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FLORIDA INTERNATIONAL UNIVERSITY
Robert Stempel College of Public Health & Social Work
School of Social Work

SOW 3620 - Social Work and Human Diversity

Instructor:
Office Location:
Office Hours:
Telephone:
Email:
Course Day and Time:
Course Location:

CATALOG DESCRIPTION

- Prepares students for generalist social work practice with diverse populations focusing on knowledge, attitude, and skills. This is a Discipline-specific. Global Learning course that counts toward your FIU global learning graduation requirement.

COURSE PRE/CO-REQUIREMENTS

The Pre-requisite Course for SOW 3620 is: SOW 3203: Introduction to Social Work.

COURSE DESCRIPTION

This course provides the tools to develop beginning cultural competence in generalist social work practice. This includes knowledge, values, and skills related to clients' age, class, race, ethnicity, national origin, culture, disability, religion, family structure, gender, sex, and sexual orientation, within a global context as it plays out in South Florida communities. It also prepares social work students for the role of life-long learner. This course is a global learning course that counts towards your global learning graduation requirement.

GUIDING PRINCIPLES

As future social workers, you are expected to engage in what can be challenging and thought-provoking conversations with respect, compassion, vulnerability, and courage. These quotes serve as guides for our group as we commit to learning in partnership with one another.

"Not everything that is faced can be changed, but nothing can be changed until it is faced." - James Baldwin

"Diversity is being invited to the party. Inclusion is being asked to dance." -Verna Myers

"How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving and tolerant of the weak and strong. Because someday in your life you will have been all of these." - George Washington Carver

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HOW WILL THIS COURSE HELP YOU SUCCEED?

Educational Objectives

1. Beginning knowledge and understanding about the history, traditions, values, family systems, and customs and practices of major client groups served in South Florida including variables related to age, class, race, ethnicity, national origin, culture, disability, religion and spirituality, family structure, gender, sex, and sexual orientation. **(PBs 6, 9, 10, 11, 21, 22)**

2. A variety of verbal and non-verbal communication skills in response to direct and indirect communication styles of diverse clients. **(PBs 3, 4, 6, 20, 28)**

3. Interviewing techniques that reflect an understanding of the role of language in the client's culture. **(PBs 3,6, 20, 28)**

4. The ability to recognize and use the client's natural support systems in resolving problems. **(PBs 6, 7, 9, 10,19, 21, 22, 23, 24, 25)**

5. The ability to assess client systems and cultural norms and behaviors as strengths. **(PB 6, 7, 9, 10, 19, 21, 22, 23, 24, 25, 26)**

6. The ability to utilize the information gained from a culturally competent assessment into culturally appropriate intervention plans, involving clients and respecting their choices in developing goals for service. **(PBs 6, 7, 8, 9, 10, 21, 22,23, 24, 25, 26,)**

7. The ability to select and develop appropriate methods, skills and techniques attuned to their clients' cultural, bicultural, or marginal experiences in their environments. **(PBs 2, 5, 6, 7, 8, 9, 10, 11, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33)**

8. The ability to evaluate and assess techniques, research, and knowledge for work with diverse client groups. **(6, 9, 10, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 30, 31, 32, 33)**

9. The ability to identify, acknowledge, and evaluate their own beliefs, values, and attitudes in practice with diverse client populations. **(PBs 1, 2, 3, 4, 5, 7, 8, 20)**

10. The ability and willingness to develop awareness that cultural competence is ongoing, requiring continuous self-examination, exploration, and development. **(PBs 1, 2, 5, 7, 8)**

Global Learning Outcomes

1. Students will be able to demonstrate an understanding and knowledge of the issues related to social work and human diversity and its inter-connectedness through activities and assignments including class discussion of assigned readings. **(PB 6, 7, 9, 10, 11, 12, 16, 17, 18, 19, 22, 26, 31)**

2. Students will be able to develop a multi-perspective analysis of their own perspective on human diversity including personal values, feelings, and attitudes. **(PB 2, 3, 5, 7, 8,)**

3. Students will be able to demonstrate a willingness to address local, global, international, and intercultural problems by taking action within the context of their own lives. **(PB 11, 12, 18, 27, 28)**

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CSWE Educational Policies and Practice Behaviors Related to Course Objectives, Learning Outcomes, and Assignments/Exams

The School of Social Work is fully accredited by the Council on Social Work Education (CSWE). Required courses in the curriculum must be compliant with CSWE'S Education Policies and Accreditation Standards (EPAS). Each course objective, learning outcome, and assignment/examination must be linked to educational policies and specific practice behaviors (PB). Each PB will be assessed in this course to ensure you are achieving competency. The complete EPAS can be found in your student handbook.

CSWE CORE COMPETENCIES	PRACTICE BEHAVIOR	EDUCATIONAL OBJECTIVE	ASSIGNMENT	DIMENSION
CC 1 – Demonstrate Ethical & Professional Behavior				
	1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to conduct.	9, 10	In-class assignments, Reflective E-Journal, Cultural Identity Paper	Skills Values Cognitive & Affective Processes
	2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	7, 9, 10 GL 2- Students will be able to develop a multi-perspective analysis of their own perspective on human diversity including personal values, feelings, and attitudes.	In-class assignments, Reflective E-Journal, Cultural Identity Paper	Skills Values Cognitive and Affective Processes
	3. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	2, 3, 9 GL 2- Students will be able to develop a multi-perspective analysis of their own perspective on human diversity including personal values, feelings, and attitudes.	All assignments	Skills
	4. Use technology ethically and appropriately to facilitate practice outcomes.	2, 9	All assignments	Skills Values

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	5. Use supervision and consultation to guide professional judgment and behavior.	7, 9, 10 GL 2- Students will be able to develop a multi-perspective analysis of their own perspective on human diversity including personal values, feelings, and attitudes.	All assignments	Skills Cognitive and Affective Processes
CC2 – Engage diversity and difference in practice				
	6. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	1, 2, 3, 4, 5, 6, 7, 8 GL 1- Students will be able to demonstrate an understanding and knowledge of the issues related to social work and human diversity and its inter-connectedness through activities and assignments including class discussion of assigned readings.	All assignments	Knowledge Skills Values
	7. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	4, 5, 6, 7, 9, 10 GL 1- Students will be able to demonstrate an understanding and knowledge of the issues related to social work and human diversity and its inter-connectedness through activities and assignments including class discussion of assigned readings., 2- Students will be able to develop a multi-perspective analysis of their own perspective on human diversity including personal values, feelings, and attitudes.	All assignments	Knowledge Skills Values
	8. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	6, 7, 9, 10 GL 2- Students will be able to develop a multi-perspective analysis of their own perspective on human diversity including personal values, feelings, and attitudes.	All assignments	Skills Values Cognitive and Affective Processes
	9. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	1, 4, 5, 6, 7, 8, GL 1- Students will be able to demonstrate an understanding and knowledge of the issues related to social work and human diversity and its inter-connectedness through activities and assignments including class discussion of assigned readings.	All assignments	Knowledge Values

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CC3 – Advance human rights and social, economic, and environmental justice				
	10. Understand the forms and mechanisms of oppression and discrimination.	1, 4, 5, 6, 7, 8 GL 1- Students will be able to demonstrate an understanding and knowledge of the issues related to social work and human diversity and its inter-connectedness through activities and assignments including class discussion of assigned readings.	All assignments	Knowledge Values
	11. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	1, 7 GL 1- Students will be able to demonstrate an understanding and knowledge of the issues related to social work and human diversity and its inter-connectedness through activities and assignments including class discussion of assigned readings., 3- Students will be able to demonstrate a willingness to address local, global, international, and intercultural problems by taking action within the context of their own lives.	In-class assignments, Social Justice and Action Project	Knowledge Skills Values
	12. Engage in practices that advance social, economic, and environmental justice.	8 GL GL 1- Students will be able to demonstrate an understanding and knowledge of the issues related to social work and human diversity and its inter-connectedness through activities and assignments including class discussion of assigned readings., 3- Students will be able to demonstrate a willingness to address local, global, international, and intercultural problems by taking action within the context of their own lives.	In-class assignments, Social Justice and Action Project	Skills Values
CC4 – Engage in research-informed practice and practice-informed research				

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	13. Use practice experience and theory to inform scientific inquiry and research.	8	Reflective E-Journal, Social Justice and Action Project	Knowledge Skills
	14. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	8	Reflective E-Journal, Social Justice and Action Project	Knowledge Skills
	15. Use and translate research evidence to inform and improve practice, policy, and service delivery.	8	Reflective E-Journal, Social Justice and Action Project	Knowledge Skills
CC5 – Engage in Policy Practice				
	16. Identify social policy at the local, state, and federal level that impacts well-being, service-delivery, and access to social services.	8	Social Justice and Action Project	Knowledge
	17. Assess how social welfare and economic policies impact the delivery of and access to social services.	7, 8	Social Justice and Action Project	Knowledge
	18. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	8 GL 1- Students will be able to demonstrate an understanding and knowledge of the issues related to social work and human diversity and its inter-connectedness through activities and assignments including class discussion of assigned readings., 3- Students will be able to demonstrate a willingness to address local, global, international, and intercultural problems by taking action within the context of their own lives.	Social Justice and Action Project	Knowledge Skills
CC6 – Engage with Individuals, Families, Groups, Organizations, and Communities				
	19. Apply knowledge of human behavior	4, 5, 7, 8	Reflective E-Journals,	Knowledge

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	and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	GL 1- Students will be able to demonstrate an understanding and knowledge of the issues related to social work and human diversity and its inter-connectedness through activities and assignments including class discussion of assigned readings.	Social Justice and Action Project	Skills
	20. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	2, 3, 7, 8, 9	In-Class Assignments, Reflective E-Journal, Social Justice and Action Paper	Skills Cognitive and Affective Processes
CC7 – Assess Individuals, Families, Groups, Organizations, and Communities				
	21. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	1, 4, 5, 6, 7, 8,	Reflective E-Journal, Social Work Justice and Action Project	Knowledge Skills
	22. 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.	1, 4, 5, 6, 7, 8 GL 1- Students will be able to demonstrate an understanding and knowledge of the issues related to social work and human diversity and its inter-connectedness through activities and assignments including class discussion of assigned readings.	Reflective E-Journal, Social Work Justice and Action Project	Knowledge Skills
	23. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	4, 5, 6, 7	Reflective E-Journal, Social Work Justice and Action Project	Knowledge Skills Values
	24. Select appropriate intervention strategies based on the	4, 5, 6, 7, 8	Reflective E-Journal, Social Work Justice	Knowledge Skills

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	assessment, research knowledge, and values and preferences of clients and constituencies.		and Action Project	Values
CC8 – Intervene with Individuals, Families, Groups, Organizations, and Communities				
	25. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	4, 5, 6, 7	Reflective E-Journal, Social Work Justice and Action Project	Knowledge Skills
	26. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	5, 6, 7, GL 1- Students will be able to demonstrate an understanding and knowledge of the issues related to social work and human diversity and its inter-connectedness through activities and assignments including class discussion of assigned readings.	Reflective E-Journal, Social Work Justice and Action Project	Knowledge Skills
	27. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	7 GL 1- Students will be able to demonstrate an understanding and knowledge of the issues related to social work and human diversity and its inter-connectedness through activities and assignments including class discussion of assigned readings.	In-class assignments, Reflective E-Journal, Social Work Justice and Action Project	Skills
	28. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	2, 7 GL 3- Students will be able to demonstrate a willingness to address local, global, international, and intercultural problems by taking action within the context of their own lives.	In-class assignments, Reflective E-Journal, Social Work Justice and Action Project	Skills Values
	29. Facilitate effective transitions and endings that advance mutually agreed-on goals.	7	In-class assignments, Reflective E-Journals	Skills
CC9 – Evaluate Practice with Individuals,				

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Families, Groups, Organizations, and Communities				
	30. Select and use appropriate methods for evaluation of outcomes.	7, 8	In-class assignments, Reflective E-Journal, Social Work Justice and Action Project	Skills
	31. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	7, 8	In-class assignments, Reflective E-Journal, Social Work Justice and Action Project	Knowledge Skills
	32. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.	8 GL 1- Students will be able to demonstrate an understanding and knowledge of the issues related to social justice and human diversity and its inter-connectedness through activities and assignments including class discussion of assigned readings.	In-class assignments	Knowledge Skills
	33. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	7, 8	In-class assignments	Skills

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HOW WILL YOU SUCCEED IN THIS COURSE?

Participate. Be present and engaged. You are expected to actively participate in the course and classroom. I want to hear your voice. Don't shortchange any of us by coming to class without preparing or by sitting silently while the class is engaged in discussion. We all have something to learn by sharing with, and listening to, each other. We are resources in each other's learning process.

Communicate. I am committed to your learning about social justice, diversity, and cultural humility (https://culturallyconnected.ca/cultural-humility/) in generalist social work practice. I have an open-door policy in addition to class and office hours. I make every effort to return all e-mails within 24 hours. You should let me know what ideas and topics are challenging to you and how you are doing in the class. I am also open to constructive feedback about the class materials and my teaching. It is best practice to keep me informed if you are experiencing any difficulties that may affect your ability to participate in class and to communicate with me regarding attendance in class in a timely manner. It is also best practice to use your professional skills in all communication with me, including

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in person, by e-mail, and over the phone.

Take risks. You will be acknowledged for going out on a limb and sharing your experiences, thoughts, feelings, and ideas. It is best practice to take a minute to think critically about what you share and how it contributes to the class topic and discussion. Aim to be original in your thoughts and to practice vulnerability with boundaries when you share with the class.

Practice Self-Awareness. This is part of your learning process and your self-care equally. You will hear stories and read things that may affect you in this class. It is important to check-in with yourself and reach out for support if needed. It is also important to recognize that what you say and do impacts others, and that we are accountable to each other as part of this learning community.

As social workers we don't always get the answers we need to feel closure. Participating in this course may bring up some feelings that may not disappear by the end of this course. Your self-reflection and self-awareness will be key to guide your experience in this course. (Segu, 2019)

Have fun. One of the most important ways to take care of yourself is to maintain a sense of humor. The course will cover serious material but there will be space to laugh.

OUR CLASSROOM COMMUNITY

We strive to create an inclusive and respectful space in this course. Here are some helpful tips we can follow to make this aspiration a reality:

Be mindful of our wonderful diversity: Speak at a slower pace to help reduce language barriers. Accommodate people with different physical disabilities. Be aware of your privilege and share the verbal space. Recognize and appreciate different points of view. Engage in respectful discourse, even when you may not agree with what is being said.

Listen well and be open-minded: We come to this course at different points in our journeys. Be willing to learn- and to teach- with compassion, humility, and patience. When someone makes a mistake, strive to be forthright, forgiving, and open rather than defensive.

Engage rather than avoid: Our commonalities and our differences are an asset. Rather than avoid difficult conversations, engage in them. Remember the power of using "I" statements and sharing stories from your own life experience.

Allow people to self-identify: If you're unsure how someone wants to be identified, simply ask them rather than make assumptions based on appearance. You can ask, "How do you identify?" or "What gender pronoun/racial identifier do you prefer?" "People of color" or "queer" can be positive unifying terms, but people may still prefer their specific and chosen identities to be named. No term works for everyone, and language and meaning are continually changing.

Here are a few of the linguistic habits we will cultivate in this course:

People of color: We use "people of color" versus minority. Minority is a loaded word that has different meanings to different people. People of color is a politicized term of self-identification. It has a long, rich history in building solidarity in communities, and we value its ability to speak to the lived experiences of groups of people who are most disenfranchised.

Black, Indigenous and People of Color (BIPOC): We will use BIPOC too. "We use the term BIPOC to

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highlight the unique relationship to whiteness that Indigenous and Black (African Americans) people have, which shapes the experiences of and relationship to white supremacy for all people of color within a U.S. context." https://www.thebipocproject.org/

We use both ***Black and African-American***, and we use ***Indigenous*** as well as both ***American Indian*** and ***Native American***. Also please note that ***South Asians*** (from India, Pakistan, Bangladesh, and Sri Lanka) are often confused with ***South East Asians*** (from Cambodia, Vietnam, Laos, and Thailand).

Latinx: Gender neutral term to refer to people with heritage that ties to Latin America.

LGBT: Lesbian, Gay, Bisexual, and Transgender, and sometimes we also use queer. The word transgender does not have "ed" at the end.

The i-word. The word "illegal" dehumanizes immigrants by turning their immigration status into a permanent status, even though the word itself is flawed in terms of accuracy. ""You, who are so-called illegal aliens, must know that no human being is illegal. That is a contradiction in terms." Elie Wiesel

**Tips and linguistic habits borrowed and adapted from Race Forward: Facing Race (2018).

REQUIRED READINGS (AVAILABLE THROUGH FIU LIBRARY AND/OR CANVAS COURSE PAGE)

Weekly readings and materials can be found in Modules on Canvas Course Page.

INSTRUCTIONAL STRATEGIES

This course will provide an overview of diversity issues in relation to working with a client system(s). Class discussions, activities, and media resources will be used. Students are expected to come to class prepared to participate. **Being prepared** means that you will come to class having read the assigned readings and that you will keep all distractions to a minimum so that you can engage in class discussions and activities.

You will complete assignments during class that require you to reflect upon or apply the knowledge from the assigned readings and class discussions. These take the form of applied exercises and brief writing assignments to enhance your active learning. **Active learning opportunities** will enhance your critical thinking about issues related to diversity and working with clients. In addition, if you can **demonstrate engagement** in discussions about the reading there will be minimal need for lecture.

RESOURCES FOR ADDITIONAL ASSISTANCE

FIU Center for Excellence in Writing (GL 125, 305-348-6634). The CEW can help you brainstorm, draft, revise, or polish your written work.

FIU University Learning Center (GL 120). The ULC can assist you with reading skills, study techniques, and grammar.

Visit Grammarly for virtual help with grammar.

Using the APA Format in assignments: Purdue OWL AND/OR APA Style

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For practicing self-care:

If you are experiencing stress, depression, anxiety, grief, or trauma and need to speak to someone visit FIU Counseling and Psychological Services (305-348-2277).

Visit the Student Health Center's Healthy Living Program for free chair massages, nutrition counseling, and stress management. Other services are provided for a reduced fee (305-348-2401, press 5).

EXPECTATIONS FOR ACADEMIC CONDUCT

1. One of the ways you earn **participation** points is by attending class. You are expected to attend each class, arrive on time and remain in class until the completion of the class period. Please see Participation and Professional Behavior Rubric for more details on attendance.

2. **Assignments** are due at the beginning of class on the date specified in the course outline. Unless approved in advance by the instructor, grades will be lowered by 2 points for each day an assignment is late up until one week after the original due date. After one week the maximum score possible will be capped at 80%, with additional grading based on rubric scoring criteria.

3. No extensions for assignments are permitted without medical or legal documentation that specifically states why/how your situation hindered you from completing your work by the due date. The documentation must have the date you were seen by the professional and the contact information, license number, and signature of the medical or legal professional.

4. Students are expected to present their own work for assessment of learning. **Integrity** is serious business in academia and the social work profession. Evidence of cheating or plagiarism (including plagiarizing yourself) will result in disciplinary action in accordance with University policies. **Consequences** for academic misconduct in this course may include reporting to the University Academic Misconduct procedures and sanctions, as outlined in the Student Handbook, and failure in this course.

5. An incomplete grade is possible only if you have completed, with passing grades, at least 60 percent of the assignments for the class. Receipt of an incomplete can be given only with a negotiated contract between the professor and student, in advance of the last week of class. Incompletes are given only for medical or serious personal/family problems that can be documented.

6. Let's talk about **professional courtesy**. My expectation is that we will be present in body and mind when we are in class together. I understand that our connection to technology is important, especially to our cell phones. I will take responsibility for ensuring that the course is relevant and active in order to make it engaging. I expect that during class you will take responsibility for using your phones in emergency situations, and that if you have your laptop/tablets on your desk that you are doing something for class. I also ask that you refrain from packing up your belongings until we have completed class for the day.

   Professional responsibility and ethical behavior are central principles of being a social work student and in the social work profession. These standards are outlined in detail in the *FIU Catalog, FIU Student Handbook, School of Social Work BSSW Handbook,* the *School of Social Work Field Manual and* the NASW Code of Ethics.

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ACCOMMODATIONS

If you need accommodations, you have a right to have these needs met. Please visit the FIU Disability Resource Center for assistance and resources and notify me as soon as possible. You can reach the DRC at 305.348.3532. Their office is located in GC 190.

HOW WILL WE ASSESS YOUR PROGRESS IN THIS COURSE?

Participation & Professional Behaviors	10 %
Reflective E-Journal & Presentation	40 %
Cultural Identity Paper	25 %
Social Justice and Action Group Project	25 %
Total	**100 %**

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*Rubrics for assignments will be posted on Canvas. Please check Canvas regularly for course information, updates, etc.
*All required, written coursework will be submitted using TurnItIn. Some assignments will also be turned in as a hard copy to me. This will be identified on the assignment page on Canvas.

Please add the language below to all required, written coursework that you submit (at the bottom of the assignment).
I understand that as a social work student in FIU's School of Social Work, I am a member of an ethical community. By submitting this required coursework, I attest that I have followed the FIU School of Social Work Student Honor Pledge.

Participation, Attendance, and Professional Behaviors

Class participation means that students will actively participate in class discussions and activities on a weekly basis. Class participation means that I will know what your voice sounds like and hear your well-developed thoughts out loud. Class participation means that your behaviors will contribute to the creation of a brave space for ALL to share and feel comfortable doing so.

Reflective Journal & Presentation

Journal Content: The reflective journal is a tool for you to reflect on the readings, your own reactions to the course content and to engage in a personal dialog with me. Each entry is worth 5 points; 2.5 points for emotional processing/reflection on **the topic of the module** and 2.5 points for intellectual processing of some aspect of the required reading (must be an article or the text) **for that module**. I want evidence that you are engaging at an emotional and intellectual level. I welcome all sorts of responses and they will be kept confidential. This is a space for you to share what you may not feel comfortable sharing in class and I am only concerned with your engagement in the material. So if you strongly disagree with the readings or class discussions, bring it on! That will show me that you are engaged. Journal entries must be typed and can be organized any way you like.

Format and Submission: All entries must be submitted in a word document via Canvas before class on the day they are due. Each entry must be one full page in 12pt font. The format of the entry must include a header with your name and the name of the module.

There must be one entry corresponding to each learning module, with 8 entries altogether:
1) Conceptualizing Diversity & Social Justice (Week 2: 1/16)
2) Building Knowledge of Diversity & Social Justice in Social Work (Week 4: 1/30)
3) Self-awareness in Practice (Week 5: 2/6)
4) Major Forms of Systemic Oppression & Social Injustice: Racism, Colorism, Xenophobia (Week 7: 2/20)
5) Major Forms of Systemic Oppression & Social Injustice: Misogyny, Sexism, Homophobia, Transphobia (Week 9: 3/5)
6) Major Forms of Systemic Oppression & Social Injustice: Classism, Ageism, Ableism (Week 10: 3/12)
7) Engagement & Assessment with Culturally Diverse Clients (Week 12: 3/26)
8) Intervention with Culturally Diverse Clients, Communities, Organizations (Week 13: 4/2)

Questions to consider which may be helpful to your **emotionally processing** of the material may include:
· What have I learned that is different than what I knew before?

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· What connections can I make to prior class lectures, readings and discussions and the experiences I'm having in other classes?
· How does this relate to the work I want to do with clients, organizations, neighborhoods and communities?
· What is exciting for me about the reading?
· What is difficult for me in this class?
· How do I manage, express, cope with these feelings?

Presentation

As part of developing your professional skills around communicating self-awareness, critical thinking, and advocacy, each student will present a 10 minute in-class reflection. You may select one of the topics from the course journal entries and elaborate upon the following:

1). Which topic impacted you the most and why?
2). Highlight what learning was most meaningful to you about this topic.
3). How were your preconceived notions challenged?
4). Discuss any changes made in your thinking and/or behavior as a result of this new knowledge.
5). How has this shaped or deepened your understanding as an aspiring social worker?
6). What are your next steps in continued growth specific to this content area?

Creativity is always welcome. Allow your uniqueness to shine through in this assignment.

Cultural Identity Paper

This assignment is part of the Menu of Learning Products for the BSSW E-Portfolio. Please visit this link for more information: https://stempel.fiu.edu/wp-content/uploads/sites/75/2019/02/E-Portfolio-Guidelines-for-BSSW-Students.pdf

Students will write a 4 - 6-page paper describing your own cultural identity and how it will impact your practice as a social worker.

In this description include:

a. your personal experiences with race, gender, culture, religion, education, socio-economic status, family, sexuality, health care, community, and relationships;
b. the areas in which you have experienced privilege;
c. your experiences with intersectionality;
d. discuss your family of origin's values, norms, and beliefs, and the significance of economic, social, and political factors on those values, norms, and beliefs;
e. highlight the similarities and differences between your family of origin's perspective and your own perspective, and;
f. discuss how your cultural identity will impact your work as a social worker.

Social Justice and Action Project

As social workers, examining issues of diversity requires that we also think critically about issues of oppression, marginalization, and social justice. This assignment is an opportunity to explore a current social justice issue that affects the communities in which you will work as a social worker, and to explore ways that you can contribute to advocacy efforts as a social worker. You will focus on an episode of the podcast Doin' the Work (https://dointhework.podbean.com/) that is most interesting to you.

Students will listen to the podcast, research the topic discussed in the episode and engage in

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reflection about the topic. The written assignment will contain the following:

a. Discuss the episode of the podcast that is most interesting to you
b. Research the history of the issue, including the following information about the identified group:
    - History of treatment of identified group as it relates to health, legal system, politics, economics, education, and oppression.
    - Commonly held beliefs and stereotypes about the identified group.
c. Research and discuss current social action campaigns and/or groups advocating on behalf of the identified group, and how they developed (at least two aside from the professional and/or group from the podcast);
d. Discuss the role that social workers play/can play in advocating on behalf of the identified group;
e. Reflect on how the knowledge you acquired throughout the process will impact your social work practice

Students will be expected to cite all resources in APA format.

COURSE GRADING POLICY

Final grades will be determined according to the Florida International University grading system, which is as follows:

GRADE		GRADE		GRADE	
A (4.00)	93-100	B- (2.67)	80-82	F (0.00)	<60
A- (3.67)	90-92	C+ (2.33)	77-79		
B+ (3.33)	87-89	C (2.00)	70-76		
B (3.00)	83-86	D (1.00)	60-69		

Students must read the expectations for each assignment carefully and are accountable to those expectations. Students must ask for clarification early enough to complete the assignment properly and on time.

FIU'S CODE OF ACADEMIC INTEGRITY

"Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook."

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COURSE SCHEDULE AND OUTLINE

Class	Topic	Readings & Assignments
MODULE ONE	**INTRODUCTION TO DIVERSITY & SOCIAL JUSTICE**	
Week 1	Welcome & Overview of Course: Significance, Framework, & Approach	-Fisher-Borne, M. mmfishe2@ncsu. ed., Cain, J. M., & Martin, S. L. (2015). From Mastery to Accountability: Cultural Humility as an Alternative to Cultural Competence. Social Work Education, 34(2), 165–181.
Week 2	Conceptualizing Diversity & Social Justice • Theories that inform practice • NASW & NABSW Code of Ethics	Hook, Davis, D. D., Owen, J., & DeBlaere, C. (2017). Cultural humility : engaging diverse identities in therapy (First edition.). American Psychological Association. Sue, Rasheed, M. N., & Rasheed, J. M. (2016). Multicultural social work practice : a competency-based approach to diversity and social justice (Second edition.). Jossey-Bass. *E-journal due
Week 3	Building Knowledge of Diversity & Social Justice in Social Work • Concepts & definitions • Cultural Humility • Power & Privilege	Hook, Davis, D. D., Owen, J., & DeBlaere, C. (2017). Cultural humility : engaging diverse identities in therapy (First edition.). American Psychological Association. Sue, Rasheed, M. N., & Rasheed, J. M. (2016). Multicultural social work practice : a competency-based approach to diversity and social justice (Second edition.). Jossey-Bass.
Week 4	Building Knowledge of Diversity & Social Justice in Social Work • Concepts & definitions • Cultural Humility • Power & Privilege	Hook, Davis, D. D., Owen, J., & DeBlaere, C. (2017). Cultural humility : engaging diverse identities in therapy (First edition.). American Psychological Association. Sue, Rasheed, M. N., & Rasheed, J. M. (2016). Multicultural social work practice : a competency-based approach to diversity and social justice (Second edition.). Jossey-Bass. Davis, D. E., DeBlaere, C., Owen, J., Hook, J. N., Rivera, D. P.,

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		Choe, E., Van Tongeren, D. R., Worthington, E. L., & Placeres, V. (2018). The Multicultural Orientation Framework: A narrative review. *Psychotherapy*, *55*(1), 89–100. *E-journal due
Week 5	Self-awareness in Practice • Managing internalized racism, anti-blackness, colorism, microaggressions	Hook, Davis, D. D., Owen, J., & DeBlaere, C. (2017). Cultural humility : engaging diverse identities in therapy (First edition.). American Psychological Association. Sue, Rasheed, M. N., & Rasheed, J. M. (2016). Multicultural social work practice : a competency-based approach to diversity and social justice (Second edition.). Jossey-Bass. -Oluo, Ijeoma (2018) *So you want to talk about race*- Ijeoma Oluo- Chapter 1 *E-journal due
MODULE TWO	**THERE IS OPPRESSION, THERE IS RESILIENCE**	
Week 6	Individual & Group Identities & Development • Cultural Identity, Social Identity • Group membership	Hook, Davis, D. D., Owen, J., & DeBlaere, C. (2017). Cultural humility : engaging diverse identities in therapy (First edition.). American Psychological Association. Sue, Rasheed, M. N., & Rasheed, J. M. (2016). Multicultural social work practice : a competency-based approach to diversity and social justice (Second edition.). Jossey-Bass. *Cultural Identity Paper due
Week 7	Major Forms of Systemic Oppression & Social Injustice • Racism & colorism • Nationalism & xenophobia	Hook, Davis, D. D., Owen, J., & DeBlaere, C. (2017). Cultural humility : engaging diverse identities in therapy (First edition.). American Psychological Association. Sue, Rasheed, M. N., & Rasheed, J. M. (2016). Multicultural social work practice : a competency-based approach to diversity and social justice (Second edition.). Jossey-Bass. Maiter, S. (2009). Using an anti-racist framework for assessment and intervention in clinical

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		practice with families from diverse ethno-racial backgrounds. *Clinical Social Work Journal*, *37*(4), 267–276. *E-journal due
Week 8	**Spring Break: No Class** **-Practice self-care**	
Week 9	Major Forms of Systemic Oppression & Social Injustice • Misogyny, Sexism • Homophobia, Transphobia • Fat-phobia	Hook, Davis, D. D., Owen, J., & DeBlaere, C. (2017). Cultural humility : engaging diverse identities in therapy (First edition.). American Psychological Association. Sue, Rasheed, M. N., & Rasheed, J. M. (2016). Multicultural social work practice : a competency-based approach to diversity and social justice (Second edition.). Jossey-Bass. *E-journal due
Week 10	Major Forms of Systemic Oppression & Social Injustice • Classism • Ageism • Ableism	Hook, Davis, D. D., Owen, J., & DeBlaere, C. (2017). Cultural humility : engaging diverse identities in therapy (First edition.). American Psychological Association. Sue, Rasheed, M. N., & Rasheed, J. M. (2016). Multicultural social work practice : a competency-based approach to diversity and social justice (Second edition.). Jossey-Bass. *E-journal due
MODULE THREE	**PUTTING YOUR KNOWLEDGE INTO PROFESSIONAL PRACTICE WITH CLIENTS, IN COMMUNITIES, & IN SYSTEMS**	
Week 11	Engaging with Culturally Diverse Clients • Working through cultural barriers • Building trust and credibility	Hook, Davis, D. D., Owen, J., & DeBlaere, C. (2017). Cultural humility : engaging diverse identities in therapy (First edition.). American Psychological Association. Sue, Rasheed, M. N., & Rasheed, J. M. (2016). Multicultural social work practice : a competency-based approach to diversity and social justice (Second edition.). Jossey-Bass. *Social Justice Social Action Project due
Week 12	Assessment with Culturally Diverse Clients • Conducting culturally-responsive & strengths-based	Hook, Davis, D. D., Owen, J., & DeBlaere, C. (2017). Cultural

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	assessments & interviews	humility : engaging diverse identities in therapy (First edition.). American Psychological Association. Sue, Rasheed, M. N., & Rasheed, J. M. (2016). Multicultural social work practice : a competency-based approach to diversity and social justice (Second edition.). Jossey-Bass. *E-journal due
Week 13	Intervention with Culturally Diverse Individuals and Families • Evidence-based approaches	Hook, Davis, D. D., Owen, J., & DeBlaere, C. (2017). Cultural humility : engaging diverse identities in therapy (First edition.). American Psychological Association. Sue, Rasheed, M. N., & Rasheed, J. M. (2016). Multicultural social work practice : a competency-based approach to diversity and social justice (Second edition.). Jossey-Bass. *E-journal due
Week 14	Working in Communities, Organizations, & Systems • Anti-racist practice, inclusivity, leadership	Hook, Davis, D. D., Owen, J., & DeBlaere, C. (2017). Cultural humility : engaging diverse identities in therapy (First edition.). American Psychological Association. Sue, Rasheed, M. N., & Rasheed, J. M. (2016). Multicultural social work practice : a competency-based approach to diversity and social justice (Second edition.). Jossey-Bass.
MODULE FOUR	**REFLECTION & COMMITMENT**	
Week 15	Course Wrap-Up • Reflections on learning • Professional responsibilities & life-long learning	*Presentations

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