I. COURSE DOMAIN AND BOUNDARIES

The mandate of EBP to consider client factors compels us to identify the best available information about the experience of individuals from different cultures, social classes, sexual orientation, poverty, gender, and other factors essential to practice. It is critical that social workers have the ability to assess clients' values, preferences, and characteristics that are relevant to the issue at hand. This is partly a combination of learning about others (e.g., diversity, human behavior, etc.), an understanding the intersectionality of identity, and interpersonal skills. Even in cases in which a clinical social worker may be trained in a well-researched EBP, research may be incomplete regarding how to apply that intervention with clients who have differing cultural backgrounds. Dealing with potential tensions among evidence, practitioner judgment, and client situation is an advanced skill. This course prepares students to recognize these challenges and respond to them effectively by drawing on the best available evidence.

II. MSW COMPETENCIES ADDRESS IN THIS COURSE

<table>
<thead>
<tr>
<th>Demonstrate Ethical and Professional Behavior</th>
<th>C1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
</tr>
<tr>
<td>Engage in policy practice</td>
<td>C5</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C6</td>
</tr>
</tbody>
</table>
### III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

**Accommodations:** If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

**Pronouns:** The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: [https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/](https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/)

| Assess individuals, families, groups, organizations, and communities | C7 |
| Intervene with individuals, families, groups, organizations, and communities | C8 |
| Evaluate individuals, families, groups, organizations, and communities | C9 |
English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

 Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment
changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445.

There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the Title IX office in Umbrath Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI’s strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your
Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. REQUIRED TEXT


Suggested Readings:
Code of Ethics of the *National Association of Social Workers*,
http://www.socialworkers.org/pubs/code/code.asp

VI. COURSE ORGANIZATION

The content of the course has been organized to accommodate the designated 15-week structure. The course will consist of lectures and discussions based on the readings led by the course instructor and students, as well as discussion of a range of media presentations. Discussion of student experiences completing class assignments and classroom activities will supplement and integrate the material presented in the readings and lectures. Students should expect brief activities followed by a reflective group discussion, approximately 50 to 60 minutes of didactic instruction and discussion, as well as discussion of and reflection on readings and assignments. One fifteen minute break will be provided each class session.

VII. ROLE OF INSTRUCTOR AND STUDENTS

*Attendance:* Regular class attendance (including on time arrival and timely return from breaks) is an important part of one’s graduate education. Students are expected to attend all scheduled class meetings. In rare circumstances (e.g., illness, accident, death in one’s family), absences will be excused. Arriving late to class disrupts lectures, discussions, and exams. If you arrive late to class regularly, create distractions with conversations with classmates during class, I will ask that you leave the classroom and any resulting penalties related to class assignments will apply.

*Classroom Behavior:* Any successful learning experience requires mutual respect on behalf of the student and the instructor. The instructor, as well as the fellow students, should not be subjected to any student’s behavior that is in any way disruptive, rude, or challenging to the instructor’s role in assuring learning in a safe environment. A student should not feel intimidated or demeaned by his/her instructor or another student and students must remember that the instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity.

*Feedback on Assignments:* Timely feedback on assignments is important to the learning process. It assures that you are aware of your progress. For routine assignments and presentations feedback will be provided within two weeks after the due date. For longer
assignments such as term papers, feedback will be provided within three weeks after the due date of the assignment. In the rare event that these deadlines cannot be met, you will be informed of the delay and the extra time needed in providing feedback.

VIII. ASSIGNMENTS AND GRADING CRITERIA

Your course grade is determined by the total number of points you accumulate in the course. Course assignments include two reflective writing assignments, one group presentation, a policy brief, and a final integrative paper. The first assignment is a multicultural experience described below. The second assignment is a critical analysis of the meaning of difference (4 pages). Your final paper is based on a literature review that integrates your understanding of issues, needs and appropriate intervention in a diverse or culturally different community. You will also complete group presentation. Bonus points are only available through class participation. There are a total of 400 points. The course letter grade is related to the point total as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>F</th>
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<tbody>
<tr>
<td>Points</td>
<td>400</td>
<td>372</td>
<td>352</td>
<td>340</td>
<td>328</td>
<td>312</td>
<td>300</td>
<td>288</td>
<td>280</td>
<td>272</td>
<td>&lt;271</td>
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1. **Critical Analysis of Multicultural Experience** (25 points, 2 pages)
   Purpose:
   - Analyze cultural elements that affect interpersonal interactions;
   - Apply multicultural principles in making sense of an interaction;
   - Develop possible strategies for identifying and interpreting multicultural;
   - Gain practice in thinking about your own biases and cultural values in multicultural encounters.

   You are asked to reflect on portions of your experiences that were or difficult for you. You should then examine how and why these incidents occurred and what promoted the response that led you to select this experience for this essay. Explore the meaning of the behaviors, interaction, etc. from the perspective of the other. You may use your texts, assigned readings and other references and sources of information to support your analyses. The majority of the paper should be spent on the following items.

   1. Identify and discuss a cultural issue related to the experience selected.
   2. Identify and discuss culturally related value or behavioral differences/conflicts. These may relate to behaviors, interactions, etc., that were perplexing or difficult in each experience.
   3. Describe and discuss how your values, biases, etc. affected your response or handling of the situation?
   4. Reflecting on the ethics of social work, how might you alter your response or attempt to address the issues or interactions described?

   **Due September 20, 2019**

2. **The Meaning of Difference: Essential or Contextual** (75 points, 4 pages)
   Purpose:
• Analyze belief systems that affect interpersonal interactions;
• Consider the social implications of historical perspectives of difference;
• Gain practice in thinking about your own biases and lay theory of difference in intergroup interaction and decision-making.
• Gain practice in thinking about historical lay theories of difference in social group outcomes and behavior.

You may use your texts, assigned readings and other references and sources of information to support your analyses. The majority of the paper should be spent on the following items.
• Discuss your personal theory of social group difference;
• Discuss how your social identity has affected your educational experiences;
• Document the historical explanation of social group differences relevant to a different social group;
• Discuss how this explanation of social group difference contributes to differences in outcomes key to well-being;

Due October 22, 2019

3. **Policy Brief:** Develop a two page policy brief related to this topic (125 points).
   This is not a research paper. This is a concisely written document that summarizes the results and explains the key implications of policy relevant research for policy creation or change. The policy implications of the research are what policy-makers are most interested in, so conclusions should be clearly stated up front. Because policy-makers often make decisions under time constraints, the brief should provide only the most relevant information. Keep in mind that policy-makers are unlikely to be specialists on the issue. They therefore are more likely to read a brief that is visually appealing, interesting, relevant, concise—in other words, easy to read. A good policy brief provides adequate context and background for the issue without overwhelming the audience with detail. The brief should be based on either peer reviewed and/or publicly accessible analysis.
   **Policy Brief Due: November 22, 2019**

4. **Group Diversity Presentation:** Weeks 12 -15 (75 points)
   **See Canvass for assigned group, topic and date of presentation.**
   This activity is designed to encourage exploration of the historical background and context of current social justice and diversity issues, as well as the role social service and helping professions have played in the lived experiences of members of diverse communities. In the first presentation groups are responsible for:
   a. Historical overview of the group’s oppression, including key dates, laws and policies that reinforce oppression, informal social norms and sanctions that reinforce oppression
   b. Social consequences of this oppression – educational, socio-economic (access and participation), legal/judicial status and sanctions, etc.
   c. Lingering effects of oppression for the specified group
5. **Oppression Exploration Paper** (100 points)
   (Follow style specifications of the *Publication Manual of the American Psychological Association*, Fifth Edition.)

   **Select an issue related to a diverse, racial, ethnic, sexual minority, etc. group that interests you (Maximum 7 pages).** Example: You noted the reaction of your peers to state efforts to bypass Supreme Court rulings on gay marriage. So, your research paper would have bias against LGBT individuals as your focus. You might examine how this issue affects the LGBT community from a cultural/diversity framework, as well as community, policy, and legal issues of concern. You should reflect on the possible role and responsibilities of social workers. Write a brief literature review. Include:

   - **Cover page.** (not included in required page count)
   - **Introduction.** Briefly introduce the diverse/cultural group you are writing about. Define the issue/strength/challenge you are exploring so that it is clear to the reader.
   - **Literature review.** This is the background information about the group, review of political, economic, social and ethical issues, relevant theories, social policy or legal issues noted in the research on the issue. You will cite books and/or academic journals that you have reviewed. You may include interviews with members of the cultural group, a community leader, or a member of the government, but these must be documented.
   - **Theory of oppression.** Discuss the theory of oppression that seems most relevant to the history, social change issues and current status of the group.
   - **Social work implications.** Discuss new or different perspectives or insights gained based on this review. How do your insights or new perspective relate to your future work as a social worker?

   **Reference List** (not included in required page count)

   Exploration of Oppression Paper Due: December 6, 2019

**IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES**

<table>
<thead>
<tr>
<th>EPAS Competencies (2016)</th>
<th>SJHD</th>
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<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
<td>C1</td>
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<td>C6</td>
</tr>
<tr>
<td>Graded Assignments</td>
<td>Competency(ies)</td>
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<tr>
<td>Critical Analysis of Multicultural Experience</td>
<td>C2, C6</td>
</tr>
<tr>
<td>The Meaning of Difference: Essential or Contextual</td>
<td>C1</td>
</tr>
<tr>
<td>Policy Brief</td>
<td>C3, C5</td>
</tr>
<tr>
<td>Oppression Exploration Paper</td>
<td>C2, C6</td>
</tr>
<tr>
<td>Group Presentation on oppression, lingering social consequences, strategies to address oppression and implications for social work.</td>
<td>C2, C3, C5</td>
</tr>
<tr>
<td>Class Participation</td>
<td>C1, C2, C6</td>
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<table>
<thead>
<tr>
<th>Course Activities</th>
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</thead>
<tbody>
<tr>
<td>Diversity activities on values, beliefs and responses to difference</td>
</tr>
<tr>
<td>Video analysis and discussion re: social and environmental justice</td>
</tr>
</tbody>
</table>

X. COURSE OUTLINE

Week 1. Introductions and overview of course/review of syllabus
August 27, 2019

**Activity:** An approach to diversity (Habits of Mind)
**Lecture/Discussion:** Terminology, diversity, culture, multiculturalism and the responsibility of professionals in diverse communities.

**Readings:**

Week 2. Culture and Cultural Dialogue
September 3, 2019

**Activity:** What are Intergroup Relations?
**Lecture:** What is Culture?
**Readings:** Marsiglia & Kulis, - Chapters 1, 2

Week 3. Definitions Oppression
September 10, 2019

**Activity/Discussion:** What we do and why?
**Lecture:** Definitions Oppression
Readings:  Marsiglia & Kulis, - Chapter 4, 5

Week 4:  **Mechanisms of Oppression**
September 17, 2019

**Activity/Discussion:**  1st Impressions
**Lecture:**  Theories of Oppression
**Readings:**  Marsiglia & Kulis, - Chapter 7


**Critical Analysis of Multicultural Experience Due**

Week 5.  **Factors Affecting Interventions in Diverse Communities**
September 24, 2019

**Lecture:**  Perspectives on Power and Privilege
**Readings:**  Marsiglia & Kulis, - Chapter 9 & 10


Week 6.  **Factors Affecting Interventions Diverse Communities** (Rural Residence)
October 1, 2019

**Lecture:**  Stereotypes and biases
**Activity:**  Video/Discussion (The Edge of America)
**Readings:**  Marsiglia & Kulis, - Chapter 13

Week 7.  **Factors Affecting Interventions in Diverse Communities** (Poverty)
October 8, 2019

**Lecture and Discussion**
**Activity:**  Video/Discussion (The Edge of America)
**Readings:**  Marsiglia & Kulis, - Chapter 14


October 15th, 2019: Fall Break, No Class

Week 8.  **Research Issues in Racial/ethnic Minority Communities**
October 22, 2019

**Activity:**  Values and Ideology
**Lecture:**  CLAS Standards, Research, researchers and the evidence
**Readings:**  Marsiglia & Kulis, - Chapters 12, 15
The Meaning of Difference Assignment Due

Week 9. Factors Affecting Interventions in Diverse Communities (Ableism)
October 29, 2019

Guest Lecture:
Readings: Marsiglia & Kulis - Chapter 11

Week 10. Factors Affecting Interventions in Diverse Communities (Religion)
November 5, 2019

Guest Lecture
Readings: Marsiglia & Kulis, - Chapter 3

Week 11. Environmental Justice
November 12, 2016

Activity: Video/Discussion (Place Matters, Unnatural Causes)
Readings: Marsiglia & Kulis - Chapter 6

Week 12. Group Diversity Presentations (Groups 1-2)/Discussion
November 19, 2019

Policy Brief Due: November 22, 2019

Week 13. Group Diversity Presentations (Groups 3-4)/Discussion
November 26, 2019

Week 14. Group Diversity Presentations (Groups 5-6)/Discussion
December 3, 2019

Exploration of Oppression Paper Due: December 6, 2019

Week 15. Group Diversity Presentations (Groups 7-8)/Discussion
December 10, 2019