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>
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</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>
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<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
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<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>C8</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C9</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.

**Student Handbook 2019**

**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/)

**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 Umrah 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. READINGS

Suggested Readings:

VI. ORGANIZATION OF COURSE

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 FACULTY AND STUDENT

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. 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

Assignment #1: Implicit Association Tests

- Implicit Association Tests Take both the "Race" and "Gender" Implicit Association Tests on the “Understanding Prejudice” web site. The direct link is: www.understandingprejudice.org/iat/. Follow the instructions very carefully throughout and print the results on the final page to turn in at the beginning class. You also will be able to see how your results compare to other de-identified test takers. I ask that you also review the frequently asked questions. If you have previously taken the tests, do so again to determine if there are any changes in your results.

You will not be graded on the substance of your answers or the results of the tests. Your grade is based solely on completion. You are to complete the survey and turn in your results pages for both tests by 5:30 p.m. on Monday, September 9th (the second class meeting).

- Community Resources and Access Comparison
Visit two specific Schnucks' grocery stores, one located at 4171 Lindell Blvd. and the other one located at 10275 Clayton Road (Clayton Road and Lindbergh Blvd). Try to visit them at the same time of day i.e, you go to one Monday at 5pm, go to the other one on Tuesday at 5pm, or the next Monday ay 5pm. Both are accessible by local bus transportation, though the one at Clayton Rd. and Lindbergh Blvd will be a considerably longer bus ride. In a 2 page write up on the stores, include your observations about the buildings, customers, staff, store lay out, products, parking
lot, service, and other observations you had about your experience at the store. While visiting
the stores, keep the diversity and social justice framework in mind and share those observations
and possible implications for targeted communities.

Assignment #2: Social Identities and Self-Awareness Paper

Due: September 30th by 5pm (Email to me) Length: 2-4 pages
Social workers operate under a code of anti-oppression ethics. However, embodying this code of ethics
in our daily practice requires a lifetime of personal practice, growth and a commitment to critical
reflectivity (Kondrat, 1999) where we move beyond simple awareness of our many social identities and
 statuses. This assignment challenges you to begin thinking critically, or pushes you to continue to think
more deeply, about your own identities as they are relevant in your social work practice—in policy,
community work, advocacy, social administration, and direct practice with families or individuals.

We all have multiple identities. Some of these identities are privileged, honored, nurtured, and
normalized in society; others are oppressed, stigmatized, marginalized and disregarded. Some of these
identities we chose, some of these identities we do not chose. This paper asks you to think critically and
holistically about who you are and where you are from.

Think about your many identities and choose two to focus on in this paper. There are two
requirements: a) they must be in two different identity domains (e.g., a race identity, a class identity);
and b) one must be an identity that has a privileged status and one must be a less privileged or even
stigmatized or oppressed identity.

Please use the following questions to guide your paper. You need to address the main issues in parts (a)
through (e), but you do not need to answer every single question I pose. Choose the ideas and queries
that seem most relevant to you, your identities, and where you are at this stage in your social work
training. You may structure your paper however you like, as long as you address these keys areas and
provide a clear introduction and conclusion with sub-headings.

a) Describe these identities and be sure to go beyond just listing them. What do these identities mean to
you or not mean to you and why? Are you proud of them both? How is one privileged in society and the
other not? Give examples. Is it always this way, or does it change in different settings (like in your
family, at school, in social service settings)? Does this affect how you feel toward either of these
statuses or how you relate to people who also share these identities?

b) What biases, preferences, beliefs, insights, strengths, and vulnerabilities come from these identities
and experiences? Are they aligned or are there conflicts between the two identities?

c) How do you think these identities and experiences will help or hinder your social work practice? Will
people share either of these identities in your field settings and how might this affect your practice?
Think broadly here about colleagues and classmates, not just clients.

d) If you have concerns about any biases as impediments to your practice, what must you work to
change in order to enhance your ability to be an ethical social worker? Use the NASW code of ethics
here to guide and inform what you will need to target for ethical social work practice.
e) Reference and use the Kondrat (1999) article and our class discussion on critical reflectivity to guide your critical discussion in this paper. You may note different forms of self-awareness that you feel you have achieved, or are still striving for, as you reflect on these two identities as embedded within broader socio-political and cultural contexts.

Assignment #3: Current Event Small Group Facilitation

Due: Weeks 4-13
During the weeks when we examine a diversity lens, part of class time will be devoted to small discussion groups on current events and their connection to our readings. Each student will be expected to facilitate this small group once during the semester. I will email students in the first week of the semester with the days that you will lead groups. On your assigned day, bring a discussion guide that includes: 1) Information about a current event or news story relevant to that week’s lens (make sure to bring copies of the news article, blog, video, or other media to share with the group); and 2) Three thoughtful questions linking the current event to our readings for the week. You will use these questions to guide a small group discussion for about 30 minutes. Make sure to bring me an extra copy of the current event and your discussion questions. You will receive points for the relevance of your current event/news story to the week’s topic, the quality of your discussion questions and completing the group facilitation.

Assignment #4: Portfolio Assignment

Portfolio Assignment (200 points) (Follow style specifications of the Publication Manual of the American Psychological Association). Select an issue related to a diverse, racial, ethnic, sexual minority, etc. group that interests you (6 to 8 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 (2 to 3 pages). 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 it is clear to the reader. Literature review. This is the background information about the group, issues and review of ethical issues, theories, social policy or legal issues used by other researchers concerning the issue. You will cite books and/or academic journals that you have reviewed. Reference List (not included in required page count)

Complete an interview with a community member or an expert on your topic (2 to 3 pages). The person could be a member of the cultural group, a community leader, or a member of the government. Discuss how you conducted the interview and include the interview questions (not included in the page count). If you use a questionnaire, include the questionnaire at the end of the paper. Note: You want a dialogue in which the interviewee and you search for answers to the pervasive issues related to racial, ethnic, gender, sexual orientation, or ability status inequality, etc. It is critical that you do not force yourself on anyone, but respectfully ask, and simply invite

Discuss how you made the decision to choose this person. Present the main themes emerging from the interview. Explain the importance of the selected issue in the life of the group/community based on the interview with the “expert” informant. This will require critical thinking. Discuss new or different
perspectives or insights gained based on the interview. How do your insights or new perspective relate to your future work as a social worker?

Develop a two-page policy brief related to this topic. This is a concisely written document that summarizes the results and explains the key implications of policy relevant research for policy creation and implementation. 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.

Portfolios are due November 25th at 5:30pm
Presentations of policy briefs December 2\textsuperscript{nd} and 9\textsuperscript{th}, 2018 (15 minutes)

IX. MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
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<th>GRADED ASSIGNMENTS</th>
<th>COMPETENCY/IES</th>
<th>DIMENSION/S</th>
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<tr>
<td>Implicit Association Tests</td>
<td>C1, C2, C3, C7, C9</td>
<td>Knowledge, cognitive and affective processes</td>
</tr>
<tr>
<td>Social Identity Self-Awareness</td>
<td>C1, C2, C3, C4</td>
<td>Values, Cognitive and affective processes</td>
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<tr>
<td>Current Event Facilitation</td>
<td>C1, C2, C3, C4, C5, C6</td>
<td>Knowledge, cognitive and affective processes, skills, values</td>
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<tr>
<td>Portfolio Assignment</td>
<td>C1-7, C9</td>
<td>Knowledge, cognitive and affective processes, skills, values</td>
</tr>
<tr>
<td>Class Participation</td>
<td>C1, C2, C6</td>
<td>Knowledge, cognitive and affective processes, skills, values</td>
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<tr>
<th>Course Activities</th>
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<tbody>
<tr>
<td>Skill Building Workshops</td>
<td>C1, C2, C6, C8</td>
<td>Knowledge, cognitive and affective processes, skills</td>
</tr>
</tbody>
</table>
X. COURSE OUTLINE

Week 1. Introductions and overview of course/review of syllabus
August 26, 2019
  Skill Building Workshop: Diversity Bingo
  Lecture/Discussion. Terminology, diversity, culture, multiculturalism and the responsibility of professionals in diverse communities.
  Lathrop A, Foss K. Student Cheating and Plagiarism in the Internet Age. Englewood, CO: Libraries Unlimited, Inc.;

NO CLASS SEPTEMBER 2, 2019 (LABOR DAY HOLIDAY)

Week 2. Oppression and Self-Identity
September 9, 2019
  Lecture: Oppression and Self-Identity
  Skill Building Workshop: Labels and The Cycles of Socialization/Liberation
  Readings: Marsiglia & Kulis, - Chapters 2, 7
  https://verysmartbrothas.theroot.com/30-ways-white-people-say-black-people-without-actually-1827146564
  http://www.forharriet.com/2016/02/race-may-be-social-construct-but-racism.html

Implicit Association Test and Community Resources and Access Comparison Due

Week 3. Resistance to Inclusion
September 16, 2019
  Lecture: Theoretical Perspectives and Practical Application
  Skill Building Workshop: Dominant/Subordinated Groups Activity & This is My House
  Readings: Marsiglia & Kulis, - Chapter 4, 5
https://www.theroot.com/white-people-are-cowards-1826958780
https://medium.com/@timjwise/white-pride-is-for-losers-45ca45956e96

**Week 4: Access to Education**
September 23, 2019
Guest Lecturer
Lecture: Is Education a Right or a Privilege?
Activity: Circles of My Multicultural Self
Readings: Chapter 14
https://mystudentvoices.com/grad-school-is-trash-for-students-of-color-and-we-should-talk-about-that-af672814b3ee
https://doi.org/10.1080/15313204.2017.1417942

**Week 5. Research Issues and Health Disparities in Racial/ethnic Minority Communities**
September 30, 2019
Lecture: Cultural Competence (knowledge and behaviors)
Activity: Various videos clips
Research, researchers and the evidence
Readings: Marsiglia & Kulis, - Chapter 6
https://www.npr.org/2015/06/22/415194765/u-s-troops-tested-by-race-in-secret-world-war-ii-chemical-experiments

**Social Identities and Self-Awareness Paper due**

**Week 6. Ability/Mental Health**
October 7, 2019
Guest Lecturer:
Lecture: Mental Health as Social Justice


**NO CLASS OCTOBER 14, 2019 (FALL BREAK)**

**Week 7.** Diverse Communities-Neighborhood Effects  
October 21, 2019  
Lecture: Whose Streets?  
Skill Building Workshop: Archie Bunker’s Neighborhood  
[https://www.riverfronttimes.com/musicblog/2013/12/05/ten-disturbingly-racist-things-about-st-louis](https://www.riverfronttimes.com/musicblog/2013/12/05/ten-disturbingly-racist-things-about-st-louis)  
Florida Stand Your Ground Law. Fla. Stat. §776.013

**Week 8: Diverse Communities (Rural Residence/Access)**  
October 28, 2019  
Lecture: The Middle of Nowhere  
Activity: Video/Discussion (Tammie’s story)  
Skill Building Workshop: TBD  
Readings: Marsiglia & Kulis, - Chapter 1  
http://thehill.com/opinion/finance/379096-rural-america-hopes-trump-hasnt-forgotten-his-promise

**Week 9: Poverty**
November 4, 2019

Lecture: A Dollar out of 15 Cent
Skill Building Workshop: TBD
Readings: Marsiglia & Kulis, - Chapter 11

**Week 10: Religion and Politics**
November 11, 2019

Lecture: Separation of Church and State?
Skill Building Workshop: Stereotypes
Activity: Proverbs
Readings: Marsiglia & Kulis, - Chapter 12
https://www.politico.com/magazine/story/2014/05/religious-right-real-origins-1071333o=1
https://www.nbcnews.com/think/opinion/trump-effect-new-study-connects-white-american-intolerance-support-authoritarianism-ncna877886
http://deadstate.org/christian-pastor-there-would-be-no-white-supremacists-if-it-werent-for-obama/

**Week 11: Factors Affecting Interventions in Diverse Communities (Ageism)**
November 18, 2019

Guest Lecturer
Activity:
Skill Building Workshop
Readings: Marsiglia & Kulis - Chapter 10
Lecture: Perspectives on power and privilege
Skill Building Workshop: Diversity Thumball

**Week 12: Sexism and Sexual Orientation**
November 25, 2019
Skill Building Workshop: Gender This Guide
Activity: Video/Discussion Bridegroom
Readings: Marsiglia & Kulis, - Chapter 8 & 9

**Portfolio Assignment Due**
Week 13: Environmental Justice
December 2, 2019
Activity: Video/Discussion (Place Matters, Unnatural Causes)
Readings: Marsiglia & Kulis - Chapter 13

Policy Brief Presentation

Week 14: Beauty and the Beast
December 9, 2019
Lecture: Who Sets the Standards?
Activity: Course Wrap-up

Policy Brief Presentations

Week 15: Semester Review
December 16, 2019
St. Louis region specific topics on diversity, equity, inclusion and social justice.