

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>10/10/22</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____	
Current Course Prefix and Number		Current Course Title
<i>Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add _____ Remove _____ Change General Education Requirements*** Add _____ Remove _____ <small>*See Definition of a Credit Hour.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.</small>		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).
Effective Term/Year for Changes:		Terminate course? Effective Term/Year for Termination:
Faculty Contact/Email/Phone		
Approved by Department Chair <u>Matthew Johnson, Ph.D., n.c.s.w.</u> College Curriculum Chair <u>Precious Skinner-Osei, Ph.D., MSW</u> College Dean <u>Neely Luna</u> UUPC Chair <u>Ethlyn Williams</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____		Date _____ <u>9/26/2023</u> <u>9/23/2022</u> <u>9/26/2022</u> <u>10/10/22</u> <u>10/10/22</u> _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

SOW 4346 Revised Catalog Description

This course is designed to provide students with knowledge, skills, and strategies required to promote social change from an agency and community level. In this course, students will explore the experiences of people from various backgrounds in terms of color, ethnicity, culture, national origin, class, gender, age, religion, physical or mental ability, gender identity and expression, and sexuality.

**PHYLLIS AND HARVEY SANDLER SCHOOL OF SOCIAL WORK
FLORIDA ATLANTIC UNIVERSITY
SOW4346 Section CRN XXXXX (3 Credit Hours)
Inclusive Social Work Practice**

Semester: Fall 2021

Start/End Date:

Instructor:

Phone:

Email:

Canvas: <http://canvas.fau.edu>

Classroom:

Class Times:

Office Hours:

Office Location:

Web: www.fau.edu/ssw

Standard Course Syllabus Policies

The material below provides information specific to this course. For policies that apply to students in all social work courses, please see <http://cdsi.fau.edu/ssw/wp-content/uploads/sites/11/standard-course-syllabus-policies.pdf>. This document provides important information related to grading, class attendance, academic integrity, expectations of professional behavior, online etiquette, social media, SafeWalk, Student Accessibility Services, discrimination or harassment, attendance, religious holidays, academic integrity, counseling, and additional student rights, responsibilities, and resources. This document is also available from the CANVAS course website (under the Syllabus heading).

BSW Program Mission

The mission of our BSW program is to educate competent and compassionate social workers for entry-level practice and as a foundation for further professional development and growth. Our graduates possess critical thinking skills and engage in evidence-based practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

Course Description

In social work practice, clients may experience differences in power based on group identities or affiliations. The simplest directive for inclusive practice is to minimize power hierarchies, by assisting to build the power of those who hold a marginalized identity or reduce unfair power. In social work, inclusive practice holds significant implications that practitioners must understand their own role in systems of power, lead conversations on inclusive practice and utilize social action. This course is designed to provide students with knowledge, skills, and strategies required to promote social change from an agency and community level. In this course, students will explore the experiences of people from various backgrounds in terms of color, ethnicity, culture, national origin, class, gender, age, religion, physical or mental ability, gender identity and expression, and sexuality. Students will have the opportunity to explore their own values, beliefs, cultures, and practice reflexivity. Students will learn how to employ an inclusive framework to address issues of discrimination, institutional racism and economic deprivation by starting within their own agencies and communities. Students will learn

how to identify power structures within programs and institutions, conduct community needs assessments, facilitate conversations, and manage reflexivity and teamwork as part of their social justice approach.

Relevance to Educational Program

This is a required course in the Certificate in Social Justice. Students will be applying the knowledge, skills, and values developed in the foundation core curriculum with multi-culturally diverse populations in micro, mezzo, and macro practice settings. This course is designed to prepare students for civic engagement and social action, whether they are acting in a personal or professional capacity. This course may be particularly useful for students who want to act as change agents in community or organizational settings.

Competencies and Educational Objectives

Upon successful completion of this course, students will be able to demonstrate mastery of the following competencies and objectives:

1. Delineate the philosophical bases of selected theories as they relate to understanding social conditions that create power imbalances and inequality
2. Discuss underlying assumptions about power, privilege, domination, stratification, structural inequality, and discrimination
3. Demonstrate knowledge of social identities and the diversity within identities, and how our multiple identities intersect to form complex selves.
4. Develop skills in leading conversations about power imbalances and inequality
5. Apply an inclusive framework to work with agencies and communities
6. Identify and discuss specific micro, mezzo, and macro strategies that promote economic and social justice for populations at risk
7. Promote leadership and service that advances equality, justice, and social change.
8. Develop methods for continuing a self-reflective process of recognizing bias, changing excluding behaviors, and working towards a more socially just society.

Teaching Methodologies:

The course objectives shall be accomplished through the instructor's provision of a stimulating schedule of reading, lectures, formal writing assignments, journaling, videos, and discussion. The professor will attempt to make the course accessible and relevant to everyone and will be asking the class for preferences in terms of learning style. That being said, in order to promote respect for difference of opinion, we will employ the following ground rules for honest exploration of sensitive issues:

1. We acknowledge that power imbalances exist
2. We acknowledge that while we cannot be blamed for misinformation we may have learned, we must take responsibility for repeating misinformation when we have learned otherwise
3. We will assume that people are doing the best they can
4. We will actively pursue information about our own groups and those of others, share it with classmates, and translate this knowledge into professional behavior.

5. We will not intentionally demean, devalue, or in any way “put down” people for their experiences, perceptions, questions, or comments.
6. We will respect the confidentiality of classroom discussions

Course Assignments and Grading:

All class assignments are due before the start of class for that day, post assignments to Canvas. Assignments are considered tardy after class begins and will incur a 5% penalty that day, and every day following.

Reflective Journaling (15%)

Students are encouraged to keep an informal journal throughout the semester to track and record reactions and thoughts. This will allow students to see recurring thought patterns in their own reflections and see personal growth through the semester. To maximize the benefit of this exercise, students should document what excites, upsets, puzzles, or disturbs them, and when in class discussion they feel defensive. Each class, students will be given 10-15 minutes time to reflect on the class discussion and note their thoughts. To encourage open writing, the weekly journals will not be collected, however each student will write a brief 2–3 page reflection paper at the end of the semester describing any patterns or reactions they found illuminating.

Professional Development Paper (30%)

Self-awareness and reflection are extremely important in social work practice. Students will identify a bias or prejudice they have held in their own life, identify its origins, and its relations to social work and strategies to overcome it. While this paper includes self-reflection, students should use 1-2 scholarly sources to identify how this bias/prejudice relates to social work and steps in addressing it in society. In particular, students should focus on strategies to overcome the bias/prejudice. Papers should be 3-4 pages in length. Please see Canvas for detailed description of the paper components.

Interview with an Advocate (15%)

Students will interview a leader or employee of an organization that advocates for or assists an oppressed or special needs population group. The student will write a brief paraphrased summary (3-4 pages) of the interview that includes information received and personal reflections on the experience. As part of the interview, students should explore specific strategies the leader or employees’ organizations takes to strive for social justice and advocacy.

Students become Teachers (20%)

As social workers and community leaders and advocates, it is important to become comfortable facilitating conversations on difficult issues. Students will work in small groups for this assignment, led by a MSW student. Each group will select 1 reading from the course schedule and prepare a 20-minute presentation for the class on that topic. This presentation should include a summary of the topic, describe its relevance to social work practice using one of the theories or frameworks discussed in the course, and how the topic impacts micro, mezzo, and macro social work practice. In addition to the

presentation, students will participate in facilitating a 15-minute class discussion following their presentation. See Canvas for further assignment description.

PhotoVoice Reflection (20%)

Images can be a powerful tool in provoking conversation and demonstrating power differentials. Each student will take pictures of things that symbolize their reflections and understandings of the course materials (e.g., printed ads they find concerning) and jot down what made them take the photo. Each week, students will break into small groups and explore their photos together and the issues they represent. At the end of the semester, each student will identify 8-10 photos they feel most represents their reflexive experience in the class and will present these photos in a brief presentation.

Your final grade will be calculated as follows:

<i>Weekly Journaling</i>	<i>15% or 15 points</i>
<i>Interview with an Advocate</i>	<i>15% or 15 points</i>
<i>Professional Development Paper</i>	<i>30% or 30 points</i>
<i>Students become Teachers</i>	<i>20% or 20 points</i>
<i>Photovoice Reflection</i>	<i>20% or 20 points</i>

The grading scale for this course is as follows:

94-100=A	80-83= B-	67-69= D+
90-93= A-	77-79= C+	64-66= D
87-89= B+	74-76= C	60-63= D-
84-86= B	70-73= C-	0-59= F

Policy on makeup tests, late work, and incompletes

Only the case study assignment and diversity presentation are eligible to be turned in late. Late assignments will have 5% deducted per day past the deadline. To clarify, an assignment turned in after the deadline will have a 5% penalty, and an assignment turned in the day after the due date will receive a 10% penalty.

Class Attendance and Participation

Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education’s requirements for professional behavior, *attendance for all classes is required*. More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class*. If a student misses more than 2 classes –

whether or not there is a documented, excused absence – the student may receive a substantial decrease in the final grade.

As per FAU policy, if you are not present for the first day of class, you will need to withdraw from the course through the Registrar’s Office or you may be administratively withdrawn (<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php>). If you are unable to attend the first class of this course, you will not be allowed to add the course after the first class has taken place.

Textbooks and Course Readings

The textbook required for this course are:

Baines, D (2017). *Doing Anti-Oppressive Practice: Building Transformative, Politicized Social Work* (3rd Ed), Fernwood Publishing

This book is available at the campus bookstore.

Other course readings may be distributed in class or via CANVAS (see <http://canvas.fau.edu>). Please set notifications on CANVAS, including whether you want email notifications to go to your FAU email or another address (using FAU email is generally preferred). If you are experiencing problems logging onto MyFAU or CANVAS, please contact the helpdesk at 561.297.3999.

Course Outline and Reading Assignments

The following outline and readings may change as the course progresses, given student interests and needs. Please read the required readings prior to the class when we will be discussing them.

<i>Class</i>	<i>Topics</i>	<i>Readings / Due Dates / Tests</i>
Week 1	Welcome ☺	<ul style="list-style-type: none"> • Introductions • Review Syllabus • Reflexive interviews
Week 2	Roots, Theory & Tensions	<ul style="list-style-type: none"> • Baines Chapter 1
Week 3	Neoliberalism, Inequality, & Change	<ul style="list-style-type: none"> • Baines Chapter 2
Week 4	Child Welfare and Policing Black Families	<ul style="list-style-type: none"> • Baines Chapter 4 • <i>Students become Teachers</i> Group 1
Week 5	Bridging the Practice-Activism Divide: Advocacy, Organizing, & Social Movements	<ul style="list-style-type: none"> • Baines Chapter 5 • Interview with an Advocate due
Week 6	Soup Days & Decolonization: Indigenous Pathways to Inclusive Practice	<ul style="list-style-type: none"> • Baines Chapter 6 • <i>Students become Teachers</i> Group 2

Week 7	Welfare Rights & Inclusive Practice	<ul style="list-style-type: none"> • Baines Chapter 7 • <i>Students become Teachers Group 3</i>
Week 8	Lessons for Inclusive Community Organizing	<ul style="list-style-type: none"> • Baines Chapter 8 •
Week 9	Engaging in Inclusive Social Work Practice	<ul style="list-style-type: none"> • Baines Chapter 9 • Professional Development Paper due
Week 10	Doing Inclusive Organizational Change	<ul style="list-style-type: none"> • Baines Chapter 10
Week 11	Inclusive Social Work with Older Adults	<ul style="list-style-type: none"> • Baines Chapter 11 • <i>Students become Teachers Group 4</i>
Week 12	Pathologizing Distress: MH Services for “Newcomers/Immigrants”	<ul style="list-style-type: none"> • Baines Chapter 13 • <i>Students become Teachers Group 5</i>
Week 13	Radicalizing SW Practice and Education	<ul style="list-style-type: none"> • Baines Chapter 16
Week 14	Reflection as Resistance	<ul style="list-style-type: none"> • Baines Chapter 18 • Reflection Paper due
Week 15	Photovoice Presentations: Part 1	**Please note attendance is mandatory**
Week 16	Photovoice Presentations: Part 2	**Please note attendance is mandatory**

* In the event of a hurricane warning, see www.fau.edu for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

Student Accessibility Services

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity

and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Counseling and Psychological Services (CAPS)

Life as a university student can be challenging physically, mentally, financially, and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS). CAPS provides FAU students a range of services, including individual counseling, support meetings, and psychiatric services, all offered to help improve and maintain emotional well-being. See more information here.

Bibliography

- Amadasun, S., & Omorogiuwa, T.B.E. (2020), Applying anti-oppressive approach to social work practice in Africa: Reflections of Nigerian BSW students, *Journal of Humanities and Applied Social Sciences*, 2(3), 197-213.
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- Bornstein, D (2007). *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. Oxford University Press.
- Finn, J.L. (2016). Imagining social work and social justice. In *Just practice: A social justice approach to social work* (pp. 1-44). New York, NY: Oxford University Press.
- Freire, P. (1996). *Pedagogy of the Oppressed*. 20th Anniversary Edition. NY: Continuum Publishing
- Frye, M. (1983). *The politics of reality: Essays in feminist theory*. Crossing Press.
- Hafford-Letchfield, C., & Cocker, C (2014). *Rethinking anti-discriminatory and anti-oppressive theories for social work practice*. Red Globe Press
- Hulko, W., Brotman, S., Stern, L., & Ferrer, I. (2019). *Gerontological social work in action: Anti-Oppressive practice with older adults, their families, and communities*. Taylor and Francis.
- Kendi, I. X. (2019). *How to be an antiracist*. One world.
- Rank, M.T. (2005). *One Nation, Underprivileged: Why American poverty impacts us all*. New York, NY: Oxford Press.
- Reisch, M., & Garvin, C. (2016). Alternative concepts of justice. In *Social work and social justice: Concepts, challenges, and strategies* (pp. 26-72). New York, NY: Oxford University Press.
- Morgaine, K., & Capous-Desyllas, M. (2014). *Anti-oppressive Social Work Practice: Putting Theory Into Action*. SAGE.
- Mullay, B (2010). *Challenging Oppression and Privilege*, 2nd Ed, Oxford University Press
- Rothenberg, P. *Race, Class, and Gender in the United States: An Integrated Text* (11th Ed)

The instructor reserves the right to adjust this syllabus as necessary