

**MISSISSIPPI VALLEY STATE UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
FALL 2015-2016  
SW 307 ISSUES OF DIVERSITY & SOCIAL JUSTICE**

*This document does not constitute a contract with the University. It contains guidelines only.*

**Academic Term and Year:** Fall 2016

**Course Prefix and Number:** SW 307

**Course Title:** Issues of Diversity and Social Justice

**Days, Time and Location of class:** William Sutton Administration

**Professor:**

**Office Location:** Sutton Administration Building Suite 218

**Office Hours:**

**Office Phone Number:**

**Main Office Number** 662-254-3365

**Email Address:**

**Prerequisite:** None

**Required Technology Skills:** Required Technology Skills: Basic computer skills, working within Windows system environment, navigating the internet, and familiarity with E-mail

**CATALOG COURSE DESCRIPTION**

The study of diversity in America with emphasis on populations at-risk, oppressed populations, and social justice.

**COURSE DESCRIPTION**

Course instruction will foster the integration of ethics and values into the knowledge and skills used in micro level practice. The range of social systems emphasized in this course includes individuals, families and small groups, although environmental issues related to the problems

confronting these systems are incorporated into data collection, assessment and intervention activities. This course continues the emphasis of Social Work Practice I.

## **DEPARTMENT OF SOCIAL WORK/BSW PROGRAM MISSION**

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations at risk in rural areas. The Bachelor of Social Work (BSW) Program prepares students to apply the knowledge and skills of generalist social work practice with individuals, families, groups, organizations and communities. Through the curriculum, the program instills in students social work knowledge, values, and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta in which the University is located and committed to serve, as well as rural areas globally.

## **BSW PROGRAM GOALS**

1. Educate students for entry level social work positions for generalist practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity which incorporates the values and ethics of the profession.

## **COMPETENCIES**

**EPAS Competency: 2.1.1** Identify as a professional social worker and conduct oneself accordingly.

**EPAS Competency: 2.1.2** Apply social work ethical principles to guide professional practice.

**EPAS Competency: 2.1.3** Apply critical thinking to inform and communicate professional judgments.

**EPAS Competency: 2.1.4** Engage diversity and difference in practice.

**EPAS Competency: 2.1.5** Advance human rights and social and economic justice.

**EPAS Competency: 2.1.6** Engage in research-informed practice and practice-informed research.

**EPAS Competency: 2.1.7** Apply knowledge of human behavior and the social environment.

**EPAS Competency: 2.1.8** Engage in policy practice to advance social and economic well-being and to deliver effective social work practice.

**EPAS Competency: 2.1.9** Respond to contexts that shape practice.

**EPAS Competency: 2.1.10(a)–(d)** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Rural Competency: 2.1.11:** Use interventions that recognize the needs and strengths present in rural communities.

**Rural Competency: 2.1.12:** Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.

**EXPECTED PRACTICE BEHAVIORS**

Course Competencies	Course Practice Behaviors	Assessment of Practice Behaviors
<p><b>EPAS Competency: 2.1.1</b> Identify as a professional social worker and conduct oneself accordingly.</p>	<p>Gen 1.1 Advocate for client access to the services of social work.            Gen 1.2 Practice personal reflection and self-correction to assure continual professional development.            Gen 1.3 Attend to professional roles and boundaries.            Gen 1.4 Demonstrate professional demeanor in behavior, appearance, and communication.            Gen 1.5 Engage in career-long learning.            Gen 1.6 Use supervision and consultation.</p>	<p>Group analysis and development projects</p>
<p><b>EPAS Competency: 2.1.2</b> Apply social work ethical principles to guide professional practice.</p>	<p>Gen 2.1 Recognize and manage personal values in a way that allows professional values to guide practice.            Gen 2.2 Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International</p>	<p>Group process analysis</p>

	<p>Federation of Social Workers/ International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.</p> <p>Gen 2.3 Tolerate ambiguity in resolving ethical conflicts.</p> <p>Gen 2.4 Apply strategies of ethical reasoning to arrive at principled decisions.</p>	
<p><b>EPAS Competency:</b> <b>2.1.3</b> Apply critical thinking to inform and communicate professional judgments.</p>	<p>Gen 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</p> <p>Gen 3.2 Analyze models of assessment, prevention, intervention, and evaluation.</p> <p>Gen 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</p>	Paper assignments
<p><b>EPAS Competency:</b> <b>2.1.6</b> The students will perform research- informed practice and practice-informed research.</p>	<p>Gen 6.1 Use practice experience to inform scientific inquiry.</p> <p>Gen 6.2 Use research evidence to inform practice.</p>	Paper assignment and group development project.
<p><b>EPAS Competency:</b> <b>2.1.7</b> The students will apply knowledge of human behavior and the social environment.</p>	<p>Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.</p> <p>Gen 7.2 Critique and apply knowledge to understand person and environment.</p>	Group analysis assignment
<p><b>EPAS Competency:</b> <b>2.1.10(a)–(d)</b> (a) Engage, (b) assess, (c) intervene, and (d) evaluate with individuals, families, groups, organizations,</p>	<p>(a)Gen 10.1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</p> <p>Gen 10.2 Use empathy and</p>	Capstone Portfolio

<p>and communities</p>	<p>other interpersonal skills.  Gen 10.3 Develop a mutually agreed-on focus of work and desired outcomes.  (b) Gen 10.4 Collect, organize, and interpret client data.  Gen 10.5 Assess client strengths and limitations.  Gen 10.6 Develop mutually agreed-on intervention goals and objectives.  Gen 10.7 Select appropriate intervention strategies.  (c) Gen 10.8 Initiate actions to achieve organizational goals.  Gen 10.9 Implement prevention interventions that enhance client capacities.  Gen 10.10 Help clients resolve problems.  Gen 10.11 Negotiate, mediate, and advocate for clients.  Gen 10.12 Facilitate transitions and endings.  (d) Gen 10.13 Social workers critically analyze, monitor, and evaluate interventions.</p>	
<p><b>Rural Competency: 2.1.11</b>  The students will <b>use</b> interventions that recognize the needs and strengths present in rural communities</p>	<p>Gen 10.8 Initiate actions to achieve organizational goals.  Gen 10.9 Implement prevention interventions that enhance client capacities.  Gen 10.10 Help clients resolve problems.  Gen 10.11 Negotiate, mediate, and advocate for clients.  Gen 10.12 Facilitate transitions and endings.</p>	<p>Group analysis and development project</p>
<p><b>Rural Competency: 2.1.12</b>  The students will <b>coordinate</b> interventions with social workers, related professions,</p>	<p>Gen 9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide</p>	<p>Group analysis and development project</p>

leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients	relevant services.	
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## **COURSE REQUIREMENTS**

### **Required Textbooks:**

Feagin & Feagin. *Racial & Ethnic Relations*. (9<sup>th</sup> edition) *An Introduction to Group Work Practice*. (7<sup>th</sup> edition) Boston, MA: Pearson Education, Inc.

### **Supplemental Texts:**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (Latest ed.). Washington, DC: Author.

Beebe, L. (1993). *Professional writing for the human services* (Latest ed). Washington, D.C.: NASW Press.

### **Class Attendance Policy:**

Class attendance is required. Students are expected to attend all class sessions. If a class is missed, the student is still responsible for any announcements, handouts, or material presented in class.

### **Policy and Procedure on Cheating and Plagiarism:**

#### **Philosophy**

Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

#### **Responsibility**

Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an

atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

### **Definitions**

**Cheating** is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

**Plagiarism** is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

### **Academic Sanctions for Cheating or Plagiarism**

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of "0" or "F" for the work submitted, assigning an "F" for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair.

### **Make-up Examination Policy:**

It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

### **Teaching/Learning Strategies:**

Various teaching methods will be used to meet the course objectives and stimulate discussions in the class. Students are expected to participate in discussion and share their thoughts regarding issues being discussed. This class will be formatted in order to accommodate the use of videos, assigned readings and presentations as well as lecturing. guest speakers who are experienced in mental health assessment will present information to help students to understand the progression of mental illness and the cutting edge intervention to help those diagnosed with mental illness to live and maintain a healthier emotional being.

## Required Tasks/Activities:

- A. Class Attendance and Participation: In order for the class to discuss the readings, it is essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class. Students are expected to attend all classes. At the beginning of the semester each student is awarded 100 points for attendance. Each time a student misses a class they will lose 10 points for attendance. Each time a student comes late or leaves early he/she will lose 5 points.
- B. PowerPoint Presentations: The class will be divided into groups. Each group will be assigned chapters from the textbook. Groups are required to complete PowerPoint presentations about the content of their assigned chapters. PowerPoint presentations are worth 100 points each. *Each group member will be graded individually based upon the rubric provided for PowerPoint Presentations.* PowerPoint presentation should be presented to the class at their designated due date, failure to do so will result in the loss of a letter grade. Everyone in the class should receive an electronic copy of the presentation before midnight of the day of the in class presentation. The grade for the PowerPoint presentation will be *an individual grade. Failure to submit your PowerPoint assignment prior to the in class presentation will result in the loss of a letter grade.*
- C. Exams: Six exams will be given during the term. The exams will consist primarily of multiple choice and true/false questions, based on content presented in the required textbook chapters.
- D. Assignments: The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description in the syllabus or the in class handouts.
- E. Utilization of computer assisted instruction: This course is set up for computer enhanced instruction. As such, all power point, paper and extra credit assignments should be submitted electronically, by the designated due date and time. **The online introduction and picture should be submitted by 6:00 pm 8/27/16. Late submissions of this assignment will not be accepted. Submitted assignments must be clearly identified. (Your name, name of class, nature of the assignment & date of submission.)**

## Evaluation Procedures:

Homepage	50
Photo	50
Assignment 2	50
Assignment 3	50
Exam 1	100
Exam 2	100



Exam 3	100
Exam 4	100
Final Exam	100
Total	700

**Performance Standards:**

Grading Scale:

A	630 – 700
B	560 – 629
C	490 – 559
D	420 – 489
F	< – 419

**AMERICANS WITH DISABILITIES ACT: Services for Students with Disabilities (SSD)**

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or [billy.benson@mvsu.edu](mailto:billy.benson@mvsu.edu).

**COURSE ACTIVITIES**

<b>Week One</b>	Each student should write a single spaced, one page personal introduction. In this introduction the student will discuss such things as their professional goals and aspirations. Students should also share their views about issues of diversity on a local, state & national level. Each student should also submit a clear, approximately 4X6 photo	Class Discussion - Course overview review of syllabus, text and completion and submission of home page and photo.
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	(head & shoulders) of self. <b>100 points for the two submissions. Due 8/27/16 by 6 pm.</b>	
<b>Week Two</b>	Chapter 8 of text. After reading chapter 8 of the text students should go to the library and review a copy of Social Work Speaks, the Social Work Dictionary and the Encyclopedia of Social Work. Students should read the code of ethic for both NABSW & NASW.	Class Discussion - Values and ethics in Social Work. Professional Codes of Ethics.
<b>Week Three</b>	Readings: Chapter 14 of text. <b>Assignment 1.</b> There has been a lot of chatter in the news media about Immigration and what should be done about unaccompanied youth who enter this country illegally. Find an online article or news report related to this topic. Read the article and then use your critical thinking skills to evaluate the article. Write a one page single space paper sharing your views. Submit both the article and your views. <b><i>This assignment is worth 50 points, and is due 8 am 9/3/16.</i></b>	Class Discussion - Social Work Practice with Immigrants, Refugees, and Unaccompanied Minors.
<b>Week Four</b>	Readings: Chapter 15 of the text. <b>Exam 1, chapters 8 &amp; 14, due 9/8/16. This exam is worth up to 100 points.</b>	Class Discussion - Social Work Becoming a Global Profession  Exam
<b>Week Five</b>	Readings: Chapter 16 of text.	Class Discussion - Social Work practice with Women
<b>Week Six</b>	Readings: Chapter 17 of text. Find and submit three articles discussing LGBT issues, with at least one of the articles discussing LGBT issues in rural settings. <b>Exam 2, chapters 16 &amp; 17.</b>	Class Discussion - Social Work Practice with Lesbian, Gay, and Bisexual People.
<b>Week Seven</b>	Readings: Chapter 18 of text.	Class Discussion - Social Work Practiced with Children & Youth

<b>Week Eight</b>	Readings: Chapter 19 text. Look for articles about Elderly Gays, Lesbians and LGBT's, especially in rural settings. Write a one page, single spaced paper discussing the challenges of being old and LGBT. Support your views with articles you have read. Be sure to cite your sources correctly. <i><b>This assignment is worth 50 points and is due 10/15/16 by 6 pm.</b></i>	Class Discussion - Social Work Practice with Older Adults
<b>Week Nine</b>	Readings: Chapter 20 of text	Class Discussion - Social Work Practice with People with Disabilities
<b>Week Ten</b>	Readings: Chapter 21 of text	Class Discussion - Social Work Practice with Muslims in the United States.
<b>Week Eleven</b>	<b>Exam 3, chapters 18, 19, &amp; 20. This exam is worth 100 points.</b>	Exam
<b>Week Twelve</b>	Readings: Chapter 22 of text	Class Discussion - Social Work Practice with Asian Americans
<b>Week Thirteen</b>	Readings: Chapter 23 of text. <b>Exam 4 Chapters 21, 22, &amp; 23.</b>	Class Discussion - Social Work Practice with Indigenous Peoples and Tribal Communities  Exam
<b>Week Fourteen</b>	<b>Break</b>	
<b>Week Fifteen</b>	Chapters 24 & 25 of text	Class Discussion - Social Work Practice with Mexican Americans and Puerto Ricans Social Work Practice with African Americans.
<b>Week Sixteen</b> Final Examination	<b>Final Exam: Chapters 24 &amp; 25.</b>	Exam

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