion of their group presentation and submit on Blackboard by the due date to receive grade for this assignment. It is required of each student to grade their team members using the rating scale below.

Rater: _____

Date: _____

Group Topic: _____

(Highlight the appropriate score for each criterion for each member of your group.)

Member Rated (Be sure to rate yourself, too!)	Listening Skills	Openness to others' ideas	Preparation	Contribution	Leadership
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Criterion	Excellent (5)	Good (4)	Fair (3)	Needs to Improve (2)	Unacceptable (1)	Missing (0)
Listening Skills	Routinely restates what others say before responding; rarely interrupts; frequently solicits others' contributions; sustains eye contact	Often restates what others say before responding; usually does not interrupt; often solicits others' contributions; makes eye contact	Sometimes restates what others say before responding; sometimes interrupts; sometimes asks for others' contributions; sometimes makes eye contact	Rarely restates what others say before responding; often interrupts; rarely solicits others' contributions; does not make eye contact; sometimes converses with others when another team member is speaking	Doesn't restate what others say when responding; often interrupts; doesn't ask for contributions from others; is readily distracted; often talks with others when another team member speaks	Never shows up and never contributes
Openness to others' ideas	Listens to others' ideas without interrupting; responds positively to ideas even if rejecting; asks questions about the ideas	Listens to others' ideas without interrupting; responds positively to ideas even if rejecting	Sometimes listens to others' ideas without interrupting; generally, responds to the ideas	Interrupts others' articulation of their ideas; does not comment on the ideas	Interrupts others' articulation of their ideas; makes deprecatory comments and/or gestures	Never shows up and never contributes
Preparation	Always completes assignments; always comes to team	Typically completes assignments; typically comes to team session	Sometimes completes assignments; sometimes comes to team	Sometimes completes assignments; sometimes comes to team	Typically, does not complete assignments; typically comes to team	Never shows up and never contributes

	sessions with necessary documents and materials; does additional research, reading, writing, designing, implementing	with necessary documents and materials	sessions with necessary documents and materials	sessions with necessary documents and materials	sessions without necessary documents and materials	
Contribution	Always contributes; quality of contribution is exceptional	Usually contributes; quality of contributions is solid	Sometimes contributes; quality of contributions is fair	Sometimes contributes; quality of contribution is inconsistent	Rarely contributes; contributions are often peripheral or irrelevant; frequently misses team sessions	Never shows up and never contributes
Leadership	Seeks opportunities to lead; in leading is attentive to each member of the team; articulates outcomes for each session and each project, keeps team on schedule, foregrounds collaboration and integration of individual efforts	Is willing to lead; in leading is attentive to each member of the team, articulates general direction for each session and each project, attempts to keep team on schedule	Will take lead if group insists; not good at being attentive to each member of the team, sometimes articulates direction for sessions, has some trouble keeping team on schedule	Resists taking on leadership role; in leading allows uneven contributions from team members, is unclear about outcomes or direction, does not make plans for sessions or projects	May volunteer to lead but does not follow through; misses team sessions, does not address outcomes or direction for sessions or projects, team members become anarchical	Never shows up and never contributes

Group Process Questions

Describe any communication problems within your group, or describe how well members of your group were able to communicate with each other.

Did you meet outside of class to establish goals and stay in tune with each other?

What worries you the most when working in groups?

Did you think you did your fair share?

Did others do their fair share?

Table 4b: Rubric for Group Presentation: Profiles of Diverse Populations

Area of Evaluation ¹⁰ _{11 12}	Unsatisfactory	Needed Development	Competent	Distinguished	Score
1. Content	Focus not clear; information included that does not support learning objectives in any way 0 - 6	There is a great deal of information that is not clearly connected to the learning objectives 7.5	Sufficient information that relates to learning objectives; many good points made but there is an uneven balance and little variation 8.5	An abundance of material clearly related to learning objectives; points are clearly made and all evidence supports objectives; varied use of materials 10	/10
2. Coherence and Organization	Presentation is choppy and disjointed; does not flow; development of thesis is vague; no apparent logical order of presentation 0 - 6	Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy 7.5	Most information presented in logical sequence; generally, very well organized but better transitions from idea to idea and medium to medium needed 8.5	Thesis is clearly stated and developed; specific examples are appropriate and clearly develop thesis; conclusion is clear; shows control; flows together well; good transitions; succinct but not choppy; well organized 10	/10
3. Creativity	Repetitive with little or no variety; insufficient use of multimedia 0 - 6	Little or no variation; material presented with little originality or interpretation 7.5	Some originality apparent; good variety and blending of materials/media 8.5	Very original presentation of material; uses the unexpected to full advantage; captures audience's attention 10	/10
4. Material	Little or no multimedia used or ineffective use of Guest Presenter: Guest presenter is not a member of the marginalized group. 0 - 9	Guest presenter was a member of the marginalized group but questions in the interview asked were not relevant to the assignment objectives 11.25	Guest presenter was a member of the marginalized group: Interview questions related to the assignment objectives 12.75	Guest presenter was a member of the marginalized group: Interview questions related to the assignment objectives and robustly integrated into the presentation 15	/15
5. Speaking Skills	Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone 0 - 2	Some mumbling; little eye contact; uneven rate; little or no expression 3	Clear articulation but not as polished 4	Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence 5	/5

Comment:

Total: /50

¹⁰ Needed Development: Difficult to understand. Little evidence of critical thinking.

¹¹ Competent: Understandable. Critical thinking in evidence.

¹² Distinguished: Topic thoroughly explored. Extensive critical thinking evident.



SWRK 301: Social Work Practice for Diversity, Equity, and Inclusion

Professor: Dr. Jay Gabbard

Email: jay.gabbard@wku.edu

Phone: 270-745-8749

Fax: 270-745-6841

Office: AC 113-A

Office Hours: TBA

Class Meeting Times/Dates: T, TH 11:10-12:30

Location: Academic Complex Room 118

Course Description

Prerequisites: SWRK 101 with a minimum grade of C.

Restrictions: Enrollment is limited to students in Social Work (459) or Social Work (594).

Explores how students' personal identity and experiences shape their view of social, economic, and environmental justice issues affecting marginalized populations. Focuses on building upon this understanding to begin to develop cultural competence in preparation for social work practice with vulnerable client systems. Note: Admission to the BSW program required

Required Readings

Sue, D., Rasheed, M., & Rasheed, J. M. (2016). *Multicultural social work practice: A competency-based approach to diversity and social justice*. (2nd ed.). Hoboken, NJ: Wiley.

National Association of Social Workers. (2015). *Standards and Indicators for cultural competence in social work practice*. (I will provide the link for you to access this for free). Retrieved from:

<https://www.socialworkers.org/LinkClick.aspx?fileticket=7dVckZAYUmk%3d&portalid=0>

).

Recommended Text: None

Required Supplies: None

BSW Mission Statement

The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education

The Council on Social Work Education defines Generalist Practice as the following: Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice. (EPAS, 2015, p. 11)

Regular and Substantive Interaction (for online courses only)

For the module level discussions, I provide feedback through the Blackboard Grade Center within 1 week of submission. The feedback I provide clarifies concepts and underscores the connection between theory and practice. I also provide materials to further student understanding of concepts. Learning outcomes, and their connection to social work practice. I specifically outline the relationship among student learning outcomes, provided materials, assessment and competencies outlined by CSWE. Students are encouraged to meet with me via Zoom or by phone.

Learning Outcomes

Upon successful completion of this course, students should be able to:

Knowledge

1. Articulate an understanding and awareness of own cultural experiences, worldview, and biases as related to effective social work practice

2. Describe the impact of social, economic, and environmental injustices on those marginalized groups served by professional social workers

Values

3. Recognize the influence of power and privilege on self-identity, and worldview, and interactions between social workers, clients, and constituents

Skills

4. Identify and critique oppressive language, gestures, and behaviors that are used negatively to refer to marginalized groups
5. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, and privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Cognitive and Affective Processes

6. Demonstrate understanding of anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
7. Display a professional commitment to embracing difference, and inclusion, allyship, and advocacy for marginalized populations in professional social work practice

CSWE EPAS Core Competencies for BSW Education

The Educational Policy and Accreditation Standards (EPAS) core competencies taught in all Council on Social Work Education (CSWE) accredited BSW programs are included in Appendix A of this syllabus. Core competencies addressed in this class are included in Appendix B of this syllabus.

Topical Outline:

Unit I: Introductions and Course Overview

- A. Introductions and review of course outline and expectations
- B. Importance, meaning, and expectations of cultural competence in social work
- C. Critical reflection

Unit II: Core Concepts

- A. Social, economic, and environmental justice; human rights and human needs; capabilities
- B. Social identity; power, privilege, and acclaim
- C. Stereotype, prejudice, discrimination, oppression, marginalization, alienation, minoritizing, essentialism, othering, microaggressions, internalized oppression
- D. Intersectionality
- E. Strengths perspective; person-first language; cultural humility

Unit III: Social Identities

- A. Race/ethnicity
 1. White supremacy; white fragility; ethnocentrism; colorism/shadeism
- B. Class
 1. Socioeconomic group; poverty; xenophobia/nativism/colonialism

- C. Gender/sex/gender identity and expression
 - 1. Sexism;
 - 2. Lookism; sizeism
- D. LGBTQIA
 - 1. Heteronormativity; homophobia; heterosexism
 - 2. Cisgenderism; transphobia
- E. Ability status
 - 1. Ableism
 - 2. Disability (mental and physical); visible and invisible disabilities
- F. Age
 - 1. Ageism
- G. Religion/spirituality
 - 1. Religious oppression
 - 2. Islamophobia; Anti-Semitism

Unit IV: Professional Development: Empowerment, Allyship, and Advocacy

- A. Anti-oppressive practice; decentering privilege, anti-racism
- B. Empowerment; allyship; advocacy
- C. Personal and professional development plan

COURSE ASSIGNMENTS

Detailed instructions and due dates for each assignment are available on the Bb site. Bb site should be checked daily for updates, class preparation instructions, and other announcements. Any modification of assignments, due dates, etc. will appear on Bb. Please note that detailed instructions for the Discussion Boards and Interview Homework Assignments can be found on your Bb site. Quizzes will also be found on Bb. The “major” assignments details are listed below. As always, please feel free to contact me with any questions.

STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS

<u>Assignment</u>	<u>Percentage of Grade</u>
Critical Reflection	10 %
Ism’s Log & Paper	20 %
Cultural Encounter/Sensitivity Project	30 %
Exam	10%
Group Presentation-Profiles of Diverse Populations	20 %
Participation/Professionalism	10 %
Total	100%

Grading Scale:

- A – 90 to 100
- B – 80 to 89
- C – 70 to 79
- D – 60 to 69
- F – 59 and below

The professor reserves the right to make announced changes in the course due to extenuating circumstances

Description of Course Assignments

CRITICAL REFLECTIONS ASSIGNMENT

Throughout the course, the instructor will facilitate important discussions on issues of racism, marginalization, discrimination as well as human rights, economic, and social justice.

There will be 5 activities (total of 10 percent of grade) throughout the course duration on Blackboard or in class.

"ISMS" LOG & PAPER: For this assignment, you will observe, listen to, and record incidents of oppressive language, gestures, or behaviors you encounter that refer to individuals' or groups' age, race/ethnicity, class, ability status, gender/gender identity, sexual orientation, and religion. You will then reflect on the impact of these "isms"/microaggressions on these populations and yourself.

Log. For approximately four weeks, you should begin keeping a log of the "Isms"/microaggressions you encounter during your daily routine, on television, in movies, in advertising, in social media, at church, at school, etc. Record any communications or acts of racism, sexism, ageism, heterosexism, ableism, classism or other "isms"/microaggressions that you observe, read, participate in, or hear. Listen especially for any "isms" related to the population(s) you may write about in the *Cultural Encounter* and *Cultural Sensitivity & Professional Development* assignments. The log must include the date and context of the "ism"; your thoughts and feelings in response to the "ism"; and what makes this an "ism" or microaggression (i.e., what is the underlying message of this "ism"). **A minimum of 12 "isms"/microaggressions must be listed. In all likelihood you will have more. No more than 25% (3 out of 12) can be taken from fictional or electronic sources, such as sitcoms, movies, or social media (Facebook, Twitter, etc.).**

Paper. This 5 page (minimum including cover page), double spaced, APA 7 style paper provides you with the opportunity to reflect on the "isms"/microaggressions you witnessed. Following completion of your log*, you will respond to the following questions citing at least three (3) specific incidents you witnessed:

- Were you personally affected by the incidents? If so, in what way?
- Were any false stereotypes about certain cultural groups promoted by the incidents?
- If other people witnessed the incidents, what were their reactions?
- Did you do anything to confront the oppressive situations (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you?
- What did the person or group making the offensive remarks or gestures seem to hope to gain from being racist, sexist, or otherwise prejudiced, discriminatory, or oppressive?
- How do the incidents you observed relate to prior incidents you have witnessed concerning this particular cultural group?

- How will the incidents impact your future interactions with the cultural group being marginalized by these “isms”/microaggressions?

* Your “isms” log should be attached to your paper as an appendix ((This is not included in the page count)).

CULTURAL ENCOUNTER:

Active participation in at least one dynamic, culturally different experience is required for this project. That is, you must investigate a cultural group new to you, preferably with which you are uncomfortable and/or unfamiliar. Once you have identified the group, you are to attend an event or function hosted by that particular group. It is even more optimal if students can attend more than one meeting. For example, you might attend worship services in a faith significantly different than your own, attend an advocacy group meeting for a diverse cultural group (such as PFLAG or NAMI), visit a nursing home for the first time, spend a day(s) with the Amish, or do a ride along with police officers (for those with a fear of law enforcement). The experience that you **choose will require the professor’s approval beforehand** and it must be one that is reasonably safe (e.g., you should not go undercover at a KKK rally!).

The professor will hand out additional details/parameters regarding this assignment during the first few weeks of class-including an article that has been published (Gabbard et. al) about it.

You are to address the following questions in a minimum of 5 page paper:

- Describe the diverse cultural event you participated in and/or attended.
- How was this experience different for you? Did it force you to step out of your comfort zone?
- What did you learn that you did not know about the cultural group you investigated?
- What stereotypes about the group were confirmed or rejected by your experience?
- As a result of your attending the event or function, how will you relate to this cultural group differently in the future, both in your personal life and in social work practice? You must describe how you will relate to this group from a stance of cultural humility. By reflecting on how activity increased your self-awareness on how your own bias, power, privilege, and values may impact your work with this community.
- In what ways will you acknowledge them as experts of their own lived experiences.
- Comment on what you perceive you gained as a result of this exercise.

GROUP PRESENTATION: PROFILES OF DIVERSE POPULATIONS:

During a class session, a student group (of 6 or 7) will do a presentation on one of the ten culturally diverse groups from Chapter 14’s Culturally Competent Social Work Practice with people who are Black/African American, Asian American and Pacific Islanders, Native American/First Nations People and Alaska Natives, Latinx/Hispanic Americans, immigrants/refugees, LGBTQ, senior citizens, people with abilities and disabilities, women, and multi-racial and bi-racial persons (Approved by Instructor). The instructor will assign the groups for the purposes of this assignment. Each student is required to participate in the group presentation, and presentations should be around 10-15 minutes long each. The group presentation must include the following information:

1. Discuss the strengths and resiliency of the population
2. Describe the cultural values and beliefs of the population

3. Discuss how issues such as income and poverty, education, unemployment, physical and mental health, stereotyping, prejudice and discrimination impact the life status, well-being and overall functioning of these diverse populations.
4. Describe any challenges of acculturation for the population?
5. Describe the socio-political and historical experiences of the population (e.g. the slavery of African Americans, the colonization of First Nations Peoples/Native Americans, the immigration of Hispanic or Latino Americans). How did these experiences impact the population?
6. What are the implications for social work practice with this population?
7. Develop a Power Point presentation regarding the diverse population
8. Utilize 3 peer reviewed journal articles regarding evidenced based practice with your population (e.g. there should be a references slide on the presentation).

Note: More details about this assignment will be distributed during the first few weeks of class.

PARTICIPATION/PROFESSIONALISM: Active engagement is expected of students in terms of posting critical reflections, watching video lectures, responding to communications from the professor, and handing in assignments on time. Professional behavior is expected in all interactions with classmates and the instructor. This means handling all information in a manner consistent with the ethic of confidentiality, and addressing all questions posited with respect and personal regard. This class will involve some discussion of highly sensitive topics and there may be some personal disclosure, so students are expected to handle this in a professional manner. Conduct toward classmates, the instructor, and any guests should include a respect of, and allow for, differing opinions.

Students are expected to be present at all class sessions but I will allow you one "skip" day in the semester if you need it. Those who have a documented emergency and need to miss need to let the professor know within 24 hours of the absence. Excessive absences will negatively impact the professionalism and participation grade.

EXAM: There will be one exam covering all material up until the exam. It will be all multiple choice. More details on this during first few weeks of class.

Disclaimer

The instructor reserves the right to make changes to the syllabus as needed with reasonable notice and accommodations for the students.

Inclusion Statement

Western Kentucky University (WKU) is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus Diversity, Equity, and Inclusion statement, this classroom will be an inclusive and respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expression, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and

communication styles. If at any time during this semester you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Title IX/Discrimination/Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Academic Support:

Most of us find that we need some academic support and direction during our time in the university. WKU offers many resources that can help you be successful in this course. These are listed below.

Student Accessibility Resource Center/ADA Accommodation

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) located in the Student Success Center in Downing Student Union, Room 1074. The contact telephone number is 270-745-5004 or via email (sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

Pregnant and Parenting Students

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, based on pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on [WKU's Title IX Website](#)

Academic Integrity

The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses, such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure. Questions about the complaint procedure should be directed to the Student Ombudsperson at (270) 745-6169.

The WKU Undergraduate Catalog provides the following information in the sections on [Student Conduct Policies](#):

Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without the possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct for disciplinary sanctions.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

Other Types of Academic Dishonesty

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Student Conduct at (270) 745-5429 for judicial sanction.

Students are expected to be familiar with university policies regarding plagiarism, cheating, and/or academic dishonesty (see the [WKU Student Handbook](#)). These behaviors WILL result in a zero for the assignment/exam and/or failure for the course. This instructor reserves the right to turn in cases of plagiarism, cheating, and/or academic dishonesty to the judicial board at WKU.

ChatGPT & Generative AI Statement

AI tools prohibited (e.g. like ChatGPT):

Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the [WKU Student Code of Conduct](#).

Learning Assistance at WKU

The [Learning Center \(TLC\)](#) is located on the Bowling Green campus in the Academic Advising and Retention Center, DSU 2.141. Should students require academic assistance with this course, or any other General Education Course, there are several places that can provide them with help. TLC tutors in most major undergraduate subjects and course levels throughout the week--they can also direct students to one of many tutoring and assistance Centers across campus. To make an appointment, or to request a tutor for a specific class, students should call 270-745-6254 or stop by DSU 2141.

On the Bowling Green campus, students are also encouraged to make use of the [Writing Center](#) located in Cherry Hall 123. The Writing Center offers online consultations for students. See instructions of the website for making online or face-to-face appointments. You may also call 270-745-5719 to schedule an appointment.

Land Acknowledgement Statement

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (CWJ.ᏍᏌᏉᏍᏉ Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the [Jonesville History Project](#), "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."

Other Course Requirements, Policies, & Expectations:

1. Written assignments must be grammatically correct, typed, double-spaced, and

display correct form. Students are expected to use APA 7 style format for citing and listing references. If a student uses direct quotes in papers, the quotes must have quotation marks around them and have the author, year, and page number cited. As well, all authors cited in the text must be properly cited on the reference page and the reference page should not have authors who are not cited in the text of the paper.

Students are expected to submit work that is written at the college level. Students are encouraged to make use university writing resources if needed. The social work profession involves a significant amount of writing (documentation); therefore, the instructor reserves the right to heavily penalize written work that is of poor quality.

2. Students are responsible for their own learning by coming to class prepared with readings and assignments completed on schedule. Evidence that students have read and thought logically and critically about topics under discussion is expected.
3. Late assignments are penalized 10% per day. Late work will not be accepted any later than 5 days after the assignment is due.

All assignments must be submitted in order to pass the class (no exceptions here)!

4. Students are expected to be familiar with university policies regarding plagiarism, cheating, and/or academic dishonesty. This type of behavior will result in a zero for the assignment/exam and/or failure for the course.
5. Students are expected to turn all assignments in on time. Assignments, which are late, will be reduced at a rate of 10% per day. Discussion Board Exercises will be penalized 3 points per day late. Late assignments will no longer be accepted for credit after they are seven (7) days past due but **must be turned in to complete the course**

Disclaimer

The professor reserves the right to make announced changes in the course due to extenuating circumstances.

APPENDIX A

Council on Social Work Education (CSWE)

2022 Educational Policy and Accreditation Standards (EPAS)

Core Competencies

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy (EPAS, 2022).

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- 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.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy,

and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and

communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

APPENDIX B

CSWE EPAS Core Competencies for BSW Education

Core competencies addressed in this class are defined as follows:

Competency	Course Content	Dimensions of Student Learning	Course Unit
Competency 1: Demonstrate Ethical and Professional Behavior	Cultural Encounter Project Participation/Professionalism Group Presentation Exam	V, S, C/A	Unit II, III, & IV
Competency 3: Engage Antiracism, Diversity, Equity, and Inclusion (ADEI) in Practice	Critical Reflection "Isms" Log Cultural Encounter Project Participation/Professionalism Group Presentation	K, V, S, C/A	Units II, III, & IV
Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice	Cultural Encounter Project Group Presentation Exam	V, C/A	Units III & IV
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Cultural Encounter Project Participation/Professionalism Group Presentation	K, V, S	Units III & IV
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Cultural Encounter Project Group Presentation Exam	K, V, C/A	Units II, III, & IV



DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY



SWRK 301: Diversity, Equity, and Inclusion in Human Services
(3 credit hours)
Fall 2024 (Bi-Term)
August 19, 2024 – October 11, 2024

Instructor: Monica Hines, EdD, MSW
Email: monica.hines@wku.edu
Tel: 270-745-2523
Office: Academic Complex Room 101-B

Office Hours:
Mondays: 10:00 a.m. – 2:00 p.m.
Wednesdays: 10:00 a.m. – 1:00 p.m.
Fridays: 10:00 a.m. – 1:00 p.m. (Zoom Only)

Class Day/Time: On-line (asynchronous)
Place: On-line

Course Description

Prerequisites: SWRK 101 with a minimum grade of C.
Restrictions: Enrollment is limited to students in Social Work (459) or Social Work (594).

This course explores how students' personal identity and experiences shape views of social, economic, and environmental justice issues affecting marginalized populations and focuses on building upon this understanding to begin to develop cultural competence in preparation for social work practice with vulnerable client systems.

Required Reading

Sue, D., Rasheed, M., & Rasheed, Janice M. (2016). *Multicultural social work practice: A competency-based approach to diversity and social justice*. (2nd ed.). Hoboken, NJ: Wiley.

National Association of Social Workers. (2015). *Standards and Indicators for cultural competence in social work practice*. Retrieved from <https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/Standards-and-Indicators-for-Cultural-Competence-in-Social-Work-Practice>

BSW Mission Statement

The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice. (EPAS, 2022, p. 17)

Regular and Substantive Interaction (for online courses only)

For the module level discussions, I provide feedback through the Blackboard Grade Center within 1 week of submission. The feedback I provide clarifies concepts and underscores the connection between theory and practice. I also provide materials to further student understanding of concepts. Learning outcomes, and their connection to social work practice. I specifically outline the relationship among student learning outcomes, provided materials, assessment and competencies outlined by CSWE. Students are encouraged to meet with me via Zoom or by phone.

Learning Outcomes:

Upon successful completion of this course, students should be able to:

Knowledge

1. Articulate an understanding and awareness of own cultural experiences, worldview, and biases.
2. Describe the impact of social, economic, and environmental injustices on marginalized groups.

Values

3. Evaluate the influence of power and privilege on self-identity, worldview, and interactions among constituents.

Skills

4. Demonstrate cultural humility through critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values.

Cognitive and Affective Processes

5. Discuss how individuals, groups, and communities as experts of their own lived experiences.
6. Analyze effectiveness of various strategies for anti-oppressive/anti-racist allyship and advocacy.

CSWE EPAS Core Competencies for BSW Education

The Educational Policy and Accreditation Standards (EPAS) core competencies taught in all Council on Social Work Education (CSWE) accredited BSW programs are included in Appendix A of this syllabus. Core competencies addressed in this class are included in Appendix B of this syllabus.

Topical Outline:

Unit I: Introductions and Course Overview

- A. Introductions and review of course outline and expectations
- B. Importance, meaning, and expectations of cultural competence in social work
- C. Critical reflection

Unit II: Core Concepts

- A. Social, economic, and environmental justice; human rights and human needs; capabilities
- B. Social identity; power, privilege, and acclaim
- C. Stereotype, prejudice, discrimination, oppression, marginalization, alienation, minoritizing, essentialism, othering, microaggressions, internalized oppression
- D. Intersectionality
- E. Strength's perspective; person-first language; cultural humility

Unit III: Social Identities

- A. Race/ethnicity
 1. White supremacy; white fragility; ethnocentrism; colorism/shadeism
- B. Class
 1. Socioeconomic group; poverty; xenophobia/nativism/colonialism
- C. Gender/sex/gender identity and expression
 1. Sexism;
 2. Lookism; sizeism
- D. LGBTQIA
 1. Heteronormativity; homophobia; heterosexism
 2. Cisgenderism; transphobia
- E. Ability status
 1. Ableism
 2. Disability (mental and physical); visible and invisible disabilities
- F. Age

- 1. Ageism
- G. Religion/spirituality
 - 1. Religious oppression
 - 2. Islamophobia; Anti-Semitism

Unit IV: Professional Development: Empowerment, Allyship, and Advocacy

- A. Anti-oppressive practice; decentering privilege
- B. Empowerment; allyship; advocacy
- C. Personal and professional development plan

STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS

COURSE ASSIGNMENTS:

Detailed instructions and due dates for each assignment are available on the Bb site. Bb site should be checked daily for updates, class preparation instructions, and other announcements. Any modification of assignments, due dates, etc. will appear on Bb. Please note that detailed instructions for the Discussion Boards and Interview Homework Assignments can be found on your Bb site. Quizzes will also be found on Bb. The “major” assignments details are listed below. As always, please feel free to contact me with any questions.

Evaluation and Grading

Critical Reflections	50 pts
“Isms” Log & Paper	100 pts
Cultural Encounter	100 pts
Cultural Sensitivity & Professional Development	100 pts
Group Presentation: Profiles of Diverse Populations	75 pts
Exam	50 pts
Participation and Reflection	<u>25 pts</u>
	500 pts

Final Grade:

A = 90 – 100%	500 – 450 pts
B = 80 – 89%	449.5 – 400 pts
C = 70 – 79%	399.5 – 350 pts
D = 60 – 69%	349.5 – 300 pts
F = Below 60%	< 300 pts

Course Assignments

CRITICAL REFLECTIONS:

Throughout the course, the instructor will facilitate important discussions on issues of racism, marginalization, discrimination as well as human rights, economic, and social justice.

There will be 5 activities (10 points each) throughout the course duration on Blackboard or in class.

ISMS/MICROAGGRESSIONS LOG AND REFLECTION PAPER: ISM/Microaggression Log

Beginning the second week of the semester, students will:

- log “Isms”/microaggressions encountered in their daily routine, on television, in movies, in advertising, in social media, at church, at school, etc.
- observe, listen to, and record incidents of oppressive language, gestures, or behaviors you encounter that refer to individuals’ or groups’ age, race/ethnicity, class, ability status, gender/gender identity, sexual orientation, and religion.
- record any communications or acts of racism, sexism, ageism, heterosexism, ableism, classism or other “isms”/microaggressions observed, read, hear, or participate in.

The log must include the date and context of the “ism”; what makes this an “ism” or microaggression (i.e., what is the underlying message of this “ism”); and their thoughts and feelings in response to the “ism”. Students may use the template provided on Blackboard or create their own.

A minimum of 12 “isms”/microaggressions must be listed. In all likelihood students will have more. Students must include at least four (4) different kinds of “isms”. No more than 25% (3 out of 12) can be taken from fictional or electronic sources, such as sitcoms, movies, or social media (Facebook, Twitter, etc.).

Reflection Paper

Student will then reflect on the impact of these “isms”/microaggressions on these populations and themselves.

- In preparation for this assignment, students will listen to the TED Talk: *Playing with Perceptions* (54 mins).
- The 3–5-page paper provides opportunity for reflection on the “isms”/microaggressions witnessed. Following completion of the log*, students will respond to the following questions citing at least three (3) specific incidences witnessed and integrating concepts discussed in the TED Talk: *Playing with Perceptions*.
 - Were you personally affected by the incidents? If so, in what way?
 - Were any false stereotypes about certain cultural groups promoted by the incidents?
 - If other people witnessed the incidents, what were their reactions?
 - Did you do anything to confront the oppressive situations (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you?
 - What did the person or group making the offensive remarks or gestures seem to hope to gain from being racist, sexist, or otherwise prejudiced, discriminatory, or oppressive?
 - How do the incidents you observed relate to prior incidents you have witnessed concerning this particular cultural group?

- How will the incidents impact your future interactions with the cultural group being marginalized by these “isms”/microaggressions?
- Did you intervene? If
 - Yes, how did you intervene and what was the outcome?
 - No, what were barriers that prevented you and how could that be addressed
- Students’ “isms” log should be attached to your paper as an appendix. (This is not included in the page count.)

Grading Criteria: Refer to assignment rubric, Table 1 in Appendix A

CULTURAL ENCOUNTER:

Active participation in at least one dynamic, culturally different experience is required for this project; that is, students must investigate a cultural group new to them, preferably with which they are uncomfortable and/or unfamiliar. After identifying the group, students are to attend an event or function hosted by that particular group. It is even more optimal if students can attend more than one meeting. For example, students might attend worship services in a faith significantly different than their own, attend an advocacy group meeting for a diverse cultural group (such as PFLAG or NAMI), visit a nursing home for the first time, spend a day(s) with the Amish, or do a ride along with police officers (for those with a fear of law enforcement). *The experience that the student chooses will require the professor’s approval beforehand and it must be one that is reasonably safe* (e.g., you should not go undercover at a KKK rally!).

Students are to address the following questions in a 5-page paper:

- Describe the diverse cultural event you participated in and/or attended.
- How was this experience different for you? Did it force you to step out of your comfort zone?
- What did you learn that you did not know about the cultural group you investigated?
- What stereotypes about the group were confirmed or rejected by your experience?
- As a result of your attending the event or function, how will you relate to this cultural group differently in the future, both in your personal life and in social work practice? You must describe how you will relate to this group from a stance of cultural humility. By reflecting on how activity increased your self-awareness on how your own bias, power, privilege, and values may impact your work with this community.
- In what ways will you acknowledge them as experts of their own lived experiences?
- Comment on what you perceive you gained because of this exercise.

Grading Criteria: Refer to assignment rubric, Table 2 in Appendix A

CULTURAL SENSITIVITY & PROFESSIONAL DEVELOPMENT:

For this assignment, students will select a marginalized group with which students experience some discomfort and anticipate being challenged in working with in their practice. As outlined below, students will discuss this group in detail including information and insights gained from class discussion, readings, and their lived experience. **This group may be the same group chosen for the *Cultural Encounter* assignment only if that group is also considered marginalized.**

The assignment is divided into three parts. Students will first describe and reflect upon the nature of their discomfort with this group. Next, based upon class discussion, readings, other class-related activities and processes, students will objectively describe how this group is marginalized. (This part of the analysis must include content from the course text, at least one peer reviewed academic article, and at least one other academic or nonacademic source that addresses the marginalization of this group.) Finally, students will identify a personal and professional development plan for allyship and advocacy for this group.

Part 1

1. What are my biases about this group?
2. How do I know that my discomfort with this group reflects an “ism” for me?
3. How long has this “ism” been there?
4. What are the circumstances leading up to how it got there?
5. How do significant others in my life impact/not impact my reaching this particular viewpoint?
6. What inner and outer personal/environmental experiences in my life contribute to this perspective?
7. How do the views of the society-at-large impact upon my thinking about this group?
8. How do I imagine people in this group must feel when “isms” are directed at them?
9. How can these experiences and influences impact my ability to be a culturally competent social work practitioner with this group?

Part 2

1. In what ways has this group been marginalized?
2. What opportunities have been limited for this group?
3. In what ways have this group’s opportunities been limited?
4. What are the immediate and long-term consequences of this racism, marginalization and oppression for group members?

Part 3

1. Based upon your self-reflection of your own biases regarding this group as well as your analysis of how this group is marginalized and the consequences this creates, outline a plan for professional commitment to allyship and advocacy for this group. How will you effectively work with, empower, and advocate for the needs of this group?
2. Specifically, what anti-racist and anti-oppressive social work practice will you adopt for the group at micro, mezzo, and macro levels of practices (implications to individual, family, group, organizational, community, research, and policy practices).

Grading Criteria: Refer to assignment rubric Table 3 in Appendix A

GROUP PRESENTATION: PROFILES OF DIVERSE POPULATIONS:

During each class session, a student group (of 4 or 5) will provide a presentation on one of the ten culturally diverse groups from Chapter 14’s Culturally Competent Social Work Practice with people who are Black/African American, Asian American and Pacific Islanders, Native American/First Nations People and Alaska Natives, Latinx/Hispanic Americans, immigrants/refugees, LGBTQ, senior citizens, people with abilities and disabilities, women, and multi-racial and bi-racial persons

(Approved by Instructor). A sign-up sheet will be distributed for group presentations by the second-class meeting. Each student is required to participate in the group presentation, and presentations should be approximately 25 minutes and 15 minutes for a “Guest Presenter,” for a total of a 40-minute presentation. The group presentation must include the following:

1. Discuss the strengths and resiliency of the population
2. Describe the cultural values and beliefs of the population
3. Discuss how issues such as income and poverty, education, unemployment, physical and mental health, stereotyping, prejudice and discrimination impact the life status, well-being and overall functioning of these diverse populations.
4. Describe any challenges of acculturation for the population?
5. Describe the socio-political and historical experiences of the population (e.g. the slavery of African Americans, the colonization of First Nations Peoples/Native Americans, the immigration of Hispanic or Latino Americans). How did these experiences impact the population?
6. What are the implications for social work practice with this population?
7. Develop a Power Point presentation regarding the diverse population
8. Utilize 3 peer reviewed journal articles regarding evidenced based practice with your population.
9. Have a “Guest Presenter” attend class or provide a video lecture for the class regarding the presenter’s experience working with the population.

Students need to submit the completed PowerPoint to the instructor one week before their presentation. Students should conduct a recorded interview of a “Guest Presenter” can be utilized in electronic formats such as MP4, YouTube, Mediasite, Zoom, etc. and embed the content into the PowerPoint presentation. The “Guest Presenter” should be a member of the marginalized group the population group of choice (past presenters have been identified as members of LGBTQ, African American, Refugees, Native American, etc. groups.). Please consult with the instructor with additional questions. (Adapted from Cengage.com)

Grading Criteria: Refer to assignment rubric Table 4a & 4b in Appendix A (the grading of this assignment is in 2 parts: 4a -Students’ group assessment = 25 points and 4b - Instructor evaluation = 50 points

EXAM:

There will be one exam covering all material at the end of the course semester. It will be all multiple choice. The exams will be administered online unless a student provides institutionally approved accommodations to alter the format.

PARTICIPATION AND REFLECTION:

Participation & Reflection in Class/Online Discussion Activity

- Students will share five (4) knowledge/skills they learned in this course and how they plan to use these knowledge/skills acquired in their future practice as a social worker.

Inclusion Statement

Western Kentucky University (WKU) is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus Diversity, Equity, and Inclusion statement, this classroom will be an inclusive and respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expression, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this semester you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Title IX/Discrimination & Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Student Accessibility Resource Center/ADA Accommodation

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) located in the Student Success Center in Downing Student Union, Room 1074. The contact telephone number is 270-745-5004 or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

Pregnant and Parenting Students

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, based on pregnancy and/or pregnancy-related conditions such as, but not limited

to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via [WKU's Title IX Website](#) under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on [WKU's Title IX Website](#).

Academic Integrity

The WKU Undergraduate Catalog (2021-2022) provides the following Student Life Policies.

Academic Offenses

The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses, such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure. Questions about the complaint procedure should be directed to the Student Ombudsperson at (270) 745-6169.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct for disciplinary sanctions.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes.

Other Type of Academic Dishonesty

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Student Conduct at (270) 745-5429 for judicial sanction.

ChatGPT & Generative AI Statement

Options available-please select one: <https://www.wku.edu/syllabusinfo/#collapse-d38e182>

Learning Assistance at WKU

The Learning Center (TLC) is located on the Bowling Green campus in the Academic Advising and Retention Center, DSU 2141. Should students require academic assistance with this course, or any other General Education Course, there are several places that can provide them with help. TLC tutors in most major undergraduate subjects and course levels throughout the week--they can also direct students to one of many tutoring and assistance Centers across campus. To make an appointment, or to request a tutor for a specific class, students should call 270-745-6254 or stop by DSU 2141. Students can log on to TLC's website and find out more. The Glasgow campus also has a Resource Center. On the Bowling Green campus, students are also encouraged to make use of the Writing Center located in Cherry Hall 123. The Writing Center offers online consultations for students. See instructions of the website for making online or face-to-face appointments. Or call 270-745-5719 to schedule an appointment.

Land Acknowledgement Statement

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (GWJᏉᏍᏏᏍ Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the Jonesville History Project, "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."

Disclaimer

The professor reserves the right to make announced changes in the course due to extenuating circumstances.

APPENDIX 1

Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS)

Core Competencies

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy (EPAS, 2022).

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social

workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- 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.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers

understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this

knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

APPENDIX 2: Course Matrix
Council on Social Work Education (CSWE)
2022 Educational Policy and Accreditation Standards (EPAS)
Competencies Addressed in This Specific Course

Competency	Course Content	Dimensions of Student Learning	Course Unit
Competency 1: Demonstrate Ethical and Professional Behavior	Critical Reflection Cultural Encounter Project Profile of Diverse Populations Cultural Sensitivity & Professional Development Exam	K, V, S, C/A	Units I, II, III, & IV
Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice	Critical Reflection Cultural Encounter Project Profile of Diverse Populations Cultural Sensitivity & Professional Development Exam	K, V, S, C/A	Units I, II, III & IV
Competency 3: Engage Antiracism, Diversity, Equity, and Inclusion (ADEI) in Practice	Critical Reflection Cultural Encounter Project Profile of Diverse Populations Cultural Sensitivity & Professional Development Exam	K, V, S, C/A	Units I, II, III, & IV
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Cultural Encounter Project Profile of Diverse Populations Cultural Sensitivity & Professional Development Exam	K, V, S	Units II, III & IV
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Cultural Encounter Project Profile of Diverse Populations Exam	K, V, C/A	Units II, III, & IV
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Critical Reflection Cultural Sensitivity & Professional Development	K, V, S, C/A	Units I, III, & IV

Appendix A

Table 1: RUBRIC for "Isms" Log and Paper

Area of Evaluation:	Unsatisfactory	Needed Development	Competent	Distinguished	Score
"Isms" Log					
1. Number of Examples	Fewer than 9 examples 0 3	9-11 examples 3.75	12-15 examples 4.25	More than 15 examples 5	/5
2. Number of "isms" (i.e., different forms of oppression/discrimination/stereotypes/microaggressions)	1 type only 0 6	2-3 different types 7.5	4-5 different types 8.5	More than 5 different types 10	/10
3. Source of "isms"	Fewer than 25% from interactions with others 0 6	25-49.9% from interactions with others 7.5	50-75% from interactions with others 8.5	More than 75% from interactions with others 10	/10
4. Key Details (date and context; thoughts and feelings; and exploration of the underlying message of these "isms")	Missing more than 2 key details 0 9	Missing 1-2 key details 11.25	Key details clearly described 12.75	Key details clearly and thoroughly described 15	/15
Paper^{1 2 3}					
1. Number of Incidences described	1 or no specific incidences discussed or described OR missing more than 2 key details 0 6	Only 2 specific incidences discussed and described OR missing 1-2 key details 7.5	3 specific incidences discussed and described 8.5	More than 3 specific incidences discussed and clearly described 10	/10
2. Analysis of Incidences	Analysis of more than 1 incident lacks sufficient detail OR does not integrate any Ted Radio Hour concepts 0 12	Analysis of 1 incident lacks sufficient detail OR only integrates 1 Ted Radio Hour concept 15	Detailed analysis of all incidents with integration of 2-3 Ted Radio Hour concepts 17	Detailed analysis of all incidents integrating more than 3 key Ted Radio Hour concepts 20	/20

¹ Needed Development: Difficult to understand. Little evidence of critical thinking.

² Competent: Understandable. Critical thinking in evidence.

³ Distinguished: Topic thoroughly explored. Extensive critical thinking evident.

3. Introspection and Self-Appraisal	No self-reflection regarding impact of incidents OR no examples of impact on future practice are provided 0 12	Self-reflection regarding impact of incidents lacks sufficient detail OR only 1 example of impact on future practice 15	Detailed self-reflection regarding impact of incidents and 2 examples of impact on future practice 17	Detailed self-reflection regarding impact of incidents and more than 2 examples of impact on future practice 20	/20
<i>Writing</i>					
1. Paper organization	Significant problems with clarity AND organization 0	Some problems with clarity AND/OR organization making Paper difficult to follow (e.g., missing headings) 1.5	Paper mostly clear, organized with headings, and easy to follow 1.75	Overall paper clear, well organized with headings, and easy to follow 2	/2
2. APA style	No more than 5 different APA style errors 0	No more than 4-5 different APA style errors 3	No more than 2-3 different APA style errors 3.5	No more than 1 APA style error 4	/4
3. Accuracy of grammar, spelling, punctuation, and sentence structure	More than 5 types of errors 0	4-5 types of errors 3	2-3 types of errors 3.5	Less than 2 types of errors 4	/4

Comments:

TOTAL: /100

Table 2: RUBRIC for Cultural Encounter Paper

Area of Evaluation ⁴ 5 6	Unsatisfactory	Needed Development	Competent	Distinguished	Score
5. Description of Event/Activity	Description of event lacks major details for understanding. 0 6	Description of event lacks some details for understanding. 7.5	Detailed description of event participated in/attended. 8.5	Detailed and comprehensive description of event participated in/attended. 10	/10
6. Experience	No examples of how participation/attendance was different or how and why this was outside of comfort zone lacks major details for understanding. 0 6	Only 1 example of how participation/attendance was different and/or how and why this was outside of comfort zone lacks some details for understanding. 7.5	Describes 2 examples of how participation/attendance was different and how and why this was outside of comfort zone. 8.5	Describes more than 2 examples of how participation/attendance was different and how and why this was outside of comfort zone. 10	/10
7. Impact on Learning	No examples of new knowledge gained about the cultural group are described OR examples lack major details for understanding. 0 9	Describes only 1 example of new knowledge gained about the cultural group OR examples lack some details for understanding. 11.25	Describes 2 examples of new knowledge gained about the cultural group. 12.75	Describes more than 2 examples of new knowledge gained about the cultural group. 15	/15
8. Cultural sensitivity/competence/humility	No stereotypes described OR description of examples lacks major details for understanding. 0 6	Describes 1 stereotype about group that was confirmed or rejected by experience OR description lacks some details for understanding. 7.5	Describes 2 stereotypes about group that were confirmed or rejected by experience. 8.5	Describes more than 2 stereotypes about group that were confirmed or rejected by experience. 10	/15
	No concrete and specific plan for personal interactions with this group is identified OR plan lacks major details for understanding. 0 9	Identifies 1 concrete and specific plan for personal interactions with this group OR plan lacks some details for understanding. 11.25	Identifies 2 concrete and specific plans for personal interactions with this group. 12.75	Identifies more than 2 concrete and specific plans for personal interactions with this group. 15	/15

⁴ Needed Development: Difficult to understand. Little evidence of critical thinking.

⁵ Competent: Understandable. Critical thinking in evidence.

⁶ Distinguished: Topic thoroughly explored. Extensive critical thinking evident.

Area of Evaluation ⁴ 5 6	Unsatisfactory	Needed Development	Competent	Distinguished	Score
	Does not include plan for future practice with clients from this group OR missing core concepts of cultural humility OR either is missing major details for understanding.	Identifies only 1 concrete and specific plan for future practice with clients from this group OR only 1 core concept of cultural humility OR either is missing some details for understanding.	Identifies 2 concrete and specific plans for future practice with clients from this group AND includes application of more than 1 core concept of cultural humility.	Identifies more than 2 concrete and specific plans for future practice with clients from this group AND includes application of more than 1 core concept of cultural humility.	/15
	0 12	15	17	20	
5. Conclusion	Provides no description of insights gained as a result of reflecting on participation/attendance and completing this paper OR description missing major details for understanding.	Provides description of only 1 insight gained as a result of reflecting on participation/attendance and completing this paper OR description lacks some details for understanding.	Provides detailed description of 2 insights gained as a result of reflecting on participation/attendance and completing this paper.	Provides detailed description of more than 2 insights gained as a result of reflecting on participation/attendance and completing this paper.	/10
	0 6	7.5	8.5	10	
<i>Writing</i>					
4. Paper organization	Significant problems with clarity AND organization	Some problems with clarity AND/OR organization making Paper difficult to follow (e.g., missing headings)	Paper mostly clear, organized with headings, and easy to follow	Overall paper clear, well organized with headings, and easy to follow	/2
	0	1.5	1.75	2	
5. APA style (i.e., title page, running head, page numbers, double-spaced, headings as needed, 1" margins)	No more than 5 different APA style errors	No more than 4-5 different APA style errors	No more than 2-3 different APA style errors	No more than 1 APA style error	/4
	0	3	3.5	4	
6. Accuracy of grammar, spelling, punctuation, and sentence structure	More than 5 types of errors	4-5 types of errors	2-3 types of errors	Less than 2 types of errors	/4
	0	3	3.5	4	

TOTAL: /100

Comments:

Table 3: RUBRIC for Cultural Sensitivity & Professional Development Paper

Area of Evaluation ^{7 8 9}	Unsatisfactory	Needed Development	Competent	Distinguished	Score
Part 1 - Nature of Discomfort with Group					
9. Biases about Group	No biases discussed <i>or</i> description of biases lacks major details for demonstrating insight and self-awareness. 0 6	Description of only 1x bias about the group <i>or</i> descriptions lack some details for demonstrating insight and self-awareness. 7.5	Adequate description of 2x biases reveals insight and self-awareness. 8.5	Detailed description of more than 2x biases revealing insight and self-awareness. 10	/10
10. Origins of Biases	No origins discussed <i>or</i> description of sources of origins lacks major details for understanding <i>or</i> lack of insight demonstrated. 0 6	Description of only 1x source of the origins of biases <i>or</i> insights lack some details for understanding. 7.5	Description of 2x sources of the origins of biases <i>and</i> reveals sufficient insight. 8.5	Description of more than 2x sources of the origins of biases <i>and</i> reveals comprehensive insight. 10	/10
11. Psychological/ Emotional Impact of Biases on Group	No examples of psychological/emotional impact of biases on group is provided <i>or</i> description lacks major details for understanding. 0 6	Description of only 1x example of psychological/emotional impact of biases on group is provided <i>or</i> description lacks some details for understanding. 7.5	Description of 2x examples of psychological/emotional impact of biases on group is sufficiently detailed. 8.5	More than 2x examples of psychological/emotional impact of biases on group is extensively detailed. 10	/10
12. Professional Impact of Biases	Provides no examples of how biases might impact cultural competency <i>or</i> examples lack major details for understanding. 0 6	Provides only 1x example of how biases might impact cultural competency <i>or</i> examples lack some details for understanding. 7.5	Provides 2x detailed examples of how biases might impact cultural competency. 8.5	Provides more than 2x detailed examples of how biases might impact cultural competency. 10	/10
Area of Evaluation ^{1 2 3}	Unsatisfactory	Needed Development	Competent	Distinguished	Score
Part 2 – Impact of Marginalization on Group					

⁷ Needed Development: Difficult to understand. Little evidence of critical thinking.

⁸ Competent: Understandable. Critical thinking in evidence.

⁹ Distinguished: Topic thoroughly explored. Extensive critical thinking evident.

Area of Evaluation ^{7 8} ₉	Unsatisfactory	Needed Development	Competent	Distinguished	Score
1. Evidence of Marginalization of Group	Description of group's marginalization missing content from course text or peer reviewed or nonacademic articles or significant problems with integration of sources. 0 9	Description of group's marginalization includes content from course text + only 1x peer reviewed or nonacademic article or some problems with integration of sources. 11.25	Description of group's marginalization includes effectively integrated content from course text + 1x peer reviewed academic article + 1x other academic or nonacademic source. 12.75	Description of group's marginalization includes effectively integrated content from course text + more than 1x peer reviewed academic article + more than 1x other nonacademic source. 15	/15
2. Consequences of Marginalization on Group	Provides no examples of immediate and/or long-term consequences of marginalization or examples lack major details for understanding. 0 6	Description of only 1x example of immediate and/or long-term consequences of marginalization or examples lack some details for understanding. 7.5	Description of 2x examples of immediate and/or long-term consequences of marginalization. 8.5	Description of more than 2x examples of immediate and/or long-term consequences of marginalization. 10	/10
Part 3 - Plan for Professional Commitment to Allyship and Advocacy					
1. Plan - Narrative	Narrative is missing major details re: how to effectively work with, empower, and advocate for the needs of this group or is not grounded in the Part 2 analysis. 0 6	Narrative missing some details re: re: how to effectively work with, empower, and advocate for the needs of this group or insufficiently grounded in the Part 2 analysis. 7.5	Narrative is detailed re: how to effectively work with, empower, and advocate for the needs of this group and grounded in the Part 2 analysis. 8.5	Narrative is comprehensively detailed re: how to effectively work with, empower, and advocate for the needs of this group and grounded in the Part 2 analysis. 10	/10
2. Plan - Objectives	Plan missing more than 1x short-term or long-term objective or missing more than 1x practice level (i.e., micro, mezzo, and macro levels). 0 9	Plan missing no more than 1x short-term or long-term objective or missing no more than 1x practice level (i.e., micro, mezzo, and macro levels). 11.25	Plan includes 1x short-term and 1x long-term objective for each practice level (i.e., micro, mezzo, and macro levels). 12.75	Plan includes more than 1x short-term and more than 1x long-term objective for each practice level (i.e., micro, mezzo, and macro levels). 15	/15

Area of Evaluation ^{1 2} ₃	Unsatisfactory	Needed Development	Competent	Distinguished	Score
<i>Writing</i>					
7. Paper organization	Significant problems with clarity AND organization 0	Some problems with clarity AND/OR organization making Paper difficult to follow (e.g., missing headings) 1.5	Paper mostly clear, organized with headings, and easy to follow 1.75	Overall paper clear, well organized with headings, and easy to follow 2	/2
8. APA style (i.e., title page, running head, page numbers, double-spaced, headings as needed, 1" margins)	No more than 5 different APA style errors 0	No more than 4-5 different APA style errors 3	No more than 2-3 different APA style errors 3.5	No more than 1 APA style error 4	/4
9. Accuracy of grammar, spelling, punctuation, and sentence structure	More than 5 types of errors 0	4-5 types of errors 3	2-3 types of errors 3.5	Less than 2 types of errors 4	/4

TOTAL: /100

Comments:

Table 4a: Rubric for Group Presentation: Members' Ability to Participate Effectively as Part of a Team

NOTE: Each student is MUST to complete this assessment form upon completion of their group presentation and submit on Blackboard by the due date to receive grade for this assignment. It is required of each student to grade their team members using the rating scale below.

Rater: _____ Date: _____

Group Topic: _____

^=(Highlight the appropriate score for each criterion for each member of your group.)

Member Rated (Be sure to rate yourself, too!)	Listening Skills	Openness to others' ideas	Preparation	Contribution	Leadership
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Criterion	Excellent (5)	Good (4)	Fair (3)	Needs to Improve (2)	Unacceptable (1)	Missing (0)
Listening Skills	Routinely restates what others say before responding; rarely interrupts; frequently solicits others' contributions; sustains eye contact	Often restates what others say before responding; usually does not interrupt; often solicits others' contributions; makes eye contact	Sometimes restates what others say before responding; sometimes interrupts; sometimes asks for others' contributions; sometimes makes eye contact	Rarely restates what others say before responding; often interrupts; rarely solicits others' contributions; does not make eye contact; sometimes converses with others when another team member is speaking	Doesn't restate what others say when responding; often interrupts; doesn't ask for contributions from others; is readily distracted; often talks with others when another team member speaks	Never shows up and never contributes
Openness to others' ideas	Listens to others' ideas without	Listens to others' ideas without	Sometimes listens to others' ideas	Interrupts others' articulation of	Interrupts others' articulation	Never shows up

	interrupting; responds positively to ideas even if rejecting; asks questions about the ideas	interrupting; responds positively to ideas even if rejecting	without interrupting; generally, responds to the ideas	their ideas; does not comment on the ideas	of their ideas; makes deprecatory comments and/or gestures	and never contributes
Preparation	Always completes assignments; always comes to team sessions with necessary documents and materials; does additional research, reading, writing, designing, implementing	Typically completes assignments; typically comes to team session with necessary documents and materials	Sometimes completes assignments; sometimes comes to team sessions with necessary documents and materials	Sometimes completes assignments; sometimes comes to team sessions with necessary documents and materials	Typically, does not complete assignments; typically comes to team sessions without necessary documents and materials	Never shows up and never contributes
Contribution	Always contributes; quality of contribution is exceptional	Usually contributes; quality of contributions is solid	Sometimes contributes; quality of contributions is fair	Sometimes contributes; quality of contribution is inconsistent	Rarely contributes; contributions are often peripheral or irrelevant; frequently misses team sessions	Never shows up and never contributes
Leadership	Seeks opportunities to lead; in leading is attentive to each member of the team; articulates outcomes for each session and each project, keeps team on schedule, foregrounds collaboration and integration of	Is willing to lead; in leading is attentive to each member of the team, articulates general direction for each session and each project, attempts to keep team on schedule	Will take lead if group insists; not good at being attentive to each member of the team, sometimes articulates direction for sessions, has some trouble keeping team on schedule	Resists taking on leadership role; in leading allows uneven contributions from team members, is unclear about outcomes or direction, does not make plans for sessions or projects	May volunteer to lead but does not follow through; misses team sessions, does not address outcomes or direction for sessions or projects, team members become anarchical	Never shows up and never contributes

	individual efforts					
--	--------------------	--	--	--	--	--

Group Process Questions

Describe any communication problems within your group or describe how well members of your group were able to communicate with each other.

Did you meet outside of class to establish goals and stay in tune with each other?

What worries you the most when working in groups?

Did you think you did your fair share?

Did others do their fair share?

Total: /25

Table 4b: Rubric for Group Presentation: Profiles of Diverse Populations

Area of Evaluation ¹⁰ _{11 12}	Unsatisfactory	Needed Development	Competent	Distinguished	Score
1. Content	Focus not clear; information included that does not support learning objectives in any way 0 - 6	There is a great deal of information that is not clearly connected to the learning objectives 7.5	Sufficient information that relates to learning objectives; many good points made but there is an uneven balance and little variation 8.5	An abundance of material clearly related to learning objectives; points are clearly made and all evidence supports objectives; varied use of materials 10	/1
2. Coherence and Organization	Presentation is choppy and disjointed; does not flow; development of thesis is vague; no apparent logical order of presentation 0 - 6	Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy 7.5	Most information presented in logical sequence; generally, very well organized but better transitions from idea to idea and medium to medium needed 8.5	Thesis is clearly stated and developed; specific examples are appropriate and clearly develop thesis; conclusion is clear; shows control; flows together well; good transitions; succinct but not choppy; well organized 10	/1
3. Creativity	Repetitive with little or no variety; insufficient use of multimedia 0 - 6	Little or no variation; material presented with little originality or interpretation 7.5	Some originality apparent; good variety and blending of materials/media 8.5	Very original presentation of material; uses the unexpected to full advantage; captures audience's attention 10	/1

¹⁰ Needed Development: Difficult to understand. Little evidence of critical thinking.

¹¹ Competent: Understandable. Critical thinking in evidence.

¹² Distinguished: Topic thoroughly explored. Extensive critical thinking evident.

Area of Evaluation ¹⁰ 11 12	Unsatisfactory	Needed Development	Competent	Distinguished	Score
4. Material	Little or no multimedia used or ineffective use of Guest Presenter: Guest presenter is not a member of the marginalized group. 0 - 9	Guest presenter was a member of the marginalized group but questions in the interview asked were not relevant to the assignment objectives 11.25	Guest presenter was a member of the marginalized group: Interview questions related to the assignment objectives 12.75	Guest presenter was a member of the marginalized group: Interview questions related to the assignment objectives and robustly integrated into the presentation 15	/1
5. Speaking Skills	Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone 0 - 2	Some mumbling; little eye contact; uneven rate; little or no expression 3	Clear articulation but not as polished 4	Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence 5	/5

Comment:

Total: /50

DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY



SWRK 301: Diversity, Equity, and Inclusion in Human Services
(3 credit hours)
[Fall 2024, Bi-Term (Monday, August 19, 2024 -Wednesday, October 11, 2024)

Instructor: C. Robin Donahue, MSW, LCSW
Email: robin.donahue@wku.edu
Tel: (270) 684-9797 Fax: (270) 684-0104
Office: Web-Based All Meetings are via Zoom

Office Hours: Email To Schedule Appointment

Meeting Time and Location
(Web Based)

Course Description

Prerequisites: SWRK 101 and admission to the BSW program.

This course explores how students' personal identity and experiences shape views of social, economic, and environmental justice issues affecting marginalized populations and focuses on building upon this understanding to begin to develop cultural competence in preparation for social work practice with vulnerable client systems.

3

Required Reading

Sue, D., Rasheed, M., & Rasheed, Janice M. (2016). *Multicultural social work practice: A competency-based approach to diversity and social justice*. (2nd ed.). Hoboken, NJ: Wiley.

National Association of Social Workers. (2015). *Standards and Indicators for cultural competence in social work practice*. Retrieved from <https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/Standards-and-Indicators-for-Cultural-Competence-in-Social-Work-Practice>

BSW Mission Statement

The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods

in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice. (EPAS, 2022, p. 17).

Regular and Substantive Interaction:

For the module level discussions, I provide feedback through the Blackboard Grade Center within 1 week of submission. The feedback I provide clarifies concepts and underscores the connection between theory and practice. I also provide material to further student understanding of concepts, learning outcomes, and their connection to social work practice. I specifically outline the relationship among student learning outcomes, provided materials, assessments and competencies outlined by CSWE. Students are encouraged to meet with me via Zoom or by phone.

Learning Outcomes:

Upon successful completion of this course, students should be able to:

Knowledge

1. Articulate an understanding and awareness of own cultural experiences, worldview, and biases.
2. Describe the impact of social, economic, and environmental injustices on marginalized groups.

Values

3. Evaluate the influence of power and privilege on self-identity, worldview, and interactions among constituents.

Skills

4. Demonstrate cultural humility through critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values.

Cognitive and Affective Processes

5. Discuss how individuals, groups, and communities as experts of their own lived experiences.
6. Analyze effectiveness of various strategies for anti-oppressive/anti-racist allyship and advocacy.

CSWE EPAS Core Competencies for BSW Education

The Educational Policy and Accreditation Standards (EPAS) core competencies taught in all Council on Social Work Education (CSWE) accredited BSW programs are included in Appendix A of this syllabus. Core competencies addressed in this class are included in Appendix B of this syllabus.

Topical Outline:

Unit I: Introductions and Course Overview

- A. Introductions and review of course outline and expectations

- B. Importance, meaning, and expectations of cultural competence in social work
- C. Critical reflection

Unit II: Core Concepts

- A. Social, economic, and environmental justice; human rights and human needs; capabilities
- B. Social identity; power, privilege, and acclaim
- C. Stereotype, prejudice, discrimination, oppression, marginalization, alienation, minoritizing, essentialism, othering, microaggressions, internalized oppression
- D. Intersectionality
- E. Strengths perspective; person-first language; cultural humility

Unit III: Social Identities

- A. Race/ethnicity
 - 1. White supremacy; white fragility; ethnocentrism; colorism/shadeism
- B. Class
 - 1. Socioeconomic group; poverty; xenophobia/nativism/colonialism
- C. Gender/sex/gender identity and expression
 - 1. Sexism;
 - 2. Lookism; sizeism
- D. LGBTQIA
 - 1. Heteronormativity; homophobia; heterosexism
 - 2. Cisgenderism; transphobia
- E. Ability status
 - 1. Ableism
 - 2. Disability (mental and physical); visible and invisible disabilities
- F. Age
 - 1. Ageism
- G. Religion/spirituality
 - 1. Religious oppression
 - 2. Islamophobia; Anti-Semitism

Unit IV: Professional Development: Empowerment, Allyship, and Advocacy

- A. Anti-oppressive practice; decentering privilege
- B. Empowerment; allyship; advocacy
- C. Personal and professional development plan

STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS

Critical Reflections	50 pts
"Isms" Log & Paper	100 pts
Cultural Encounter	100 pts
Cultural Sensitivity & Professional Development	100 pts
Group Presentation: Profiles of Diverse Populations	75 pts
Exam	50 pts
Participation and Reflection	25 pts
	500 pts

Grading scale & Evaluation

A = 90 – 100%
500 – 450 pts

B = 80 – 89%
449.5 – 400 pts

C = 70 – 79%
399.5 – 350 pts

D = 60 – 69%
349.5 – 300 pts

F = Below 60%
< 300 pts

Course Assignments

CRITICAL REFLECTIONS:

Throughout the course, the instructor will facilitate important discussions on issues of racism, marginalization, discrimination as well as human rights, economic, and social justice.

There will be 5 activities (10 points each) throughout the course duration on Blackboard or in class.

ISMS/MICROAGGRESSIONS LOG AND REFLECTION PAPER:

ISM/Microaggression Log

Beginning the second week of the semester, students will:

- log “isms”/microaggressions encountered in their daily routine, on television, in movies, in advertising, in social media, at church, at school, etc.
- observe, listen to, and record incidents of oppressive language, gestures, or behaviors you encounter that refer to individuals’ or groups’ age, race/ethnicity, class, ability status, gender/gender identity, sexual orientation, and religion.
- record any communications or acts of racism, sexism, ageism, heterosexism, ableism, classism or other “isms”/microaggressions observed, read, hear, or participate in.

The log must include the date and context of the “ism”; what makes this an “ism” or microaggression (i.e., what is the underlying message of this “ism”); and their thoughts and feelings in response to the “ism”. Students may use the template provided on Blackboard or create their own.

A minimum of 12 “isms”/microaggressions must be listed. In all likelihood students will have more. Students must include at least four (4) different kinds of “isms”. No more than 25% (3 out of 12) can be taken from fictional or electronic sources, such as sitcoms, movies, or social media (Facebook, Twitter, etc.).

Reflection Paper

Student will then reflect on the impact of these “isms”/microaggressions on these populations and themselves.

- In preparation for this assignment, students will listen to the TED Talk: *Playing with Perceptions* (54 mins).
- The 3–5-page paper provides opportunity for reflection on the “isms”/microaggressions witnessed. Following completion of the log*, students will respond to the following questions citing at least three (3) specific incidences witnessed and integrating concepts discussed in the TED Talk: *Playing with Perceptions*.
 - Were you personally affected by the incidents? If so, in what way?
 - Were any false stereotypes about certain cultural groups promoted by the incidents?
 - If other people witnessed the incidents, what were their reactions?
 - Did you do anything to confront the oppressive situations (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you?

- What did the person or group making the offensive remarks or gestures seem to hope to gain from being racist, sexist, or otherwise prejudiced, discriminatory, or oppressive?
- How do the incidents you observed relate to prior incidents you have witnessed concerning this particular cultural group?
- How will the incidents impact your future interactions with the cultural group being marginalized by these “isms”/microaggressions?
- Did you intervene? If
 - Yes, how did you intervene and what was the outcome?
 - No, what were barriers that prevented you and how could that be addressed
- Students’ “isms” log should be attached to your paper as an appendix. (This is not included in the page count.)

Grading Criteria: Refer to assignment rubric, Table 1 in Appendix A

CULTURAL ENCOUNTER:

Active participation in at least one dynamic, culturally different experience is required for this project; that is, students must investigate a cultural group new to them, preferably with which they are uncomfortable and/or unfamiliar. After identifying the group, students are to attend an event or function hosted by that particular group. It is even more optimal if students can attend more than one meeting. For example, students might attend worship services in a faith significantly different than their own, attend an advocacy group meeting for a diverse cultural group (such as PFLAG or NAMI), visit a nursing home for the first time, spend a day(s) with the Amish, or do a ride along with police officers (for those with a fear of law enforcement). *The experience that the student chooses will require the professor’s approval beforehand and it must be one that is reasonably safe* (e.g., you should not go undercover at a KKK rally!).

Students are to address the following questions in a 5-page paper:

- Describe the diverse cultural event you participated in and/or attended.
- How was this experience different for you? Did it force you to step out of your comfort zone?
- What did you learn that you did not know about the cultural group you investigated?
- What stereotypes about the group were confirmed or rejected by your experience?
- As a result of your attending the event or function, how will you relate to this cultural group differently in the future, both in your personal life and in social work practice? You must describe how you will relate to this group from a stance of cultural humility. By reflecting on how activity increased your self-awareness on how your own bias, power, privilege, and values may impact your work with this community.
- In what ways will you acknowledge them as experts of their own lived experiences?
- Comment on what you perceive you gained because of this exercise.

Grading Criteria: Refer to assignment rubric, Table 2 in Appendix A

CULTURAL SENSITIVITY & PROFESSIONAL DEVELOPMENT:

For this assignment, students will select a marginalized group with which students experience some discomfort and anticipate being challenged in working with in their practice. As outlined below, students will discuss this group in detail including information and insights gained from class discussion, readings, and their lived experience. **This group may be the same group chosen for the Cultural Encounter assignment only if that group is also considered marginalized.** The assignment is divided into three parts. Students will first describe and reflect upon the nature of their discomfort with this group. Next, based

upon class discussion, readings, other class-related activities and processes, students will objectively describe how this group is marginalized. (This part of the analysis must include content from the course text, at least one peer reviewed academic article, and at least one other academic or nonacademic source that addresses the marginalization of this group.) Finally, students will identify a personal and professional development plan for allyship and advocacy for this group.

Part 1

1. What are my biases about this group?
2. How do I know that my discomfort with this group reflects an “ism” for me?
3. How long has this “ism” been there?
4. What are the circumstances leading up to how it got there?
5. How do significant others in my life impact/not impact my reaching this particular viewpoint?
6. What inner and outer personal/environmental experiences in my life contribute to this perspective?
7. How do the views of the society-at-large impact upon my thinking about this group?
8. How do I imagine people in this group must feel when “isms” are directed at them?
9. How can these experiences and influences impact my ability to be a culturally competent social work practitioner with this group?

Part 2

1. In what ways has this group been marginalized?
2. What opportunities have been limited for this group?
3. In what ways have this group’s opportunities been limited?
4. What are the immediate and long-term consequences of this racism, marginalization and oppression for group members?

Part 3

1. Based upon your self-reflection of your own biases regarding this group as well as your analysis of how this group is marginalized and the consequences this creates, outline a plan for professional commitment to allyship and advocacy for this group. How will you effectively work with, empower, and advocate for the needs of this group?
2. Specifically, what anti-racist and anti-oppressive social work practice will you adopt for the group at micro, mezzo, and macro levels of practices (implications to individual, family, group, organizational, community, research, and policy practices).

Grading Criteria: Refer to assignment rubric Table 3 in Appendix A

GROUP PRESENTATION: PROFILES OF DIVERSE POPULATIONS:

During each class session, a student group (of 4 or 5) will provide a presentation on one of the ten culturally diverse groups from Chapter 14’s Culturally Competent Social Work Practice with people who are Black/African American, Asian American and Pacific Islanders, Native American/First Nations People and Alaska Natives, Latinx/Hispanic Americans, immigrants/refugees, LGBTQ, senior citizens, people with abilities and disabilities, women, and multi-racial and bi-racial persons (Approved by Instructor). A sign-up sheet will be distributed for group presentations by the second-class meeting. Each student is required to participate in the group presentation, and presentations should be approximately 25 minutes and 15 minutes for a “Guest Presenter,” for a total of a 40-minute presentation. The group presentation must include the following:

1. Discuss the strengths and resiliency of the population
2. Describe the cultural values and beliefs of the population
3. Discuss how issues such as income and poverty, education, unemployment, physical and mental health, stereotyping, prejudice and discrimination impact the life status, well-being and overall functioning of these diverse populations.
4. Describe any challenges of acculturation for the population?
5. Describe the socio-political and historical experiences of the population (e.g. the slavery of African Americans, the colonization of First Nations Peoples/Native Americans, the immigration of Hispanic or Latino Americans). How did these experiences impact the population?
6. What are the implications for social work practice with this population?
7. Develop a Power Point presentation regarding the diverse population
8. Utilize 3 peer reviewed journal articles regarding evidenced based practice with your population.
9. Have a "Guest Presenter" attend class or provide a video lecture for the class regarding the presenter's experience working with the population.

Students need to submit the completed PowerPoint to the instructor one week before their presentation. Students should conduct a recorded interview of a "Guest Presenter" can be utilized in electronic formats such as MP4, YouTube, Mediasite, Zoom, etc. and embed the content into the PowerPoint presentation. The "Guest Presenter" should be a member of the marginalized group the population group of choice (past presenters have been identified as members of LGBTQ, African American, Refugees, Native American, etc. groups.). Please consult with the instructor with additional questions. (Adapted from Cengage.com)

Grading Criteria: Refer to assignment rubric Table 4a & 4b in Appendix A (the grading of this assignment is in 2 parts: 4a -Students' group assessment = 25 points and 4b - Instructor evaluation = 50 points

EXAM:

There will be one exam covering all material at the end of the course semester. It will be all multiple choice. The exams will be administered online unless a student provides institutionally approved accommodations to alter the format.

PARTICIPATION AND REFLECTION:

Participation & Reflection in Class/Online Discussion Activity

- Students will share five (4) knowledge/skills they learned in this course and how they plan to use these knowledge/skills acquired in their future practice as a social worker.

Disclaimer

The professor reserves the right to make announced changes in the course due to extenuating circumstances.

Academic/Student Support

Most of us find that we need some academic support and direction during our time in the university. WKU offers many resources that can help you be successful in this course. These are listed below.

- INCLUSION STATEMENT

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

- MENTAL HEALTH SUPPORT

Individual counseling is at the heart of the services offered by the Counseling Center. Our staff provides individual counseling typically during hour long weekly sessions. Most students come in for under six sessions and return if their difficulties persist. There are some students who come in for longer treatment while others come in for a single session and are referred out for additional services. <https://www.wku.edu/heretohelp/>

- TITLE IX DISCRIMINATION AND HARRASSMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

- **PREGNANT AND PARENTING STUDENTS**

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

- **LAND ACKNOWLEDGEMENT STATEMENT**

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (ᑕᑦᑭᑦᑭᑦᑭᑦ Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the [Jonesville History Project](#), "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."

- **STUDENT ACCOMMODATION SERVICES**

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 270-745-5004.

Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

- **WRITING CENTER ASSISTANCE**

The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions on the web site of The Writing Center for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on the website) for help scheduling an appointment.

- **OFF CAMPUS LIBRARY SUPPORT**

The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to: http://www.wku.edu/library/dlps/ext_camp.htm Turn-around time can be anywhere from a few days to two weeks, so plan ahead.

Regular and Substantive Interaction Expectations of Student Behavior

1. College level writing is expected in this course. Written assignments must be grammatically correct, typed, double-spaced, and display correct form per APA 7 guidelines. Students are expected to use APA 7 style format for citing and listing references. Students are encouraged to make use of the university writing resources identified below.
2. Plagiarism and cheating are prohibited. Academic dishonesty is prohibited by the University (and is also counter to social work values and ethics included in the NASW Code of Ethics). Students are expected to be familiar with these policies and ethical guidelines and to follow them at all times. Any instances of academic dishonesty may mean a grade of "zero" for the assignment and/or course failure. Student should review the "Academic Offenses" section of the WKU Student Handbook at: <http://www.wku.edu/handbook/> and the "Ethical Principles" and "Acknowledging Credit" sections of the 1999 Code of Ethics, National Association of Social Workers found at: <http://www.socialworkers.org/pubs/code/code.asp>

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

If a student uses direct quotes in papers, the quotes must have quotation marks around them cite the author, year, and relevant page numbers. Failure to adhere to this guideline is considered plagiarism. As well, all authors cited in the text must be properly cited on the reference page and the reference page should not have authors who are not cited in the text of the paper.

If you have any questions about plagiarism-email or call me-I can help you properly cite sources!

3. Late Work: We know you will do your best to submit your work on time however life happens. If you notify me prior to the due date that you will not be able to submit an assignment on time, we can make a plan to submit a day or two late. This lets me know you are still out there trying your best. If you do not notify me prior to the due date and simply don't turn in the work, you will receive a 10% grade reduction per day up to 7 days. More than 7 days results in no points.
4. Attendance and active engagement are required. Students can miss two (2) sessions without penalty. A third absence thereafter will incur a 5-point reduction. A fourth and fifth absences will incur a 15-point reduction each. Any more than 5 absences will result in failure of the course. NOTE: Class attendance includes both IN-PERSON sessions and BLACKBORAD ACTIVITIES.
5. Statement on AI tools. AI tools are prohibited (e.g. like ChatGPT): Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the WKU Student Code of Conduct.
6. Academic Support. WKU offers many resources that can help students be successful in this course. These are listed below:

Learning Assistance at WKU

The Learning Center (TLC) is located on the Bowling Green campus in the Academic Advising and Retention Center. Should students require academic assistance with this course, or any other General Education Course, there are several places that can provide them with help. TLC tutors in most major undergraduate subjects and course levels throughout the week--they can also direct students to one of many tutoring and assistance Centers across campus. To make an appointment, or to request a tutor for a specific class, students should call 270-745-6254. Students can log on to TLC's website at <http://www.wku.edu/tlc/> to find out more.

The Learning Center Peer Tutoring Services

The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit www.wku.edu/tlc.

The WKU Glasgow START (Student Tutoring and Resource Team) Center is located in Room 163 and will be open Monday through Thursday 8 am to 7 pm and on Friday from 8 am to noon. Computers are available for student use and the tutors can provide assistance with the online software associated with classes and also with word processing and other software. Students can go to <http://www.wku.edu/startcenter/> for more information.

On the Bowling Green campus, students are also encouraged to make use of the Writing Center located in Cherry Hall 123. The Writing Center offers online consultations for students. See instructions of the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call 270-7455719 to schedule an appointment.

On South Campus, The Learning Assistance Center (LAC) is in Room 234. Tutors are available for many General Education courses. For more information, contact 270-780-2536. Students can go to <https://www.wku.edu/lac/> for more information.

Appendix A

Table 1: RUBRIC for “Isms” Log and Paper

Area of Evaluation:	Unsatisfactory	Needed Development	Competent	Distinguished	Score
<i>“Isms” Log</i>					
1. Number of Examples	Fewer than 9 examples 0 3	9-11 examples 3.75	12-15 examples 4.25	More than 15 examples 5	/5
2. Number of “isms” (i.e., different forms of oppression/discrimination/stereotypes/microaggressions)	1 type only 0 6	2-3 different types 7.5	4-5 different types 8.5	More than 5 different types 10	/10
3. Source of “isms”	Fewer than 25% from interactions with others 0 6	25-49.9% from interactions with others 7.5	50-75% from interactions with others 8.5	More than 75% from interactions with others 10	/10
4. Key Details (date and context; thoughts and feelings; and exploration of the underlying message of these “isms”)	Missing more than 2 key details 0 9	Missing 1-2 key details 11.25	Key details clearly described 12.75	Key details clearly and thoroughly described 15	/15
<i>Paper^{1 2 3}</i>					

¹ Needed Development: Difficult to understand. Little evidence of critical thinking.

² Competent: Understandable. Critical thinking in evidence.

³ Distinguished: Topic thoroughly explored. Extensive critical thinking evident.

1. Number of Incidences described	1 or no specific incidences discussed or described OR missing more than 2 key details 0 6	Only 2 specific incidences discussed and described OR missing 1-2 key details 7.5	3 specific incidences discussed and described 8.5	More than 3 specific incidences discussed and clearly described 10	/10
2. Analysis of Incidences	Analysis of more than 1 incident lacks sufficient detail OR does not integrate any Ted Radio Hour concepts 0 12	Analysis of 1 incident lacks sufficient detail OR only integrates 1 Ted Radio Hour concept 15	Detailed analysis of all incidents with integration of 2-3 Ted Radio Hour concepts 17	Detailed analysis of all incidents integrating more than 3 key Ted Radio Hour concepts 20	/20
3. Introspection and Self-Appraisal	No self-reflection regarding impact of incidents OR no examples of impact on future practice are provided 0 12	Self-reflection regarding impact of incidents lacks sufficient detail OR only 1 example of impact on future practice 15	Detailed self-reflection regarding impact of incidents and 2 examples of impact on future practice 17	Detailed self-reflection regarding impact of incidents and more than 2 examples of impact on future practice 20	/20
<i>Writing</i>					
1. Paper organization	Significant problems with clarity AND organization 0	Some problems with clarity AND/OR organization making Paper difficult to follow (e.g., missing headings) 1.5	Paper mostly clear, organized with headings, and easy to follow 1.75	Overall paper clear, well organized with headings, and easy to follow 2	/2
2. APA style	No more than 5 different APA style errors 0	No more than 4-5 different APA style errors 3	No more than 2-3 different APA style errors 3.5	No more than 1 APA style error 4	/4
3. Accuracy of grammar, spelling, punctuation, and sentence structure	More than 5 types of errors 0	4-5 types of errors 3	2-3 types of errors 3.5	Less than 2 types of errors 4	/4

Comments:

TOTAL: /100

Table 2: RUBRIC for Cultural Encounter Paper

Area of Evaluation ⁴ _{5 6}	Unsatisfactory	Needed Development	Competent	Distinguished	Score
5. Description of Event/Activity	Description of event lacks major details for understanding. 0 6	Description of event lacks some details for understanding. 7.5	Detailed description of event participated in/attended. 8.5	Detailed and comprehensive description of event participated in/attended. 10	/10
6. Experience	No examples of how participation/attendance was different or how and why this was outside of comfort zone lacks major details for understanding. 0 6	Only 1 example of how participation/attendance was different and/or how and why this was outside of comfort zone lacks some details for understanding. 7.5	Describes 2 examples of how participation/attendance was different and how and why this was outside of comfort zone. 8.5	Describes more than 2 examples of how participation/attendance was different and how and why this was outside of comfort zone. 10	/10
7. Impact on Learning	No examples of new knowledge gained about the cultural group are described OR examples lack major details for understanding. 0 9	Describes only 1 example of new knowledge gained about the cultural group OR examples lacks some details for understanding. 11.25	Describes 2 examples of new knowledge gained about the cultural group. 12.75	Describes more than 2 examples of new knowledge gained about the cultural group. 15	/15

⁴ Needed Development: Difficult to understand. Little evidence of critical thinking.

⁵ Competent: Understandable. Critical thinking in evidence.

⁶ Distinguished: Topic thoroughly explored. Extensive critical thinking evident.

Area of Evaluation ⁴ _{5 6}	Unsatisfactory	Needed Development	Competent	Distinguished	Score
8. Cultural sensitivity/ competence/ humility	No stereotypes described OR description of examples lacks major details for understanding.	Describes 1 stereotype about group that was confirmed or rejected by experience OR description lacks some details for understanding.	Describes 2 stereotypes about group that were confirmed or rejected by experience.	Describes more than 2 stereotypes about group that were confirmed or rejected by experience.	/15
	0 6	7.5	8.5	10	
	No concrete and specific plan for personal interactions with this group is identified OR plan lacks major details for understanding.	Identifies 1 concrete and specific plan for personal interactions with this group OR plan lacks some details for understanding.	Identifies 2 concrete and specific plans for personal interactions with this group.	Identifies more than 2 concrete and specific plans for personal interactions with this group.	/15
	0 9	11.25	12.75	15	
	Does not include plan for future practice with clients from this group OR missing core concepts of cultural humility OR either is missing major details for understanding.	Identifies only 1 concrete and specific plan for future practice with clients from this group OR only 1 core concept of cultural humility OR either is missing some details for understanding.	Identifies 2 concrete and specific plans for future practice with clients from this group AND includes application of more than 1 core concept of cultural humility.	Identifies more than 2 concrete and specific plans for future practice with clients from this group AND includes application of more than 1 core concept of cultural humility.	/15
	0 12	15	17	20	
5. Conclusion	Provides no description of insights gained as a result of reflecting on participation/attendance and completing this paper OR description missing major details for understanding.	Provides description of only 1 insight gained as a result of reflecting on participation/attendance and completing this paper OR description lacks some details for understanding.	Provides detailed description of 2 insights gained as a result of reflecting on participation/attendance and completing this paper.	Provides detailed description of more than 2 insights gained as a result of reflecting on participation/attendance and completing this paper.	/10
	0 6	7.5	8.5	10	
Writing					
4. Paper organization	Significant problems with clarity AND organization	Some problems with clarity AND/OR organization making Paper difficult to follow (e.g., missing headings)	Paper mostly clear, organized with headings, and easy to follow	Overall paper clear, well organized with headings, and easy to follow	/2

Area of Evaluation ⁴ _{5 6}	Unsatisfactory	Needed Development	Competent	Distinguished	Score
	0	1.5	1.75	2	
5. APA style (i.e., title page, running head, page numbers, double-spaced, headings as needed, 1" margins)	No more than 5 different APA style errors	No more than 4-5 different APA style errors	No more than 2-3 different APA style errors	No more than 1 APA style error	/4
	0	3	3.5	4	
6. Accuracy of grammar, spelling, punctuation, and sentence structure	More than 5 types of errors	4-5 types of errors	2-3 types of errors	Less than 2 types of errors	/4
	0	3	3.5	4	

Comments:

TOTAL: /100

Table 3: RUBRIC for Cultural Sensitivity & Professional Development Paper

Area of Evaluation ^{7 8} ₉	Unsatisfactory	Needed Development	Competent	Distinguished	Score
Part 1 - Nature of Discomfort with Group					
9. Biases about Group	No biases discussed <i>or</i> description of biases lacks major details for demonstrating insight and self- awareness.	Description of only 1x bias about the group <i>or</i> descriptions lack some details for demonstrating insight and self- awareness.	Adequate description of 2x biases reveals insight and self- awareness.	Detailed description of more than 2x biases revealing insight and self- awareness.	/10
	0 6	7.5	8.5	10	
10. Origins of Biases	No origins discussed <i>or</i> description of sources of origins lacks major details for understanding <i>or</i> lack of insight demonstrated.	Description of only 1x source of the origins of biases <i>or</i> insights lack some details for understanding.	Description of 2x sources of the origins of biases <i>and</i> reveals sufficient insight.	Description of more than 2x sources of the origins of biases <i>and</i> reveals comprehensive insight.	/10
	0 6	7.5	8.5	10	
11. Psychological/ Emotional Impact of Biases on Group	No examples of psychological/emotio nal impact of biases on group is provided <i>or</i> description lacks major details for understanding.	Description of only 1x example of psychological/emotio nal impact of biases on group is provided <i>or</i> description lacks some details for understanding.	Description of 2x examples of psychological/em otional impact of biases on group is sufficiently detailed.	More than 2x examples of psychological/em otional impact of biases on group is extensively detailed.	/10

⁷ Needed Development: Difficult to understand. Little evidence of critical thinking.

⁸ Competent: Understandable. Critical thinking in evidence.

⁹ Distinguished: Topic thoroughly explored. Extensive critical thinking evident.

Area of Evaluation ^{7 8} ₉	Unsatisfactory	Needed Development	Competent	Distinguished	Score
	0 6	7.5	8.5	10	
12. Professional Impact of Biases	Provides no examples of how biases might impact cultural competency <i>or</i> examples lack major details for understanding. 0 6	Provides only 1x example of how biases might impact cultural competency <i>or</i> examples lack some details for understanding. 7.5	Provides 2x detailed examples of how biases might impact cultural competency. 8.5	Provides more than 2x detailed examples of how biases might impact cultural competency. 10	/10
Area of Evaluation ^{1 2} ₃	Unsatisfactory	Needed Development	Competent	Distinguished	Score

Part 2 – Impact of Marginalization on Group

1. Evidence of Marginalization of Group	Description of group's marginalization missing content from course text or peer reviewed or nonacademic articles <i>or</i> significant problems with integration of sources. 0 9	Description of group's marginalization includes content from course text + only 1x peer reviewed or nonacademic article <i>or</i> some problems with integration of sources. 11.25	Description of group's marginalization includes effectively integrated content from course text + 1x peer reviewed academic article + 1x other academic or nonacademic source. 12.75	Description of group's marginalization includes effectively integrated content from course text + more than 1x peer reviewed academic article + more than 1x other nonacademic source. 15	/15
2. Consequences of Marginalization on Group	Provides no examples of immediate and/or long-term consequences of marginalization <i>or</i> examples lack major details for understanding. 0 6	Description of only 1x example of immediate and/or long-term consequences of marginalization <i>or</i> examples lack some details for understanding. 7.5	Description of 2x examples of immediate and/or long-term consequences of marginalization. 8.5	Description of more than 2x examples of immediate and/or long-term consequences of marginalization. 10	/10

Part 3 - Plan for Professional Commitment to Allyship and Advocacy

Area of Evaluation ^{7 8} ₉	Unsatisfactory	Needed Development	Competent	Distinguished	Score
1. Plan – Narrative	Narrative is missing major details re: how to effectively work with, empower, and advocate for the needs of this group <i>or</i> is not grounded in the Part 2 analysis.	Narrative missing some details re: re: how to effectively work with, empower, and advocate for the needs of this group <i>or</i> insufficiently grounded in the Part 2 analysis.	Narrative is detailed re: how to effectively work with, empower, and advocate for the needs of this group <i>and</i> grounded in the Part 2 analysis.	Narrative is comprehensively detailed re: how to effectively work with, empower, and advocate for the needs of this group <i>and</i> grounded in the Part 2 analysis.	/10
	0	6	7.5	8.5	
2. Plan – Objectives	Plan missing more than 1x short-term <i>or</i> long-term objective <i>or</i> missing more than 1x practice level (i.e., micro, mezzo, <i>and</i> macro levels).	Plan missing no more than 1x short-term <i>or</i> long-term objective <i>or</i> missing no more than 1x practice level (i.e., micro, mezzo, <i>and</i> macro levels).	Plan includes 1x short-term <i>and</i> 1x long-term objective for each practice level (i.e., micro, mezzo, <i>and</i> macro levels).	Plan includes more than 1x short-term <i>and</i> more than 1x long-term objective for each practice level (i.e., micro, mezzo, <i>and</i> macro levels).	/15
	0	9	11.25	12.75	

Area of Evaluation ^{1 2} ₃	Unsatisfactory	Needed Development	Competent	Distinguished	Score
<i>Writing</i>					
7. Paper organization	Significant problems with clarity AND organization	Some problems with clarity AND/OR organization making Paper difficult to follow (e.g., missing headings)	Paper mostly clear, organized with headings, and easy to follow	Overall paper clear, well organized with headings, and easy to follow	/2
	0	1.5	1.75	2	
8. APA style (i.e., title page, running head, page numbers, double-spaced, headings as needed, 1" margins)	No more than 5 different APA style errors	No more than 4-5 different APA style errors	No more than 2-3 different APA style errors	No more than 1 APA style error	/4
	0	3	3.5	4	
9. Accuracy of grammar, spelling, punctuation, and sentence structure	More than 5 types of errors	4-5 types of errors	2-3 types of errors	Less than 2 types of errors	/4
	0	3	3.5	4	

Comments:

TOTAL: /100

Table 4a: Rubric for Group Presentation: Members' Ability to Participate Effectively as Part of a Team

NOTE: Each student is **MUST** to complete this assessment form upon completion of their group presentation and submit on Blackboard by the due date to receive grade for this assignment. It is required of each student to grade their team members using the rating scale below.

Rater: _____

Date: _____

Group Topic: _____

(Highlight the appropriate score for each criterion for each member of your group.)

Member Rated (Be sure to rate yourself, too!)	Listening Skills	Openness to others' ideas	Preparation	Contribution	Leadership
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5

Criterion	Excellent (5)	Good (4)	Fair (3)	Needs to Improve (2)	Unacceptable (1)	Missing (0)
-----------	---------------	----------	----------	----------------------	------------------	-------------

Listening Skills	Routinely restates what others say before responding; rarely interrupts; frequently solicits others' contributions; sustains eye contact	Often restates what others say before responding; usually does not interrupt; often solicits others' contributions; makes eye contact	Sometimes restates what others say before responding; sometimes interrupts; sometimes asks for others' contributions; sometimes makes eye contact	Rarely restates what others say before responding; often interrupts; rarely solicits others' contributions; does not make eye contact; sometimes converses with others when another team member is speaking	Doesn't restate what others say when responding; often interrupts; doesn't ask for contributions from others; is readily distracted; often talks with others when another team member speaks	Never shows up and never contributes
Openness to others' ideas	Listens to others' ideas without interrupting; responds positively to ideas even if rejecting; asks questions about the ideas	Listens to others' ideas without interrupting; responds positively to ideas even if rejecting	Sometimes listens to others' ideas without interrupting; generally, responds to the ideas	Interrupts others' articulation of their ideas; does not comment on the ideas	Interrupts others' articulation of their ideas; makes deprecatory comments and/or gestures	Never shows up and never contributes
Preparation	Always completes assignments; always comes to team sessions with necessary documents and materials; does additional research, reading, writing, designing, implementing	Typically completes assignments; typically comes to team session with necessary documents and materials	Sometimes completes assignments; sometimes comes to team sessions with necessary documents and materials	Sometimes completes assignments; sometimes comes to team sessions with necessary documents and materials	Typically, does not complete assignments; typically comes to team sessions without necessary documents and materials	Never shows up and never contributes
Contribution	Always contributes; quality of contribution is exceptional	Usually contributes; quality of contributions is solid	Sometimes contributes; quality of contributions is fair	Sometimes contributes; quality of contribution is inconsistent	Rarely contributes; contributions are often peripheral or irrelevant; frequently	Never shows up and never contributes

					misses team sessions	
Leadership	Seeks opportunities to lead; in leading is attentive to each member of the team; articulates outcomes for each session and each project, keeps team on schedule, foregrounds collaboration and integration of individual efforts	Is willing to lead; in leading is attentive to each member of the team, articulates general direction for each session and each project, attempts to keep team on schedule	Will take lead if group insists; not good at being attentive to each member of the team, sometimes articulates direction for sessions, has some trouble keeping team on schedule	Resists taking on leadership role; in leading allows uneven contributions from team members, is unclear about outcomes or direction, does not make plans for sessions or projects	May volunteer to lead but does not follow through; misses team sessions, does not address outcomes or direction for sessions or projects, team members become anarchical	Never shows up and never contributes

Group Process Questions

Describe any communication problems within your group, or describe how well members of your group were able to communicate with each other.

Did you meet outside of class to establish goals and stay in tune with each other?

What worries you the most when working in groups?

Did you think you did your fair share?

Did others do their fair share?

Total: /25

Table 4b: Rubric for Group Presentation: Profiles of Diverse Populations

Area of Evaluation ¹⁰ <small>11 12</small>	Unsatisfactory	Needed Development	Competent	Distinguished	Score
1. Content	Focus not clear; information included that does not support learning objectives in any way 0 - 6	There is a great deal of information that is not clearly connected to the learning objectives 7.5	Sufficient information that relates to learning objectives; many good points made but there is an uneven balance and little variation 8.5	An abundance of material clearly related to learning objectives; points are clearly made and all evidence supports objectives; varied use of materials 10	/10
2. Coherence and Organization	Presentation is choppy and disjointed; does not flow; development of thesis is vague; no apparent logical order of presentation 0 - 6	Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy 7.5	Most information presented in logical sequence; generally, very well organized but better transitions from idea to idea and medium to medium needed 8.5	Thesis is clearly stated and developed; specific examples are appropriate and clearly develop thesis; conclusion is clear; shows control; flows together well; good transitions; succinct but not choppy; well organized 10	/10
3. Creativity	Repetitive with little or no variety; insufficient use of multimedia 0 - 6	Little or no variation; material presented with little originality or interpretation 7.5	Some originality apparent; good variety and blending of materials/media 8.5	Very original presentation of material; uses the unexpected to full advantage; captures audience's attention 10	/10
4. Material	Little or no multimedia used or ineffective use of Guest Presenter: Guest presenter is not a member of the marginalized group. 0 - 9	Guest presenter was a member of the marginalized group but questions in the interview asked were not relevant to the assignment objectives 11.25	Guest presenter was a member of the marginalized group: Interview questions related to the assignment objectives 12.75	Guest presenter was a member of the marginalized group: Interview questions related to the assignment objectives and robustly integrated into the presentation 15	/15
5. Speaking Skills	Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone 0 - 2	Some mumbling; little eye contact; uneven rate; little or no expression 3	Clear articulation but not as polished 4	Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence 5	/5

¹⁰ Needed Development: Difficult to understand. Little evidence of critical thinking.

¹¹ Competent: Understandable. Critical thinking in evidence.

¹² Distinguished: Topic thoroughly explored. Extensive critical thinking evident.

APPENDIX B

Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS)

Core Competencies

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy (EPAS, 2022).

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their

evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and

discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- 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.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

APPENDIX C

CSWE EPAS Core Competencies for BSW Education

Core competencies addressed in this class are defined as follows:

Competency	Course Content	Dimensions of Student Learning	Course Unit
Competency 1: Demonstrate Ethical and Professional Behavior	Critical Reflection Cultural Encounter Project Profile of Diverse Populations Cultural Sensitivity & Professional Development Exam	K, V, S, C/A	Units I, II, III, & IV
Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice	Critical Reflection Cultural Encounter Project Profile of Diverse Populations Cultural Sensitivity & Professional Development Exam	K, V, S, C/A	Units I, II, III & IV
Competency 3: Engage Antiracism, Diversity, Equity, and Inclusion (ADEI) in Practice	Critical Reflection Cultural Encounter Project Profile of Diverse Populations Cultural Sensitivity & Professional Development Exam	K, V, S, C/A	Units I, II, III, & IV
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Cultural Encounter Project Profile of Diverse Populations Cultural Sensitivity & Professional Development Exam	K, V, S	Units II, III & IV
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Cultural Encounter Project Profile of Diverse Populations Exam	K, V, C/A	Units II, III, & IV
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Critical Reflection Cultural Sensitivity & Professional Development	K, V, S, C/A	Units I, III, & IV

**SWRK 301 (Donahue) Course Calendar
FALL 2024 (Bi-Term)**

Class session/ Date	Topic	Reading	Assignments Due
<p>Week 1</p> <p>8-20-24- Tues & 8-22-24-Thur</p>	<ul style="list-style-type: none"> • Introduction, review of course syllabus, calendar and course expectations • Principles and Assumptions of Multicultural Social Work Practice: • Cultural Diversity and Implications for SW Practice • Voices of Diversity & Marginalization • The Multiple Dimensions of Human Identity 	<p>Chapter 1</p> <p>Review Week 1's Power Point presentation</p> <p>Watch, "Meet Your Instructor video under the Instructor Tab</p> <p>Watch, "Introduction and Syllabus Review Lecture."</p>	<p>Due: Discussion Board 1: Introduce Yourself By Tuesday, 8-20-24 @ 11:59 p.m. Response Post due by 8-21-24 @ 11:59 p.m.</p> <p>Due: Discussion Board 2: by Thursday, 8-22-24 @ 11:59 p.m. Response Post due by Sunday, 8-25-24 @ 11:59 p.m.</p> <p>**BEGIN YOUR ISM LOG</p> <p>**Groups Assigned for Group Presentations: Profiles of Diverse Populations from Chapter 14</p>
<p>Week 2</p> <p>8-27-24- Tues & 8-29-24- Thurs</p>	<ul style="list-style-type: none"> • Theoretical Foundations, Perspectives and Implications for Multicultural Social Work Practice • Becoming Culturally Competent in Social Work Practice: Self-Awareness of values, biases, and assumptions; Worldviews; Appropriate interventions 	<p>Chapter 2 & 3</p> <p>Review Week 2's Power Point presentation</p> <p>Read, "Racial Disparity" Handout under Course Content: Week 2</p>	<p>Due: Discussion Board 3 by Thursday, 8-29-24 @ 11:59 p.m. Response Post Due: Sunday, 9-1-24 @ 11:59 p.m.</p>

<p>Week 3 9-3-24-Tues & 9-5-24-Thurs</p>	<ul style="list-style-type: none"> • Systemic Oppression and Social Justice • Understanding the Sociopolitical Implications of Oppression and Power in Social Work Practice • Ethnocentric Monoculturalism • Microaggressions as a Form of Oppression 	<p>Chapters 4 & 5 Review Week 3's Power Point Watch, "Racism, Prejudice and Discrimination-What are they?" video, plus choose two more from the list under Course Content: Week 3</p> <p>Group 1 Presentation: African Americans Group 2 Presentation: LGBTQ+ individuals</p>	<p>DUE: Discussion Board 4 by Thursday, 9-5-24 @ 11:59 p.m. Response Post due by Sunday, 9-8-24 @ 11:59 p.m.</p> <p>**REMINDER: ISM LOG & PAPER DUE NEXT WEEK</p>
<p>Week 4 9-10-24-Tues & 9-12-24Thurs</p>	<ul style="list-style-type: none"> • Racial/Cultural Identity Development • Who Am I? • White Racial Identity Development • White Privilege 	<p>Chapters 6 & 7 Review Week 4's Power Point presentation Watch Video, "How can I have a positive racial identity? I'm white!" Watch Video, "I Spy Something White."</p> <p>Group 3 Presentation: Women Group 4 Presentation: Latinos/Hispanics</p>	<p>Due: Discussion Board 5 by Thursday, 9-12-24 @ 11:59 p.m. Response post due by Sunday, 8-15-24 @ 11:59 p.m.</p> <p>DUE: ISM Log and Reflection Paper by Friday, 9-13-24 @ 11:59 p.m.</p>
<p>Week 5 9-17-24 Tues & 9-19-24-Thurs</p>	<ul style="list-style-type: none"> • Barriers to Effective Multicultural Clinical Practice: Generic Characteristics of Counseling, Stereotypes, Misinterpretation, Language Barriers 	<p>Chapters 8 & 9 Review Week 5's Power Point Presentation Read, "Hunger," by Salar Abdoh Read, "The Story of a Homosexual: An Interview,"</p> <p>Group 5 Presentation: Immigrants & Refugees</p>	<p>Due: Discussion Board 6 by Thursday, 9-19-24 @ 11:59 p.m. Response post due by Sunday, 9-22-24 @ 11:59 p.m.</p>

	<ul style="list-style-type: none"> • Cultural Styles in Multicultural Intervention Strategies • Communication Styles 	Group 6 Presentation: Asian Americans & Pacific Islanders	
Week 6 9-24-24- Tues & 9-26-24- Thurs	<ul style="list-style-type: none"> • Multicultural Family Social Work Intervention • Family Life, Mental Health and Culture: A Case Study • Religion, Spirituality, and Indigenous Methods of Healing • Religious Affiliation and Ethnic Identity • Spiritual Assessments in SW Practice 	Chapters 10 & 11 Review Week 6's Power Point Presentations Watch video, "Multi-Cultural Couples Debate on Raising their Children in 2 Cultures" Watch video, "Native Healing." Group 7 Presentation: Persons with Disabilities Group 8 Presentation: Native Americans/First Nations People & Alaska Natives	Due: Discussion Board 7 by Thursday, 9-26-24 2 11:59 p.m. Response post due by Sunday, 9-29-24 @ 11:59 p.m. DUE: CULTURAL ENCOUNTER PAPER BY Friday, 9-27-24 @ 11:59 p.m.
Week 7 10-1-24- Tues & 10-3-24- Thurs	<ul style="list-style-type: none"> • Multicultural Organizational Changes Antiracist Practice and Social Justice • Cultural Competent Social Work Practice with Diverse Populations • Profiles of Diverse Populations 	Chapters 12 & 14 Review Week 7's Power Point presentations Watch Video, "In Sickness and in Wealth, by Kanopy and Allyship is the Key to Social Justice" by Parnell Review-Encyclopedia of Social Work Definition of Advocacy Review-The Advocating Social Worker: Five Tips for Advocacy Success Group 9 Presentation: Older Adults	Due: Discussion Board 8 by Thursday, 10-3-24 @ 11:59 p.m. Response posts due by Sunday, 10-6-24 @ 11:59 p.m. DUE: Cultural Sensitivity and Professional Development Paper by Saturday, 10-5-24 @ 11:59 p.m. DUE: Participation and Reflection by Sunday, 10-6-24 @ 11:59 p.m.

<p>Week 8 10-7-24</p>	<ul style="list-style-type: none"> • Evidence-Based Multicultural Social Work Practice • Evidence-Based Practice with Clients of Color • Empirically Supported Relationships 	<p>FINALS WEEK-BI-TERM Chapter 13 Week 8's Power Point presentation</p> <p>Enjoy Your Break!!</p>	<p>Due: Discussion Board 9 by MONDAY, 10-7-24 @ 11:59 p.m. Response post due by TUESDAY, 10-7-24 @ 11:59 P.M.</p> <p>DUE: FINAL EXAM by Tuesday, 10-8-24 @ 11:59 p.m.</p>
---------------------------	---	---	---



SWRK 305 Environmental Justice: Theory, Policy, and Practice
Winter 2024 (3 credit hours)

Dr. Gayle Mallinger
Email: gayle.mallinger@wku.edu
Phone: 2707453535
Cell Phone: 7248162800

Office: 113 C Academic Complex
Office Hours: TBA

Class Meeting Times/Dates: On-line.
Location: On-line

Course Description:

This elective course explores the relationship between the environment and inequity about race/ethnicity and social class by providing an introduction to key theories, policies and intervention skills related to environmental justice. To facilitate the learning process, students will review the impact of historical, political, and economic issues on environmental justice, including local, state, and national policies in the United States. Students will also be introduced to theoretical frameworks that inform issues of environmental justice, as well as content on the role of values, ethics, diversity, and discrimination. Implications for micro, mezzo, and macro practice will be explored.

Prerequisites: None.

Co-requisites: None.

Required Text

No text is required for this course; links to readings and other materials will be made available on Blackboard.

Supplemental Text:

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

BSW Mission Statement

The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education

The Council on Social Work Education defines Generalist Practice as the following:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice (EPAS, 2015, p. 11).

Learning Outcomes

Upon successful completion of this course, students should be able to:

Knowledge

1. Apply theories informing environmental justice
2. Compare policies influencing environmental justice

Values

3. Explain the connections between environmental justice and social work values/ethics.
4. Analyze the impact political economy issues associated with environmental health in communities of color: micro, mezzo, and macro systems.

Skills

5. Evaluate the appropriateness of various social work interventions to ameliorate environmental injustice.
6. Develop modes of political advocacy to promote environmental justice.

Cognitive/Affective

7. Analyze the differential impact of environmental degradation on marginalized groups.

CSWE EPAS Core Competencies for BSW Education

The Educational Policy and Accreditation Standards (EPAS) core competencies taught in all Council on Social Work Education (CSWE) accredited BSW programs are included in **Appendix 1** of this syllabus. Core competencies addressed in this class are included in **Appendix 2** of this syllabus.

Topical Outline:

Unit I: Introductions and Course Overview

- A. Introductions and Review of Course Outline and Expectations.
- B. Review of Generalist Practice.

Unit II: Historical, Political, and Economic Contexts

- A. Definition
- B. Environmental Justice: Connection to Social Work
- C. Historical Context

- D. Political Context
- E. Economic Context
- F. Impacts: Diversity, Oppression, and Privilege

Unit III: Theoretical Perspectives

- A. Theories:
 1. Systems
 2. Human Ecology
 3. Structural
 4. Functional
 5. Conflict
 6. Symbolic Interactionist
- B. Merits of Multiple Perspectives
- C. Implications for Social Work Practice

Unit IV: Social Work Values and Ethics

- A. Social and Economic Justice
- B. Diversity

Unit V: Environmental Policies

- A. Federal
- B. State
- C. Local
- D. Global Comparisons

Unit VI: Social Work Interventions

- A. Micro
- B. Mezzo
- C. Macro

Unit VII: Recent Trends/Emerging Themes

- A. Children's Issues
- B. Food Security
- C. Climate Change/Disaster Displacement
- D. Mining
- E. Green Spaces
- F. Water Management

STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS

<u>Assignment</u>	<u>Points</u>
Discussion Boards (8@25 pts each)	200 points
Quizzes (6 @50 pts each)	300 points
Case study	200 points
Advocacy Plan	300 points
Total	1000 points

Grading Scale:

(900-1000)	90-100 %.	=	A
(800-899)	80-89 %.	=	B
(700-799)	70-79 %.	=	C
(600-699)	60-69 %.	=	D
(0-599)	0-59 %.	=	F

The professor reserves the right to make announced changes in the course due to extenuating circumstances

DISCUSSION BOARDS (up to 25 points each)

Regular discussion/participation is expected of each student since all of our learning will take place on Blackboard (*these guidelines will also be posted on Blackboard with scoring rubric*).

QUIZZES (up to 50 points each)

There will be six quizzes throughout the semester. Quizzes will include questions from all materials in the unit.

CASE STUDY (up to 200 points)

Based on the assigned case study, students will write a paper identifying:

- The Problem and Background Information (1-2 paragraphs)
- Key Stakeholders (organizations, companies, people involved)
- Demographics (who is affected by the issue)
- Solutions and/or Recommendations (based on your research, how should the case be handled?)
 - Micro interventions
 - Mezzo interventions
 - Macro interventions

POLICY ADVOCACY PAPER (up to 300 points)

Imagine that you are a policy analyst for an environmental advocacy group. Your current assignment is to analyze the environmental justice issue that you feel is the most pressing of our time. Specifically you are to:

- Identify and describe the issue
- Briefly discuss the history of the issue
- Describe the causes of the issue
- Describe the consequences of the issue
- Discuss policies that have previously addressed this issue:
 - What parts were effective? Why?
 - What parts were ineffective? Why?
- Propose an policy:
 - What institutions, organizations, and decision-makers are primarily for implementing your proposed plan?
 - What are the major sources of support for achieving the desired goals?

- What are the major sources of resistance to effecting change?
- What strategies are needed to promote change?
 - Consensus (Public information? Changing attitudes?)
 - Conflict (Confrontation? Protesting?)
 - Political (Negotiations?)
- Recommend a proposed policy that will effectively address the issue .

ACADEMIC INTEGRITY

The WKU Undergraduate Catalog (2020-2021) provides the following policies.

Academic Offenses

The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses, such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure. Questions about the complaint procedure should be directed to the Student Ombudsperson at (270) 745-6169.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct for disciplinary sanctions.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

Other Types of Academic Dishonesty

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Judicial Affairs at (270) 745-5429 for judicial sanction.

Student Accessibility Resource Center

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the [Student Accessibility Resource Center \(SARC\)](https://www.wku.edu/sarc/) (<https://www.wku.edu/sarc/>) located in the Student Success Center in Downing Student Union, Room 1074. The contact telephone number is 270-745-5004 or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

Learning Assistance at WKU

[The Learning Center \(TLC\)](#) is located on the Bowling Green campus in the Academic Advising and Retention Center, DSU 2141. Should students require academic assistance with this course, or any other General Education Course, there are several places that can provide them with help. TLC tutors in most major undergraduate subjects and course levels throughout the week--they can also direct students to one of many tutoring and assistance Centers across campus. To make an appointment, or to request a tutor for a specific class, students should call 270-745-6254 or stop by DSU 2141. Students can log on to TLC's website at <http://www.wku.edu/tlc/> to find out more. The Glasgow campus also has a Resource Center.

On the Bowling Green campus, students are also encouraged to make use of the [Writing Center](#) located in Cherry Hall 123. The Writing Center offers online consultations for students. See instructions of the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call 270-745-5719 to schedule an appointment.

Pregnant and Parenting Students:

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, based on pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at www.wku.edu/titleix/ under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at www.wku.edu/titleix/.

Disclaimer

The professor reserves the right to make announced changes in the course due to extenuating circumstances.

APPENDIX 1
Council on Social Work Education (CSWE)
2015 Educational Policy and Accreditation Standards (EPAS)

Core Competencies

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy. (EPAS, 2015, p. 4)

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation 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, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, 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, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve clients and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individual, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes, and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

APPENDIX 2
Council on Social Work Education (CSWE)
2015 Educational Policy and Accreditation Standards (EPAS)
Competencies Addressed in This Specific Course

Course Matrix			
Competency	Course Assessment	Dimensions of Student Learning	Course Unit
Competency 1: Demonstrate Ethical and Professional Behavior	Quiz Discussion Board	K, V, C/A	Units I and II
Competency 2: Engage Diversity and Difference in Practice	Case study Quiz Discussion Board	K, V, C/A	Units I, IV, VI, and VII
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Case study Quiz Discussion Board	K, V, C/A	Units I, IV, VI, and VII
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Final Policy Paper	K, S	Units VI and VII
Competency 5: Engage in Policy Practice	Final Policy Paper	K, C/A	Units II, V, and VII
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Case study Quiz Discussion Board	K, V, S, C/A	Units VI and VII
Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities	Case study Quiz Discussion Board	K, V, S, C/A	Units VI and VII

Course Matrix

<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Case study Quiz Discussion Board</p>	<p>K, V, S, C/A</p>	<p>Units VI and VII</p>
<p>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Case study Quiz Discussion Board</p>	<p>K, V, S, C/A</p>	<p>Units VI and VII</p>



Human Behavior in the Social Environment

SWRK 330 (3 credit hours)

Term: Fall 2024

Instructor: Valerie Farsetti, MSW

Office: virtual

Email: valerie.farsetti@wku.edu

Office Hours: By appointment only

Phone: n/a

Cell Phone: n/a

Class Meeting Times/Dates: On-line

Place: On-line

Course Description: This course introduces students to theories informing human behavior within the context of individual, family, group, community, and organizational resources. Emphasis is placed on the applicability of varied theories to diverse populations. Thus, we consider how theoretical frameworks empower social workers to advocate for *economic and social justice*. These frameworks are also used to understand the functioning of individuals as members of families, groups, communities, and larger social organizations, in order to intervene effectively at various system levels. Course objectives are achieved through the use of experiential exercises, class discussions, didactic presentations, and/or films, which encourage students to develop skills in critical thinking.

Prerequisite(s): 21 hours of Foundation and Explorations Courses, or junior status. The social, natural, and behavioral sciences are used to examine human behavior across the life span, especially as influenced by ethnicity, class, gender, sexual orientation, and ability. Colonnade/Statewide General Education Code K-SY.

Required Text:

Hutchinson, E.D. (2016). *Essentials of human behavior: Integrating person, environment, and the life course* (2nd ed.). Thousands Oaks, CA: Sage Publications.

Supplemental Text:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Supplies: None

BSW Mission Statement

The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education

The Council on Social Work Education defines Generalist Practice as the following:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice (EPAS, 2015, p. 11).

Regular and Substantive Interaction (for online courses only)

For the module level discussions, I provide feedback through the Blackboard Grade Center within one week of submission. The feedback I provide clarifies concepts and underscores the connection between theory and practice. I also provide materials to further student understanding of concepts. Learning outcomes, and their connection to social work practice. I specifically outline the relationship among student learning outcomes, provided materials, assessment and competencies outlined by CSWE. Students are encouraged to meet with me via Zoom or by phone.

Learning Outcomes

Upon successful completion of this course, students should be able to:

Knowledge

1. Explain the impact of biological, cultural, social, and environmental influences on human development across the lifespan.
2. Identify major theoretical concepts

Values

3. Discuss the influence of one's own experience in understanding the experiences of marginalized groups.

4. Evaluate the influence of privilege, diversity, oppression, and social/economic/environmental justice on micro, mezzo, and macro systems.

Skills

5. Evaluate the utility of various theoretical perspectives to social work practice on micro, mezzo, and macro systems.
6. Using case scenarios, apply various theories to inform assessment and interventions with individuals, families, groups, communities, and organizations.

Cognitive/Affective

7. Analyze the impact of the intersections of race, ethnicity, sexual orientation, age, gender, class, political affiliation, and religion on own life experiences and relationships with colleagues, administrators, client systems, and communities.

CSWE EPAS Core Competencies for BSW Education

The Educational Policy and Accreditation Standards (EPAS) core competencies taught in all Council on Social Work Education (CSWE) accredited BSW programs are included in **Appendix 1** of this syllabus. Core competencies addressed in this class are included in **Appendix 2** of this syllabus.

Topical Outline:

Unit I: Introductions and Course Overview

- A. Introductions and Review of Course Outline and Expectations.
- B. Review of Generalist Practice.

Unit II: Human Behavior: A Multidimensional Approach

- A. Person in Environment
- B. Macro Influences on Human Development across the Lifespan
- C. Diversity, Oppression, and Privilege
- D. Scientific Knowledge: Theory Informed Practice

Unit III: Theoretical Perspectives

- A. Theories:
 1. Systems
 2. Conflict
 3. Exchange and Choice
 4. Social Constructionist
 5. Psychodynamic
 6. Developmental
 7. Social Behavioral
 8. Humanistic
- B. Merits of Multiple Perspectives
- C. Implications for Social Work Practice

Unit III: Biological Person

- A. Interior Biological Health and Illness
 1. Nervous
 2. Endocrine
 3. Immune
 4. Cardiovascular
 5. Musculoskeletal
 6. Reproductive

- B. Exterior Environmental Factors
- C. Implications for Social Work Practice

Unit IV: Psychological Person

- A. Theories of cognition
 - 1. Information processing
 - 2. Social learning
 - 3. Multiple intelligence
 - 4. Moral reasoning
- C. Theories of Emotion
 - 1. Physiological
 - 2. Psychological
 - 3. Social
- D. Stress
- E. Coping and adaptation
- F. Implications for social work practice

Unit V: Spiritual Person

- A. Spiritual dimension
- B. Transpersonal
- C. Role of spirituality in social work/Implications for practice

Unit VI: Culture and the Physical Environment

- A. Challenge of defining culture
- B. Postmodern view
- C. Physical environment and human behavior
 - 1. Stimulation theories
 - 2. Control theories
 - 3. Behavior setting theories
 - 4. Eco-critical theories
- D. Natural environment
- E. Built environment
- F. Place attachment
- G. Homelessness
- H. Accessible environments
- I. Implications for social work practice

Unit VII: Families

- A. Historical perspectives
- B. Theoretical perspectives for understanding families
 - 1. Psychodynamic
 - 2. Family systems
 - 3. Feminist
 - 4. Family stress and coping
 - 5. Family resilience
- C. Diversity in family life
 - 1. Nuclear
 - 2. Extended
 - 3. Cohabiting
 - 4. Couples with no children
 - 5. Stepfamilies
 - 6. Same sex

- 7. Military
- 8. Economic/Cultural
 - a. Economic
 - b. Cultural
 - c. Immigrant/Refugee families
- D. Challenges
 - 1. Intimate partner violence
 - 2. Addiction
 - 3. Divorce
- E. Implications for social work practice

Unit VIII: Small Groups, Communities, and Formal Organizations

- A. Theories of small group processes
 - 1. Psychodynamic
 - 2. Symbolic interactionism
 - 3. Exchange
 - 4. Self-categorization
- B. Formal organizations
 - 1. Rational
 - 2. Systems
 - 3. Interactional
 - 4. Critical
- C. Communities
 - 1. Contrasting types
 - 2. Spatial arrangements
 - 3. Social systems
 - 4. Social capital
 - 5. Conflict
- D. Implications for social work practice

Unit IX: Social Structure, Social Institutions, and Social Movements

- A. Contemporary trends in global and U.S. social institutions
- B. Theories of social inequality
- C. Perspectives on social movements
 - 1. Political opportunities
 - 2. Mobilizing structures
 - 3. Cultural framing
 - 4. Emerging perspectives
 - 5. Implications for social work practice

Unit X: The Human Journey: A Life Course Perspective

- A. Basic concepts
- B. Major themes
- C. The family life course
- D. Strengths and limitations
- E. Implications for social work practice

Unit XI: The Journey Begins: Conception, Pregnancy, Birth, and Infancy

- A. Sociocultural
- B. Control over contraception and pregnancy
- C. Fetal development
- D. At risk newborns

- E. Typical infant development
 - a. Physical
 - b. Cognitive
 - c. Socio-emotional
- F. Child care
- G. Risk and protective factors

Unit XII: Toddlerhood and Early Childhood

- A. Physical development
- B. Cognitive development
- C. Moral development
- D. Social development
- E. Risks to development
 - a. Poverty
 - b. Ineffective discipline
 - c. Homelessness
 - d. Divorce
 - e. Violence
- F. Protective factors
- G. Implications for social work practice

Unit XIII: Middle Childhood

- A. Physical development
- B. Cognitive development
- C. Moral development
- D. Social development
- E. Spiritual development
- F. Risk and protection
- G. Implications for social work practice

Unit XIV Adolescence

- A. Biological development
- B. Psychological development
- C. Social development
- D. Spirituality
- E. Sexuality
- F. Challenges
 - 1. Substance use and abuse
 - 2. Delinquency
 - 3. Bullying
 - 4. Community violence
 - 5. Intimate partner violence
 - 6. Poverty and low educational attainment
 - 7. Eating disorders
 - 8. Depression and suicide
- G. Implications for social work practice

Unit XV Young and Middle Adulthood

- A. Theoretical approaches to adulthood
 - 1. Jung
 - 2. Erikson
 - 3. Levinson

- 4. Arnett
- B. Biological functioning
- C. Cognitive
- D. Personality and Identity
 - 1. Trait
 - 2. Human agency
 - 3. Life narrative
- E. Relationships
 - 1. Romantic
 - 2. Relationships with children
 - 3. Relationships with parents
 - 4. Relationships with friends
- F. Risk and resilience
- G. Implications for social work practice

Unit XVI Late Adulthood

- A. Demographics of older adult population
- B. Cultural construction of late adulthood
- C. Social gerontology
- D. Biological changes
- E. Psychological
- F. Social role transitions
- G. Death and dying
- H. Implications for social work practice

STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS

Detailed instructions and due dates for each assignment are available on the Bb site. Bb site should be checked daily for updates, class preparation instructions, and other announcements. Any modification of assignments, due dates, etc. will appear on Bb. Please note that detailed instructions for the Discussion Boards and Homework Assignments can be found on your Bb site. Quizzes will also be found on Bb. The "major" assignments details are listed below. As always, please feel free to contact me with any questions.

<u>Assignments</u>	<u>Points</u>
Exams (4 @100 pts each)	400 points
Case studies (2 @ 100 pts each)	200 points
Environmental Justice Paper	200 points
Self Portrait	100 points
Discussion Boards (4 @25 pts each)	100 points
Total	1000 points

Grading Scale:

90-100 %.	=	A
80-89 %.	=	B
70-79 %.	=	C

60-69 % = D
 0-59 % = F

The professor reserves the right to make announced changes in the course due to extenuating circumstances

EXAMS

There will be four examinations administered during the semester. Each student must work on this assignment independently. Collaboration with your classmates will be considered cheating, and a zero will be given to both parties. Each exam will cover material from all required readings, lectures, class discussion, audio and videotapes. Exams are multiple-choice, true/false and/or essay questions.

ENVIRONMENTAL JUSTICE PAPER (200 total points)

This paper focuses on how a theory of your choice informs environmental justice issues. Thus, your first task is to pick an *environmental problem* that contributes to a social/health problem or problems affecting individuals, families, groups, and communities. Examples of topics include, but are not limited to, air and water pollution, climate change/global warming, food insecurity, environmental disasters, environmental racism, acid deposition, plant/animal extinction, and deforestation.

This assignment is worth 20% of your final grade. Papers **MUST** include the following information:

- 1). How you selected the environmental problem (10 points).
- 2). Who defines this issue as a problem/who does it affect? (15 points)
- 3). Provide historical context for this issue (20 points).
- 4). Based on your review of the literature, what are the most prevalent theoretical perspectives used to frame this social problem? What are the strengths and limitations of each theoretical perspective? Which do you believe provides the best explanation? Why? (30 points)
- 5). Based on your review of the literature, what are the primary causes of this issue? (20 points)
- 6). What previous attempts have been made to solve this issue?
 - What parts were successful? Why? (15 points)
 - What parts were ineffective? Why? (15 points)
- 7). What can social workers do to make communities more sensitive to this issue? (25 points)
- 8). Informed by theory and the literature, what interventions does your group suggest to ameliorate the issue? (25 points)
- 9). Include a link to a video to show one or more of the discussion points listed above (25 points).

SELF-PORTRAIT

This assignment is intended to allow you to address the impact on your personal and professional development of various issues related to human behavior in the social environment. To complete the assignment, write a 4-5 page double spaced paper that includes at least the following elements.

1. A general description of yourself as a bio-psycho-socio-cultural-spiritual being. Be sure and address each part of that hyphenated description! State how the overall combination of these characteristics influenced the opportunities and barriers that you have experienced so far in your life (10 points).
2. Using *one* of the theories or models of individual development or identity formation presented in class and/or the text, describe your progress through the life-span to this point in time. That is, where are you now, and what phases have you passed through (20 points)?
3. A brief discussion of the values you bring with you as you progress through the phases of your lifespan that remain (10 points).
4. Discuss the impact of your family of origin in your life. How have your family members affected you? (10 points)
5. Identify at least 4 groups and organizations in the larger environment that have been influential in your life. (This does not include your family or individual friends.) For each one, briefly describe how it has affected your personal or professional view of the world (10 points).
6. Identify and briefly describe at least 3 major events or factors in the larger environment, such as political or social movements or national problems, which have influenced you. For each one, briefly describe how your development and world-view were affected (15 points).
7. Diversity, discrimination and oppression affect everyone, whether they are part of the dominant group or a subordinated group. Describe the impact of diversity, discrimination and oppression on your development and perspective of the world (personal and professional). (15 points)
8. Taking into consideration the experiences and influences that you have discussed above, discuss briefly the strengths and limitations that they will bring to your professional development as a social worker. Outline a plan for addressing limitations. (10 points)

CASE STUDIES

Students will be assigned case studies from the text (posted in Bb):

1. Theoretical perspective informing your intervention: (40 points)
 - a. *Outline principal concepts of this theory*
 - b. *What are the strengths of this theory?*
 - c. *What are the limitations of this theory?*
 - d. *How does the theory fit with social work values?*
2. Based on the theory you have chosen, list and discuss two interventions strategies that you would suggest to assist (30 points).
3. Discuss *how* the theory you have chosen informed your intervention strategies...BE VERY CLEAR (30 points).

DISCUSSION BOARDS

There will be four discussion board exercises posted during the term. Regular discussion/participation is expected of each student prior to the deadline of each discussion board, since all of our learning will take place on Blackboard (*these guidelines will also be posted on Blackboard*).

Statement on Inclusion

Western Kentucky University (WKU) is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus Diversity, Equity, and Inclusion statement, this classroom will be an inclusive and respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expression, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this semester you are excluded or a feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Title IX/Discrimination & Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Student Accessibility Resource Center/ADA Accommodation

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) located in the Student Success Center in Downing Student Union, Room 1074. The contact telephone number is 270-745-5004 or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

Pregnant and Parenting Students

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular

activities, based on pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via [WKU's Title IX Website](#) under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on [WKU's Title IX Website](#).

Academic Integrity

The WKU Undergraduate Catalog (2021-2022) provides the following Student Life Policies.

Academic Offenses

The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses, such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure. Questions about the complaint procedure should be directed to the Student Ombudsperson at (270) 7456169.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct for disciplinary sanctions. Plagiarism To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes o

Other Type of Academic Dishonesty

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Student Conduct at (270) 745-5429 for judicial sanction.

ChatGPT & Generative AI Statement

AI tools prohibited (e.g. like ChatGPT):

Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the WKU Student Code of Conduct.

Learning Assistance at WKU

The Learning Center (TLC) is located on the Bowling Green campus in the Academic Advising and Retention Center, DSU 2141. Should students require academic assistance with this course, or any other General Education Course, there are several places that can provide them with help. TLC tutors in most major undergraduate subjects and course levels throughout the week—they can also direct students to one of many tutoring and assistance Centers across campus. To make an appointment, or to request a tutor for a specific class, students should call 270-745-6254 or stop by DSU 2141. Students can log on to TLC's website and find out more. The Glasgow campus also has a Resource Center. On the Bowling Green campus, students are also encouraged to make use of the Writing Center located in Cherry Hall 123. The Writing Center offers online consultations for students. See instructions of the website for making online or face-to-face appointments. Or call 270-745-5719 to schedule an appointment.

Land Acknowledgement Statement

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (ᑕᑎᑎᑎᑎᑎᑎ Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the Jonesville History Project, "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."

Disclaimer

The professor reserves the right to make announced changes in the course due to extenuating circumstances.

Council on Social Work Education (CSWE)**2022 Educational Policy and Accreditation Standards (EPAS)****Core Competencies**

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy (EPAS, 2022).

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

- demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

- 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.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed

interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

APPENDIX 2

Council on Social Work Education (CSWE)

2022 Educational Policy and Accreditation Standards (EPAS)

Competencies Addressed in This Specific Course

Course Matrix			
Competency	Course Content	Dimensions of Student Learning	Course Unit
Competency 1: Demonstrate Ethical and Professional Behavior	Exam 1 Discussion Board 2 and 3 Case Studies Self-reflection final paper	K, V, C/A	Units I through VIII
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Exams 2 and 3 Discussion Board 3 Case studies Self-reflection paper	K, V, C/A	Units I through XVI

Course Matrix			
	Environmental justice paper.		
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Exams 2 and 3 Case studies Self-reflection paper Environmental justice paper.	K, C/A	Units I through VIII
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Environmental justice paper.	K, S, C/A	Units I, II, III, IV, V, VI
Competency 5: Engage in Policy Practice	Environmental justice paper.	K, C/A	Units II and III
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Exams 1-4 Self-reflection paper Environmental justice paper.	K, V, S, C/A	Units I through XVI
Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities	Exams 1-4 Case studies Self-reflection paper Environmental justice paper.	K, V, S, C/A	Units I through XVI
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Exams 1-4 Case studies elf-reflection paper Environmental justice paper.	K, V, S, C/A	Units I through XVI
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Exams 1-4 Self-reflection paper Environmental justice paper.	K, V, S, C/A	Units I through XVI



Human Behavior in the Social Environment

SWRK 330 (3 credit hours)

Fall 2024

Dr. Dana Sullivan

Office: 112B Academic Complex

Email: dana.sullivan@wku.edu

Office Hours: **by appointment**

Phone: 270-745-5313

Zoom Link: <https://wku.zoom.us/j/8078250277>

Class Meeting Times/Dates: On-line/WEB/Asynchronous

August 19, 2024 – December 5, 2024

Location: On-line/WEB/Asynchronous

Course Description:

This course introduces students to theories informing human behavior within the context of individual, family, group, community, and organizational resources. Emphasis is placed on the applicability of varied theories to diverse populations. Thus, we consider how theoretical frameworks empower social workers to advocate for *economic and social justice*. These frameworks are also used to understand the functioning of individuals as members of families, groups, communities, and larger social organizations, in order to intervene effectively at various system levels. Course objectives are achieved through the use of experiential exercises, class discussions, didactic presentations, and/or films, which encourage students to develop skills in critical thinking.

Prerequisite(s): 21 hours of Foundation and Explorations Courses, or junior status. The social, natural, and behavioral sciences are used to examine human behavior across the life span, especially as influenced by ethnicity, class, gender, sexual orientation, and ability. Colonnade/Statewide General Education Code K-SY.

Required Text:

Hutchinson, E.D. (2016). *Essentials of Human Behavior: Integrating Person, Environment, and the Life Course* (2nd Ed.). Thousand Oaks, CA: Sage Publications.

Supplemental Text:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.

Required Supplies: None

BSW Mission Statement

The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education

The Council on Social Work Education defines Generalist Practice as the following:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice (EPAS, 2015, p. 11).

Regular and Substantive Interaction (for online courses only)

For the module level discussions, I provide feedback through the Blackboard Grade Center within 1 week of submission. The feedback I provide clarifies concepts and underscores the connection between theory and practice. I also provide materials to further student understanding of concepts. Learning outcomes, and their connection to social work practice. I specifically outline the relationship among student learning outcomes, provided materials, assessment and competencies outlined by CSWE. Students are encouraged to meet with me via Zoom or by phone.

Learning Outcomes

Upon successful completion of this course, students should be able to:

Knowledge

1. Explain the impact of biological, cultural, social, and environmental influences on human development across the lifespan.
2. Identify major theoretical concepts

Values

3. Discuss the influence of one's own experience in understanding the experiences of marginalized groups.

4. Evaluate the influence of privilege, diversity, oppression, and social/economic/environmental justice on micro, mezzo, and macro systems.

Skills

5. Evaluate the utility of various theoretical perspectives to social work practice on micro, mezzo, and macro systems.
6. Using case scenarios, apply various theories to inform assessment and interventions with individuals, families, groups, communities, and organizations.

Cognitive/Affective Processes

7. Analyze the impact of the intersections of race, ethnicity, sexual orientation, age, gender, class, political affiliation, and religion on own life experiences and relationships with colleagues, administrators, client systems, and communities.

CSWE EPAS Core Competencies for BSW Education

The Educational Policy and Accreditation Standards (EPAS) core competencies taught in all Council on Social Work Education (CSWE) accredited BSW programs are included in **Appendix 1** of this syllabus. Core competencies addressed in this class are included in **Appendix 2** of this syllabus.

Topical Outline:

Unit I: Introductions and Course Overview

- A. Introductions and Review of Course Outline and Expectations.
- B. Review of Generalist Practice.

Unit II: Human Behavior: A Multidimensional Approach

- A. Person in Environment
- B. Macro Influences on Human Development across the Lifespan
- C. Diversity, Oppression, and Privilege
- D. Scientific Knowledge: Theory Informed Practice

Unit III: Theoretical Perspectives

- A. Theories:
 1. Systems
 2. Conflict
 3. Exchange and Choice
 4. Social Constructionist
 5. Psychodynamic
 6. Developmental
 7. Social Behavioral
 8. Humanistic
- B. Merits of Multiple Perspectives
- C. Implications for Social Work Practice

Unit III: Biological Person

- A. Interior Biological Health and Illness
 1. Nervous
 2. Endocrine
 3. Immune
 4. Cardiovascular
 5. Musculoskeletal
 6. Reproductive

- B. Exterior Environmental Factors
- C. Implications for Social Work Practice

Unit IV: Psychological Person

- A. Theories of cognition
 1. Information processing
 2. Social learning
 3. Multiple intelligence
 4. Moral reasoning
- C. Theories of Emotion
 1. Physiological
 2. Psychological
 3. Social
- D. Stress
- E. Coping and adaptation
- F. Implications for social work practice

Unit V: Spiritual Person

- A. Spiritual dimension
- B. Transpersonal
- C. Role of spirituality in social work/Implications for practice

Unit VI: Culture and the Physical Environment

- A. Challenge of defining culture
- B. Postmodern view
- C. Physical environment and human behavior
 1. Stimulation theories
 2. Control theories
 3. Behavior setting theories
 4. Eco-critical theories
- D. Natural environment
- E. Built environment
- F. Place attachment
- G. Homelessness
- H. Accessible environments
- I. Implications for social work practice

Unit VII: Families

- A. Historical perspectives
- B. Theoretical perspectives for understanding families
 1. Psychodynamic
 2. Family systems
 3. Feminist
 4. Family stress and coping
 5. Family resilience
- C. Diversity in family life
 1. Nuclear
 2. Extended
 3. Cohabiting
 4. Couples with no children
 5. Stepfamilies
 6. Same sex

- 7. Military
- 8. Economic/Cultural
 - a. Economic
 - b. Cultural
 - c. Immigrant/Refugee families
- D. Challenges
 - 1. Intimate partner violence
 - 2. Addiction
 - 3. Divorce
- E. Implications for social work practice
- Unit VIII: Small Groups, Communities, and Formal Organizations**
 - A. Theories of small group processes
 - 1. Psychodynamic
 - 2. Symbolic interactionism
 - 3. Exchange
 - 4. Self-categorization
 - B. Formal organizations
 - 1. Rational
 - 2. Systems
 - 3. Interactional
 - 4. Critical
 - C. Communities
 - 1. Contrasting types
 - 2. Spatial arrangements
 - 3. Social systems
 - 4. Social capital
 - 5. Conflict
 - D. Implications for social work practice
- Unit IX: Social Structure, Social Institutions, and Social Movements**
 - A. Contemporary trends in global and U.S. social institutions
 - B. Theories of social inequality
 - C. Perspectives on social movements
 - 1. Political opportunities
 - 2. Mobilizing structures
 - 3. Cultural framing
 - 4. Emerging perspectives
 - 5. Implications for social work practice
- Unit X: The Human Journey: A Life Course Perspective**
 - A. Basic concepts
 - B. Major themes
 - C. The family life course
 - D. Strengths and limitations
 - E. Implications for social work practice
- Unit XI: The Journey Begins: Conception, Pregnancy, Birth, and Infancy**
 - A. Sociocultural
 - B. Control over contraception and pregnancy
 - C. Fetal development
 - D. At risk newborns

- E. Typical infant development
 - a. Physical
 - b. Cognitive
 - c. Socio-emotional

- F. Child care
- G. Risk and protective factors

Unit XII: Toddlerhood and Early Childhood

- A. Physical development
- B. Cognitive development
- C. Moral development
- D. Social development
- E. Risks to development
 - a. Poverty
 - b. Ineffective discipline
 - c. Homelessness
 - d. Divorce
 - e. Violence

- F. Protective factors
- G. Implications for social work practice

Unit XIII: Middle Childhood

- A. Physical development
- B. Cognitive development
- C. Moral development
- D. Social development
- E. Spiritual development
- F. Risk and protection
- G. Implications for social work practice

Unit XIV: Adolescence

- A. Biological development
- B. Psychological development
- C. Social development
- D. Spirituality
- E. Sexuality
- F. Challenges
 - 1. Substance use and abuse
 - 2. Delinquency
 - 3. Bullying
 - 4. Community violence
 - 5. Intimate partner violence
 - 6. Poverty and low educational attainment
 - 7. Eating disorders
 - 8. Depression and suicide
- G. Implications for social work practice

Unit XV: Young and Middle Adulthood

- A. Theoretical approaches to adulthood
 - 1. Jung
 - 2. Erikson
 - 3. Levinson

- 4. Arnett
 - B. Biological functioning
 - C. Cognitive
 - D. Personality and Identity
 - 1. Trait
 - 2. Human agency
 - 3. Life narrative
 - E. Relationships
 - 1. Romantic
 - 2. Relationships with children
 - 3. Relationships with parents
 - 4. Relationships with friends
 - F. Risk and resilience
 - G. Implications for social work practice

Unit XVI: Late Adulthood

- A. Demographics of older adult population
- B. Cultural construction of late adulthood
- C. Social gerontology
- D. Biological changes
- E. Psychological
- F. Social role transitions
- G. Death and dying
- H. Implications for social work practice

STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS

Detailed instructions and due dates for each assignment are available on the Bb site. Bb site should be checked daily for updates, class preparation instructions, and other announcements. Any modification of assignments, due dates, etc. will appear on Bb. Please note that detailed instructions for the Discussion Boards and Interview Homework Assignments can be found on your Bb site. Quizzes will also be found on Bb. The "major" assignments details are listed below. As always, please feel free to contact me with any questions.

<u>Assignment</u>	<u>Points</u>
Exams (4 @100 pts each)	400 points
Case studies (2 @ 100 pts each)	200 points
Environmental Justice Paper	200 points
Self Portrait	100 points
Discussion Boards (4 @25 pts each)	100 points
Total	1000 points

Grading Scale:

90-100 %.	=	A
80-89 %.	=	B
70-79 %.	=	C
60-69 %.	=	D

0-59 % = F

The professor reserves the right to make announced changes in the course due to extenuating circumstances

EXAMS

There will be four examinations administered during the semester. Each student must work on this assignment independently. Collaboration with your classmates will be considered cheating, and a zero will be given to both parties. Each exam will cover material from all required readings, lectures, class discussion, audio and videotapes. Exams are multiple-choice, true/false and/or essay questions.

ENVIRONMENTAL JUSTICE PAPER (200 total points)

This paper focuses on how a theory of your choice informs environmental justice issues. Thus, your first task is to pick an *environmental problem* that contributes to a social/health problem or problems affecting individuals, families, groups, and communities. Examples of topics include, but are not limited to, air and water pollution, climate change/global warming, food insecurity, environmental disasters, environmental racism, acid deposition, plant/animal extinction, and deforestation.

This assignment is worth 20% of your final grade. Papers **MUST** include the following information:

- 1). How you selected the environmental problem (10 points).
- 2). Who defines this issue as a problem/who does it affect? (15 points)
- 3). Provide historical context for this issue (20 points).
- 4). Based on your review of the literature, what are the most prevalent theoretical perspectives used to frame this social problem? What are the strengths and limitations of each theoretical perspective? Which do you believe provides the best explanation? Why? (30 points)
- 5). Based on your review of the literature, what are the primary causes of this issue? (20 points)
- 6). What previous attempts have been made to solve this issue?
 - What parts were successful? Why? (15 points)
 - What parts were ineffective? Why? (15 points)
- 7). What can social workers do to make communities more sensitive to this issue? (25 points)
- 8). Informed by theory and the literature, what interventions does your group suggest to ameliorate the issue? (25 points)
- 9). Include a link to a video to show one or more of the discussion points listed above (25 points).

SELF-PORTRAIT PAPER (100 total points)

This assignment is intended to allow you to address the impact on your personal and professional development of various issues related to human behavior in the social environment. To complete the assignment, write a 3-5 page double spaced paper that includes at least the following elements.

1. A general description of yourself as a bio-psycho-socio-cultural-spiritual being. Be sure and address each part of that hyphenated description! State how the overall combination of these characteristics influenced the opportunities and barriers that you have experienced so far in your life (10 points).
2. Using *one* of the theories or models of individual development or identity formation presented in class and/or the text, describe your progress through the life-span to this point in time. That is, where are you now, and what phases have you passed through (20 points)?
3. A brief discussion of the values you bring with you as you progress through the phases of your lifespan that remain (10 points).
4. Discuss the impact of your family of origin in your life. How have your family members affected you? (10 points)
5. Identify at least 4 groups and organizations in the larger environment that have been influential in your life. (This does not include your family or individual friends.) For each one, briefly describe how it has affected your personal or professional view of the world (10 points).
6. Identify and briefly describe at least 3 major events or factors in the larger environment, such as political or social movements or national problems, which have influenced you. For each one, briefly describe how your development and world-view were affected (15 points).
7. Diversity, discrimination and oppression affect everyone, whether they are part of the dominant group or a subordinated group. Describe the impact of diversity, discrimination and oppression on your development and perspective of the world (personal and professional). (15 points)
8. Taking into consideration the experiences and influences that you have discussed above, discuss briefly the strengths and limitations that they will bring to your professional development as a social worker. Outline a plan for addressing limitations. (10 points)

CASE STUDIES

Students will be assigned case studies from the text.

1. Theoretical perspective informing your intervention: (40 points)
 - a. *Outline principal concepts of this theory*
 - b. *What are the strengths of this theory?*
 - c. *What are the limitations of this theory?*
 - d. *How does the theory fit with social work values?*
2. Based on the theory you have chosen, list and discuss THREE (3) interventions strategies that you would suggest to assist (30 points).
3. Discuss *how* the theory you have chosen informed your intervention strategies...BE VERY CLEAR (30 points).

DISCUSSION BOARDS (2x100 points each)

Regular discussion/participation is expected of each student, since all of our learning will take place on Blackboard (*these guidelines will also be posted on Blackboard with scoring rubric*).

ATTENDANCE AND PARTICIPATION

You are expected to attend and actively participate in class. **THIS MEANS YOU SHOULD CHECK INTO Bb AT LEAST ONCE PER DAY.** You want to be actively engaged in your learning experience.

Statement on Inclusion

Western Kentucky University (WKU) is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus Diversity, Equity, and Inclusion statement, this classroom will be an inclusive and respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expression, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this semester you are excluded or a feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Title IX/Discrimination & Harassment

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Student Accessibility Resource Center/ADA Accommodation

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) located in the Student Success Center in Downing Student Union, Room 1074. The contact telephone number is 270-745-5004 or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

Pregnant and Parenting Students

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, based on pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via [WKU's Title IX Website](#) under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at ena.demir@wku.edu or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at ena.demir@wku.edu or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on [WKU's Title IX Website](#).

Academic Integrity

The WKU Undergraduate Catalog (2021-2022) provides the following Student Life Policies.

Academic Offenses

The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses, such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure. Questions about the complaint procedure should be directed to the Student Ombudsperson at (270) 7456169.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct for disciplinary sanctions. Plagiarism To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes o

Other Type of Academic Dishonesty

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Student Conduct at (270) 745-5429 for judicial sanction.

ChatGPT & Generative AI Statement

AI tools prohibited (e.g. like ChatGPT):

Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the WKU Student Code of Conduct.

Learning Assistance at WKU

The Learning Center (TLC) is located on the Bowling Green campus in the Academic Advising and Retention Center, DSU 2141. Should students require academic assistance with this course, or any other General Education Course, there are several places that can provide them with help. TLC tutors in most major undergraduate subjects and course levels throughout the week--they can also direct students to one of many tutoring and assistance Centers across campus. To make an appointment, or to request a tutor for a specific class, students should call 270-745-6254 or stop by DSU 2141. Students can log on to TLC's website and find out more. The Glasgow campus also has a Resource Center. On the Bowling Green campus, students are also encouraged to make use of the Writing Center located in Cherry Hall 123. The Writing Center offers online consultations for students. See instructions of the website for making online or face-to-face appointments. Or call 270-745-5719 to schedule an appointment.

Land Acknowledgement Statement

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (ᑕᑎᑎᑎᑎᑎᑎ Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the Jonesville History Project, "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."

Disclaimer

The professor reserves the right to make announced changes in the course due to extenuating circumstances.

APPENDIX 1
Council on Social Work Education (CSWE)

2022 Educational Policy and Accreditation Standards (EPAS)

Core Competencies

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy (EPAS, 2022).

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and

- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- 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.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and

privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

APPENDIX 2
Council on Social Work Education (CSWE)
2022 Educational Policy and Accreditation Standards (EPAS)
Competencies Addressed in This Specific Course

Course Matrix			
Competency	Course Content	Dimensions of Student Learning	Course Unit
Competency 1: Demonstrate Ethical and Professional Behavior	Exam 1 Discussion Board 2 and 3 Case Studies Self-reflection final paper	K, V, C/A	Units I through VIII
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Exams 2 and 3 Discussion Board 3 Case studies Self-reflection paper Environmental justice paper.	K, V, C/A	Units I through XVI
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Exams 2 and 3 Case studies Self-reflection paper Environmental justice paper.	K, C/A	Units I through VIII
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Environmental justice paper.	K, S, C/A	Units I, II, III, IV, V, VI
Competency 5: Engage in Policy Practice	Environmental justice paper.	K, C/A	Units II and III
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Exams 1-4 Self-reflection paper Environmental justice paper.	K, V, S, C/A	Units I through XVI
Competency 7: Assess with Individuals, Families, Groups,	Exams 1-4 Case studies Self-reflection paper	K, V, S, C/A	Units I through XVI

Course Matrix			
Organizations, and Communities	Environmental justice paper.		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Exams 1-4 Case studies elf-reflection paper Environmental justice paper.	K, V, S, C/A	Units I through XVI
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Exams 1-4 Self-reflection paper Environmental justice paper.	K, V, S, C/A	Units I through XVI



Human Behavior in the Social Environment

SWRK 330-703 (3 credit hours)

Fall 2024

Venishia McGregor, MSW

Office: 112B Academic Complex

Email: venishia.mcgregor@wku.edu

Office Hours: by Zoom appointment

Phone: (270)745-5312

Class Meeting Times/Dates: On-line/WEB/Asynchronous

August 19, 2024 – December 5, 2024

Location: On-line/WEB/Asynchronous

Course Description:

This course introduces students to theories informing human behavior within the context of individual, family, group, community, and organizational resources. Emphasis is placed on the applicability of varied theories to diverse populations. Thus, we consider how theoretical frameworks empower social workers to advocate for *economic and social justice*. These frameworks are also used to understand the functioning of individuals as members of families, groups, communities, and larger social organizations, in order to intervene effectively at various system levels. Course objectives are achieved through the use of experiential exercises, class discussions, didactic presentations, and/or films, which encourage students to develop skills in critical thinking.

Required Text:

Hutchinson, E.D. (2016). *Essentials of Human Behavior: Integrating Person, Environment, and the Life Course* (2nd Ed.). Thousands Oaks, CA: Sage Publications.

Supplemental Text:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.

BSW Mission Statement

The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education

The Council on Social Work Education defines Generalist Practice as the following:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice (EPAS, 2015, p. 11).

Inclusion Statement

Western Kentucky University (WKU) is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus Diversity, Equity, and Inclusion statement, this classroom will be an inclusive and respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expression, intellectual and physical abilities, sexual orientations, faith/nonfaith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this semester you are excluded or a feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

Learning Outcomes

Upon successful completion of this course, students should be able to:

Knowledge

1. Explain the impact of biological, cultural, social, and environmental influences on human development across the lifespan.

2. Identify major theoretical concepts

Values

3. Discuss the influence of one's own experience in understanding the experiences of marginalized groups.
4. Evaluate the influence of privilege, diversity, oppression, and social/economic/environmental justice on micro, mezzo, and macro systems.

Skills

5. Evaluate the utility of various theoretical perspectives to social work practice on micro, mezzo, and macro systems.
6. Using case scenarios, apply various theories to inform assessment and interventions with individuals, families, groups, communities, and organizations.

Cognitive/Affective Processes

7. Analyze the impact of the intersections of race, ethnicity, sexual orientation, age, gender, class, political affiliation, and religion on own life experiences and relationships with colleagues, administrators, client systems, and communities.

CSWE EPAS Core Competencies for BSW Education

The Educational Policy and Accreditation Standards (EPAS) core competencies taught in all Council on Social Work Education (CSWE) accredited BSW programs are included in **Appendix 1** of this syllabus. Core competencies addressed in this class are included in **Appendix 2** of this syllabus.

Topical Outline:

Unit I: Introductions and Course Overview

- A. Introductions and Review of Course Outline and Expectations.
- B. Review of Generalist Practice.

Unit II: Human Behavior: A Multidimensional Approach

- A. Person in Environment
- B. Macro Influences on Human Development across the Lifespan
- C. Diversity, Oppression, and Privilege
- D. Scientific Knowledge: Theory Informed Practice

Unit III: Theoretical Perspectives

- A. Theories:
 1. Systems
 2. Conflict
 3. Exchange and Choice
 4. Social Constructionist
 5. Psychodynamic
 6. Developmental
 7. Social Behavioral
 8. Humanistic
- B. Merits of Multiple Perspectives

C. Implications for Social Work Practice

Unit IV: Biological Person

A. Interior Biological Health and Illness

1. Nervous
2. Endocrine
3. Immune
4. Cardiovascular
5. Musculoskeletal
6. Reproductive

B. Exterior Environmental Factors

C. Implications for Social Work Practice

Unit V: Psychological Person

A. Theories of cognition

1. Information processing
2. Social learning
3. Multiple intelligence
4. Moral reasoning

B. Theories of Emotion

1. Physiological
2. Psychological
3. Social

C. Stress

D. Coping and adaptation

E. Implications for social work practice

Unit VI: Spiritual Person

A. Spiritual dimension

B. Transpersonal

C. Role of spirituality in social work/Implications for practice

Unit VII: Culture and the Physical Environment

A. Challenge of defining culture

B. Postmodern view

C. Physical environment and human behavior

1. Stimulation theories
2. Control theories
3. Behavior setting theories
4. Eco-critical theories

D. Natural environment

E. Built environment

- F. Place attachment
- G. Homelessness
- H. Accessible environments
- I. Implications for social work practice

Unit VIII: Families

- A. Historical perspectives
- B. Theoretical perspectives for understanding families
 - 1. Psychodynamic
 - 2. Family systems
 - 3. Feminist
 - 4. Family stress and coping
 - 5. Family resilience
- C. Diversity in family life
 - 1. Nuclear
 - 2. Extended
 - 3. Cohabiting
 - 4. Couples with no children
 - 5. Stepfamilies
 - 6. Same sex
 - 7. Military
 - 8. Economic/Cultural
 - a. Economic
 - b. Cultural
 - c. Immigrant/Refugee families
- D. Challenges
 - 1. Intimate partner violence
 - 2. Addiction
 - 3. Divorce
- E. Implications for social work practice

Unit XI: Small Groups, Communities, and Formal Organizations

- A. Theories of small group processes
 - 1. Psychodynamic
 - 2. Symbolic interactionism
 - 3. Exchange
 - 4. Self-categorization
- B. Formal organizations
 - 1. Rational
 - 2. Systems

- 3. Interactional
- 4. Critical
- C. Communities
 - 1. Contrasting types
 - 2. Spatial arrangements
 - 3. Social systems
 - 4. Social capital
 - 5. Conflict
- D. Implications for social work practice

Unit X: Social Structure, Social Institutions, and Social Movements

- A. Contemporary trends in global and U.S. social institutions
- B. Theories of social inequality
- C. Perspectives on social movements
 - 1. Political opportunities
 - 2. Mobilizing structures
 - 3. Cultural framing
 - 4. Emerging perspectives
 - 5. Implications for social work practice

Unit XI: The Human Journey: A Life Course Perspective

- A. Basic concepts
- B. Major themes
- C. The family life course
- D. Strengths and limitations
- E. Implications for social work practice

Unit XII: The Journey Begins: Conception, Pregnancy, Birth, and Infancy

- A. Sociocultural
- B. Control over contraception and pregnancy
- C. Fetal development
- D. At risk newborns
- E. Typical infant development
 - a. Physical
 - b. Cognitive
 - c. Socio-emotional
- F. Child care
- G. Risk and protective factors

Unit XIII: Toddlerhood and Early Childhood

- A. Physical development
- B. Cognitive development

- C. Moral development
- D. Social development
- E. Risks to development
 - a. Poverty
 - b. Ineffective discipline
 - c. Homelessness
 - d. Divorce
 - e. Violence
- F. Protective factors
- G. Implications for social work practice

Unit XIV: Middle Childhood A.

Physical development

- B. Cognitive development
- C. Moral development
- D. Social development E. Spiritual development
- F. Risk and protection
- G. Implications for social work practice

Unit XV: Adolescence A. Biological

development

- B. Psychological development
- C. Social development
- D. Spirituality
- E. Sexuality
- F. Challenges
 - 1. Substance use and abuse
 - 2. Delinquency
 - 3. Bullying
 - 4. Community violence
 - 5. Intimate partner violence
 - 6. Poverty and low educational attainment
 - 7. Eating disorders
 - 8. Depression and suicide
- G. Implications for social work practice

Unit XVI: Young and Middle Adulthood

A. Theoretical approaches to adulthood

- 1. Jung
- 2. Erikson
- 3. Levinson

- 4. Arnett
 - B. Biological functioning
 - C. Cognitive
 - D. Personality and Identity
 - 1. Trait
 - 2. Human agency
 - 3. Life narrative
 - E. Relationships
 - 1. Romantic
 - 2. Relationships with children
 - 3. Relationships with parents
 - 4. Relationships with friends
 - F. Risk and resilience
 - G. Implications for social work practice
- Unit XVII: Late Adulthood**
- A. Demographics of older adult population
 - B. Cultural construction of late adulthood
 - C. Social gerontology
 - D. Biological changes
 - E. Psychological
 - F. Social role transitions
 - G. Death and dying
 - H. Implications for social work practice

STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS

<u>Assignment</u>	<u>Points</u>
Exams (4 @100 pts each)	400 points
Case studies (2 @ 100 pts each)	200 points
Environmental Justice Paper	200 points
Self Portrait	100 points
Discussion Boards (4 @25 pts each)	100 points
Total	1000 points

Grading Scale:

90-100 %.	=	A
80-89 %.	=	B
70-79 %.	=	C
60-69 %.	=	D
0-59 %.	=	F

The professor reserves the right to make announced changes in the course due to extenuating circumstances

EXAMS

There will be four examinations administered during the semester. Each student must work on this assignment independently. Collaboration with your classmates will be considered cheating, and a zero will be given to both parties. Each exam will cover material from all required readings, lectures, class discussion, audio and videotapes. Exams are multiple-choice, true/false and/or essay questions.

ENVIRONMENTAL JUSTICE PAPER (200 total points)

This paper focuses on how a theory of your choice informs environmental justice issues. Thus, your first task is to pick an *environmental problem* that contributes to a social/health problem or problems affecting individuals, families, groups, and communities. Examples of topics include, but are not limited to, air and water pollution, climate change/global warming, food insecurity, environmental disasters, environmental racism, acid deposition, plant/animal extinction, and deforestation.

This assignment is worth 20% of your final grade. Papers **MUST** include the following information:

- 1). How you selected the environmental problem (10 points).
- 2). Who defines this issue as a problem/who does it affect? (15 points)
- 3). Provide historical context for this issue (20 points).
- 4). Based on your review of the literature, what are the most prevalent theoretical perspectives used to frame this social problem? What are the strengths and limitations of each theoretical perspective? Which do you believe provides the best explanation? Why? (30 points)
- 5). Based on your review of the literature, what are the primary causes of this issue? (20 points)
- 6). What previous attempts have been made to solve this issue?
 - What parts were successful? Why? (15 points)
 - What parts were ineffective? Why? (15 points)
- 7). What can social workers do to make communities more sensitive to this issue? (25 points)
- 8). Informed by theory and the literature, what interventions does your group suggest to ameliorate the issue? (25 points)
- 9). Include a link to a video to show one or more of the discussion points listed above (25 points).

SELF-PORTRAIT

This assignment is intended to allow you to address the impact on your personal and professional development of various issues related to human behavior in the social environment. To complete the assignment, write a 3–5-page double spaced paper that includes at least the following elements.

1. A general description of yourself as a bio-psycho-socio-cultural-spiritual being. Be sure and address each part of that hyphenated description! State how the overall combination of these characteristics influenced the opportunities and barriers that you have experienced so far in your life (10 points).
2. Using *one* of the theories or models of individual development or identity formation presented in class and/or the text, describe your progress through the lifespan to this point in time. That is, where are you now, and what phases have you passed through (20 points)?
3. A brief discussion of the values you bring with you as you progress through the phases of your lifespan that remain (10 points).
4. Discuss the impact of your family of origin in your life. How have your family members affected you? (10 points)
5. Identify at least 4 groups and organizations in the larger environment that have been influential in your life. (This does not include your family or individual friends.) For each one, briefly describe how it has affected your personal or professional view of the world (10 points).
6. Identify and briefly describe at least 3 major events or factors in the larger environment, such as political or social movements or national problems, which have influenced you. For each one, briefly describe how your development and worldview were affected (15 points).
7. Diversity, discrimination and oppression affect everyone, whether they are part of the dominant group or a subordinated group. Describe the impact of diversity, discrimination and oppression on your development and perspective of the world (personal and professional). (15 points)
8. Taking into consideration the experiences and influences that you have discussed above, discuss briefly the strengths and limitations that they will bring to your professional development as a social worker. Outline a plan for addressing limitations. (10 points)

CASE STUDIES

Students will be assigned case studies from the text.

1. Theoretical perspective informing your intervention: (40 points)
 - a. *Outline principal concepts of this theory*
 - b. *What are the strengths of this theory?*
 - c. *What are the limitations of this theory?*
 - d. *How does the theory fit with social work values?*
2. Based on the theory you have chosen, list and discuss THREE (3) interventions strategies that you would suggest to assist (30 points).

3. Discuss *how* the theory you have chosen informed your intervention strategies...BE VERY CLEAR (30 points).

DISCUSSION BOARDS

Regular discussion/participation is expected of each student, since all of our learning will take place on Blackboard (*these guidelines will also be posted on Blackboard with scoring rubric*).

ATTENDANCE AND PARTICIPATION

You are expected to attend and actively participate in class. **THIS MEANS YOU SHOULD CHECK INTO Bb AT LEAST ONCE PER DAY.** You want to be actively engaged in your learning experience.

ACADEMIC INTEGRITY

The WKU Undergraduate Catalog (2023-2024) provides the following policies.

Academic Offenses

The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses, such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure. Questions about the complaint procedure should be directed to the Student Ombudsperson at (270) 745-6169.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct for disciplinary sanctions.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

Other Types of Academic Dishonesty

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Judicial Affairs at (270) 745-5429 for judicial sanction.

Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the WKU Student Code of Conduct.

Student Accessibility Resource Center

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) located in the Student Success Center in Downing Student Union, Room 1074. The contact telephone number is 270-745-5004 or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

Learning Assistance at WKU

The Learning Center (TLC) is located on the Bowling Green campus in the Academic Advising and Retention Center, DSU 2141. Should students require academic assistance with this course, or any other General Education Course, there are several places that can provide them with help. TLC tutors in most major undergraduate subjects and course levels throughout the week--they can also direct students to one of many tutoring and assistance Centers across campus. To make an appointment, or to request a tutor for a specific class, students should call 270-745-6254 or stop by DSU 2141. Students can log on to TLC's website to find out more.

On the Bowling Green campus, students are also encouraged to make use of the Writing Center located in Cherry Hall 123. The Writing Center offers online consultations for students. See instructions of the website for making online or face-to-face appointments. You may also call 270745-5719 to schedule an appointment.

APPENDIX 1
Council on Social Work Education (CSWE)

2022 Educational Policy and Accreditation Standards (EPAS)

Core Competencies

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy (EPAS, 2022).

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and

- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- 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.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge

to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and antioppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

APPENDIX 2
Council on Social Work Education (CSWE)
2022 Educational Policy and Accreditation Standards (EPAS)
Competencies Addressed in This Specific Course

Course Matrix			
Competency	Course Content	Dimensions of Student Learning	Course Unit
Competency 1: Demonstrate Ethical and Professional Behavior	Exam 1 Discussion Board 2 and 3 Case Studies Self-reflection final paper	K, V, C/A	Units I through VIII
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Exams 2 and 3 Discussion Board 3 Case studies Self-reflection paper Environmental justice paper.	K, V, C/A	Units I through XVI
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Exams 2 and 3 Case studies Self-reflection paper Environmental justice paper.	K, C/A	Units I through VIII
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Environmental justice paper.	K, S, C/A	Units I, II, III, IV, V, VI
Competency 5: Engage in Policy Practice	Environmental justice paper.	K, C/A	Units II and III
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Exams 1-4 Self-reflection paper Environmental justice paper.	K, V, S, C/A	Units I through XVI

Competency 7: Assess with Individuals, Families, Groups,	Exams 1-4 Case studies Self-reflection paper	K, V, S, C/A	Units I through XVI
Course Matrix			
Organizations, and Communities	Environmental justice paper.		
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Exams 1-4 Case studies elf-reflection paper Environmental justice paper.	K, V, S, C/A	Units I through XVI
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Exams 1-4 Self-reflection paper Environmental justice paper.	K, V, S, C/A	Units I through XVI





Human Behavior in the Social Environment

SWRK 330 (3 credit hours)

Fall 2024

Rachel Wyatt, MSW, LCSW

Office: C120, South Campus

Email: rachel.wyatt@wku.edu

Office Hours: Mon-Thurs 8a-3p; Fri 8a-10a

Phone: 270 745 2129

Can meet with you in person or on Zoom

Class Meeting Times/Dates: On-line.

Location: On-line

Course Description

This course introduces students to theories informing human behavior within the context of individual, family, group, community, and organizational resources. Emphasis is placed on the applicability of varied theories to diverse populations. Thus, we consider how theoretical frameworks empower social workers to advocate for *economic and social justice*. These frameworks are also used to understand the functioning of individuals as members of families, groups, communities, and larger social organizations, to intervene effectively at various system levels. Course objectives are achieved through experiential exercises, class discussions, didactic presentations, and/or films, which encourage students to develop critical thinking skills.

Required Text

Hutchison, E.D. & Charlesworth, L. W. (2022). *Essentials of human behavior: Integrating person, environment, and the life course (3rd ed.)*. Thousand Oaks, CA: Sage Publications.

BSW Mission Statement

The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice, and lifelong learning for graduates to practice successfully in a global community.

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education

The Council on Social Work Education defines Generalist Practice as the following:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies

ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice (EPAS, 2015, p. 11).

Statement on Inclusion

Western Kentucky University (WKU) is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus Diversity, Equity, and Inclusion statement, this classroom will be an inclusive and respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expression, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. *If during this semester you are excluded or feel alienated from the course content, please contact me privately without fear of reprisal.*

Land Acknowledgement Statement

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (CWJᵠᵠᵠᵠ Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the [Jonesville History Project](#), "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."

Professor's Statement on Commitment to Students

The professor promises to give students 100 percent effort during the semester and return assignments in a timely manner. If you are struggling, please reach out to me. I am here to help.

Learning Outcomes

Upon successful completion of this course, students should be able to:

Knowledge

1. Explain the impact of biological, cultural, social, and environmental influences on human development across the lifespan.
2. Identify major theoretical concepts

Values

3. Discuss the influence of one's own experience in understanding the experiences of marginalized groups.
4. Evaluate the influence of privilege, diversity, oppression, and social/economic/environmental justice on micro, mezzo, and macro systems.

Skills

5. Evaluate the utility of various theoretical perspectives to social work practice on micro, mezzo, and macro systems.
6. Using case scenarios, apply various theories to inform assessment and interventions with individuals, families, groups, communities, and organizations.

Cognitive/Affective

7. Analyze the impact of the intersections of race, ethnicity, sexual orientation, age, gender, class, political affiliation, and religion on one's own life experiences and relationships with colleagues, administrators, client systems, and communities.

CSWE EPAS Core Competencies for BSW Education

The Educational Policy and Accreditation Standards (EPAS) core competencies taught in all Council on Social Work Education (CSWE) accredited BSW programs are included in **Appendix 1** of this syllabus. Core competencies addressed in this class are included in **Appendix 2** of this syllabus.

Topical Outline:

Unit I: Introductions and Course Overview

- A. Introductions and Review of Course Outline and Expectations.
- B. Review of Generalist Practice.

Unit II: Human Behavior: A Multidimensional Approach

- A. Person in Environment
- B. Macro Influences on Human Development across the Lifespan
- C. Diversity, Oppression, and Privilege
- D. Scientific Knowledge: Theory Informed Practice

Unit III: Theoretical Perspectives

- A. Theories:
 1. Systems
 2. Conflict
 3. Exchange and Choice
 4. Social Constructionist
 5. Psychodynamic
 6. Developmental
 7. Social Behavioral
 8. Humanistic
- B. Merits of Multiple Perspectives
- C. Implications for Social Work Practice

Unit III: Biological Person

- A. Interior Biological Health and Illness

1. Nervous
2. Endocrine
3. Immune
4. Cardiovascular
5. Musculoskeletal
6. Reproductive

B. Exterior Environmental Factors

C. Implications for Social Work Practice

Unit IV: Psychological Person

A. Theories of cognition

1. Information processing
2. Social learning
3. Multiple intelligence
4. Moral reasoning

C. Theories of Emotion

1. Physiological
2. Psychological
3. Social

D. Stress

E. Coping and adaptation

F. Implications for social work practice

Unit V: Spiritual Person

A. Spiritual dimension

B. Transpersonal

C. Role of spirituality in social work/Implications for practice

Unit VI: Culture and the Physical Environment

A. Challenge of defining culture

B. Postmodern view

C. Physical environment and human behavior

1. Stimulation theories
2. Control theories
3. Behavior setting theories
4. Eco-critical theories

D. Natural environment

E. Built environment

F. Place attachment

G. Homelessness

H. Accessible environments

I. Implications for social work practice

Unit VII: Families

A. Historical perspectives

B. Theoretical perspectives for understanding families

1. Psychodynamic
2. Family systems
3. Feminist
4. Family stress and coping
5. Family resilience

C. Diversity in family life

1. Nuclear
 2. Extended
 3. Cohabiting
 4. Couples with no children
 5. Stepfamilies
 6. Same sex
 7. Military
 8. Economic/Cultural
 - a. Economic
 - b. Cultural
 - c. Immigrant/Refugee families
- D. Challenges
1. Intimate partner violence
 2. Addiction
 3. Divorce
- E. Implications for social work practice

Unit VIII: Small Groups, Communities, and Formal Organizations

- A. Theories of small group processes
1. Psychodynamic
 2. Symbolic interactionism
 3. Exchange
 4. Self-categorization
- B. Formal organizations
1. Rational
 2. Systems
 3. Interactional
 4. Critical
- C. Communities
1. Contrasting types
 2. Spatial arrangements
 3. Social systems
 4. Social capital
 5. Conflict
- D. Implications for social work practice

Unit IX: Social Structure, Social Institutions, and Social Movements

- A. Contemporary trends in global and U.S. social institutions
- B. Theories of social inequality
- C. Perspectives on social movements
1. Political opportunities
 2. Mobilizing structures
 3. Cultural framing
 4. Emerging perspectives
 5. Implications for social work practice

Unit X: The Human Journey: A Life Course Perspective

- A. Basic concepts
- B. Major themes
- C. The family life course
- D. Strengths and limitations

- E. Implications for social work practice

Unit XI: The Journey Begins: Conception, Pregnancy, Birth, and Infancy

- A. Sociocultural
- B. Control over contraception and pregnancy
- C. Fetal development
- D. At risk newborns
- E. Typical infant development
 - a. Physical
 - b. Cognitive
 - c. Socio-emotional
- F. Child care
- G. Risk and protective factors

Unit XII: Toddlerhood and Early Childhood

- A. Physical development
- B. Cognitive development
- C. Moral development
- D. Social development
- E. Risks to development
 - a. Poverty
 - b. Ineffective discipline
 - c. Homelessness
 - d. Divorce
 - e. Violence
- F. Protective factors
- G. Implications for social work practice

Unit XIII: Middle Childhood

- A. Physical development
- B. Cognitive development
- C. Moral development
- D. Social development
- E. Spiritual development
- F. Risk and protection
- G. Implications for social work practice

Unit XIV Adolescence

- A. Biological development
- B. Psychological development
- C. Social development
- D. Sprituality
- E. Sexuality
- F. Challenges
 - 1. Substance use and abuse
 - 2. Delinquency
 - 3. Bullying
 - 4. Community violence
 - 5. Intimate partner violence.
 - 6. Poverty and low educational attainment
 - 7. Eating disorders
 - 8. Depression and suicide

- G. Implications for social work practice
- Unit XV Young and Middle Adulthood**
- A. Theoretical approaches to adulthood
 - 1. Jung
 - 2. Erikson
 - 3. Levinson
 - 4. Arnett
 - B. Biological functioning
 - C. Cognitive
 - D. Personality and Identity
 - 1. Trait
 - 2. Human agency
 - 3. Life narrative
 - E. Relationships
 - 1. Romantic
 - 2. Relationships with children
 - 3. Relationships with parents
 - 4. Relationships with friends
 - F. Risk and resilience
 - G. Implications for social work practice

Unit XVI Late Adulthood

- A. Demographics of older adult population
- B. Cultural construction of late adulthood
- C. Social gerontology
- D. Biological changes
- E. Psychological
- F. Social role transitions
- G. Death and dying
- H. Implications for social work practice

STUDENT RESPONSIBILITIES/ASSIGNMENT DESCRIPTIONS

<u>Assignment</u>	<u>Points</u>
Exams	400 points
Case Study	200 points
Environmental Justice Paper	200 points
Self Portrait	100 points
Discussion Boards	100 points
 Total	 1000 points

Grading Scale:

90-100 %.	=	A
80-89 %.	=	B
70-79 %.	=	C
60-69 %.	=	D
0-59 %.	=	F

The professor reserves the right to make announced changes in the course due to extenuating circumstances

EXAMS

There will be online examinations administered during the semester. Each student must work on this assignment independently. Collaboration with your classmates will be considered cheating, and a zero will be given to both parties. Each exam will cover material from all required readings, lectures, class discussion, audio, and videotapes. Exams are multiple-choice, true/false and/or essay questions.

ENVIRONMENTAL JUSTICE PAPER (200 total points)

This paper focuses on how a theory of your choice informs environmental justice issues. Your first task is to pick an *environmental problem* that contributes to a social/health problem or problems affecting individuals, families, groups, and communities. Examples of topics include, but are not limited to, air and water pollution, climate change/global warming, food insecurity, environmental disasters, environmental racism, acid deposition, plant/animal extinction, and deforestation.

Papers **MUST** include the following information:

- 1). How you selected the environmental problem (10 points).
- 2). Who defines this issue as a problem/who does it affect? (15 points)
- 3). Provide historical context for this issue (20 points).
- 4). Based on your review of the literature, what are the most prevalent theoretical perspectives used to frame this social problem? What are the strengths and limitations of each theoretical perspective? Which do you believe provides the best explanation? Why? (30 points)
- 5). Based on your review of the literature, what are the primary causes of this issue? (20 points)
- 6). What previous attempts have been made to solve this issue?
 - What parts were successful? Why? (15 points)
 - What parts were ineffective? Why? (15 points)
- 7). What can you do in your profession to make communities more sensitive to this issue? (25 points)
- 8). Informed by theory and literature, what interventions do you suggest to improve the issue? (25 points)
- 9). Include a link to a video to show one or more of the discussion points listed above (25 points).

SELF-PORTRAIT

This assignment is intended to allow you to address the impact on your personal and professional

development of various issues related to human behavior in the social environment. To complete the assignment, write a 4–5-page double spaced paper that includes at least the following elements.

1. A general description of yourself as a bio-psycho-socio-cultural-spiritual being. Be sure and address each part of that hyphenated description! State how the overall combination of these characteristics influenced the opportunities and barriers that you have experienced so far in your life (10 points).
2. Using *one* of the theories or models of individual development or identity formation presented in class and/or the text, describe your progress through the lifespan to this point in time. That is, where are you now, and what phases have you passed through (20 points)?
3. A brief discussion of the values you bring with you as you progress through the phases of your lifespan that remain (10 points).
4. Discuss the impact of your family of origin in your life. How have your family members affected you? (10 points)
5. Identify at least 4 groups and organizations in the larger environment that have been influential in your life. (This does not include your family or individual friends.) For each one, briefly describe how it has affected your personal or professional view of the world (10 points).
6. Identify and briefly describe at least 3 major events or factors in the larger environment, such as political or social movements or national problems, which have influenced you. For each one, briefly describe how your development and worldview were affected (15 points).
7. Diversity, discrimination and oppression affect everyone, whether they are part of the dominant group or a subordinated group. Describe the impact of diversity, discrimination and oppression on your development and perspective of the world (personal and professional). (15 points)
8. Taking into consideration the experiences and influences that you have discussed above, briefly discuss the strengths and limitations that they will bring to your professional development as a social worker. Outline a plan for addressing limitations. (10 points)

CASE STUDY

Students will be assigned a case study from the text:

1. Theoretical perspective informing your intervention: (40 points)
 - a. *Outline principal concepts of this theory*
 - b. *What are the strengths of this theory?*
 - c. *What are the limitations of this theory?*
 - d. *How does the theory fit with social work values?*
2. Based on the theory you have chosen, list and discuss two interventions strategies that you would suggest to assist (30 points).
3. Discuss *how* the theory you have chosen informed your intervention strategies...BE VERY CLEAR (30 points).

DISCUSSION BOARDS

There will be four discussion board exercises posted during the semester. Regular discussion/participation is expected of each student, since all our learning will take place on Blackboard (*these guidelines will also be posted on Blackboard*).

Course Expectations:

Please note the following general guidelines concerning shared responsibilities of the professor and students in this course:

1. Students are expected to actively participate in developing a positive learning environment. Engagement is important to overall spontaneous learning. Class participation and attendance are required.
2. Students are expected to adhere to all policies contained within the BSW Handbook, the Student Code of Conduct at WKU, and be in compliance with the NASW Code of Ethics.
3. Plagiarism, cheating, and any other forms of academic dishonesty are prohibited. Any instances of such will result in a grade of "zero" for the assignment and/or course failure and/or expulsion from the program. Please refer to #2 above for the MSW Handbook, Student Code of Conduct, and the NASW Code of Ethics.
4. Students are expected to use APA7 (current edition) for writing, citing, and listing references. This is for all coursework including papers, pamphlets, and online assignments. Online assignments must include in-text references and full text references at the end of the assignment just as all other written documents in this course.
5. All assignments are expected to be turned in on time, late assignments will incur at 10% deduction per day late. After one-week, late assignments will no longer be accepted for credit but must be turned in to complete the course.
6. The NASW Code of Ethics is a guiding framework and source for identifying professional performance. Students are expected to practice ethically while in the classroom or completing assignments pertaining to this course. Behaviors especially under consideration are those related to professional practice, mental illness, substance use, illegal activity, and/or classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form in accordance with the BSW Handbook policies.
7. Privacy, confidentiality, and professional boundaries must be examined as professional social workers, especially in the age of technology. Students using social media sites are expected to use the highest privacy settings on their profiles. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. Any issue counter to this will be documented in a Professional Concerns Form in accordance with the BSW Handbook policies.
8. Students are encouraged to utilize academic support services such as The Writing Center and The WKU Libraries to help you be successful in this course.
9. In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodation for this course must contact the Student Accessibility Resource Center. Please do not request accommodation directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.

10. In compliance with the following WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation and Discrimination and Harassment Policy; discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. Please go to [WKU's Title IX website](#) for full information.
11. All class schedules and activities are subject to change in extenuating circumstances. The instructor **reserves the right to make changes** to the syllabus as needed with reasonable notice and accommodation.
12. Artificial intelligence (AI) tools such as (*Chat GPT*) may be used for brainstorming or gathering ideas with appropriate citation, but **not for assignments utilizing your critical thought**. If you are unsure if you are using AI tools appropriately in this course, I encourage you to visit with me. Examples of how to cite AI tools are available at <https://libguides.wku.edu/stylewrite/ai>
13. **Note: All assignments must be submitted to pass the class-no exceptions on this!**

The WKU Undergraduate Catalog (2022-2023) also provides the following policies.

Academic Offenses

The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic offenses, such as plagiarism, cheating, or academic dishonesty, may seek relief through the Student Complaint Procedure. Questions about the complaint procedure should be directed to the Student Ombudsperson at (270) 745-6169.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct for disciplinary sanctions.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

Other Types of Academic Dishonesty

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Judicial Affairs at (270) 745-5429 for judicial sanction.

Student Accessibility Resource Center

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) located in the Student Success Center in Downing Student Union, Room 1074. The contact telephone number is 270-745-5004 or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

Learning Assistance at WKU

The Learning Center (TLC) is located on the Bowling Green campus in the Academic Advising and Retention Center, DSU (Downing Student Union) 2141. Should students require academic assistance with this course, or any other General Education Course, there are several places that can provide them with help. TLC tutors in most major undergraduate subjects and course levels throughout the week--they can also direct students to one of many tutoring and assistance Centers across campus. To make an appointment, or to request a tutor for a specific class, students should call 270-745-6254 or stop by DSU 2141. Students can log on to TLC's website to find out more.

On the Bowling Green campus, students are also encouraged to make use of the Writing Center located in Cherry Hall 123. The Writing Center offers online consultations for students. See instructions of the website for making online or face-to-face appointments. You may also call 270-745-5719 to schedule an appointment.

Disclaimer

The professor reserves the right to make announced changes in the course due to extenuating circumstances.

APPENDIX 1

Council on Social Work Education (CSWE)

2022 Educational Policy and Accreditation Standards (EPAS)

Core Competencies

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work

this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy (EPAS, 2022).

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, individual experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected. Social workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression. Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- 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.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients

and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources. Social workers:

- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policies at the local, state, federal, and global level that affect wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings. Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and firsthand experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making. Social workers:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings. Social workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

APPENDIX 2

Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS) *Competencies Addressed in This Specific Course*

Course Matrix			
Competency	Course Content	Dimensions of Student Learning	Course Unit
Competency 1: Demonstrate Ethical and Professional Behavior	Exam Discussion Board 2 and 3 Case Study Self-reflection final paper	K, V, C/A	Units I through VIII
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Exam Discussion Board 3 Case Study Self-reflection paper Environmental justice paper.	K, V, C/A	Units I through XVI
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Exam Case Study Self-reflection paper Environmental justice paper.	K, C/A	Units I through VIII
Competency 4: Engage in Practice-informed Research and Research-informed Practice	Environmental justice paper.	K, S, C/A	Units I, II, III, IV, V, VI
Competency 5: Engage in Policy Practice	Environmental justice paper.	K, C/A	Units II and III
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Exam Self-reflection paper Environmental justice paper.	K, V, S, C/A	Units I through XVI

Course Matrix			
Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities	Exams Case Study Self-reflection paper Environmental justice paper.	K, V, S, C/A	Units I through XVI
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Exams Case Study Self-reflection paper Environmental justice paper.	K, V, S, C/A	Units I through XVI
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Exams Self-reflection paper Environmental justice paper.	K, V, S, C/A	Units I through XVI