



Social Work 365 Social Work Practice with Diverse Populations

Fall 2023

Wednesdays, 1:00-2:50pm
Science Building (SCI) D114

Instructor: Margaret Kubek, MSW, MS

Office Location: Sciences Building, B341

Student Time: Wednesdays: 12-12:45 and 3-4pm or by appointment

Email: mkubek@uwsp.edu

Course Description

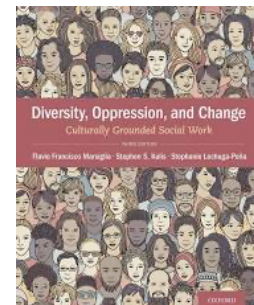
Social workers often work with, and advocate for, culturally diverse populations with an approach infused with cultural humility. This course examines various cultural groups' access and barriers to opportunities and institutions to better understand the discrimination, oppression, marginalization, erasure, and devaluation based on social group memberships (e.g., race/ethnicity, social class, religion/fait/spirituality and world view, age, gender/identity, sexual orientation, immigration and refugee status, and ability). This course will explore social justice issues related to diversity using an anti-racist framework.



Course Materials

The following text is required for this class:

Marsiglia, F. F., Kulis, S. S., and Lechuga-Peña S. (2021). Diversity, oppression, and change: culturally grounded social work. Oxford University Press



Additional multi-media is posted to Canvas.

Course Objectives

Students who successfully complete this course will be able to:

1. Identify various types of diversity as it relates to social work practice, values, and ethics.
2. Approach social work practice with cultural humility.
3. Examine the theoretical foundations of oppression, diversity, racism, and resilience.
4. Apply anti-racist and anti-oppressive social work frameworks at the individual, family, group, organizational, community, research, and policy levels.
5. Investigate the foundation for culturally grounded social work practice, including traditional and indigenous healing modalities.
6. Examine the concept of intersectionality in self and diverse populations.
7. Distinguish personal values and ethics which influence the delivery of social work practice to diverse populations.

Social Work Core Competencies

Graduates of accredited social work programs should demonstrate competency in the nine areas listed below, as defined by the Council on Social Work Education (CSWE). As articulated by CSWE, "Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being" (2022 EPAS). This course addresses many of these areas of competency as indicated under "course objectives" above.

1. Demonstrate Ethical and Professional Behavior

2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice.
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Research-Informed Practice and Practice-Informed Research
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Course Requirements	Points
1. Attendance & Participation	65
2. Weekly question	120
3. Cultural Identity Paper	85
4. Anti-racism and Diversity Project 4 Essays @ 40 points each	160
5. Anti-racism Infographic	<u>70</u>
	500

Grading Scale		<u>Percent</u>
A	=	94-100
A-	=	91-93
B+	=	88-90
B	=	84-87
B-	=	81-83
C+	=	78-80
C	=	74-77
C-	=	71-73
D+	=	68-70
D	=	60-67
F	=	59 and below

Course Format

The course format will include small and large group discussion, lecture, multi-media, and activities. For the asynchronous portion of the course (30%), you will watch documentaries related to content and readings and have space to develop your weekly question.

PROFESSIONAL BEHAVIOR AND CLASSROOM POLICIES

Social Work Program Academic and Professional Expectations

The Social Work Program at UWSP takes seriously the responsibility to prepare and graduate generalist social work practitioners who demonstrate a strong commitment to the six core values of the social work profession. Students will be held accountable to demonstrate positive academic and professional behaviors in all aspects of our program. Failure to meet expectations may result in further action, such as a developing a plan for improvement or delaying participation in social work field.

SOCIAL WORK CORE VALUE	Students Demonstrate Values when they:
DIGNITY AND WORTH OF THE PERSON	<ul style="list-style-type: none"> • Use basic courtesy in interactions with others • Refrain from behaviors that interfere with the learning process • Speak and behave in ways that show respect for persons with individual differences or members of diverse communities
IMPORTANCE OF HUMAN RELATIONSHIPS	<ul style="list-style-type: none"> • Develop and maintain positive working relationships with others • Demonstrate respect for others • Engage in effective communication • Accept responsibility for own behavior • Use appropriate problem-solving and conflict resolution skills
INTEGRITY	<ul style="list-style-type: none"> • Complete their own work • Maintain academic and professional honesty in all interactions
COMPETENCE	<ul style="list-style-type: none"> • Attend classes and meetings on time

	<ul style="list-style-type: none"> • Remain attentive in class and meetings • Participate in academic and professional learning activities • Read all assigned materials • Produce quality work • Submit work on time • Prepare for meetings, presentations, and exams • Respectfully give and receive feedback
SERVICE	<ul style="list-style-type: none"> • Engage in learning opportunities to strengthen professional development • Actively participate in service opportunities on campus and in the community
SOCIAL JUSTICE	<ul style="list-style-type: none"> • Recognize that discrimination and oppression exist • Acknowledge their own bias and privilege • Advocate for social, economic, and environmental change • Listen to and honor the voices of others

COMMITMENT TO STUDENT WELLNESS

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success.

The last few years have been a stressful time for us all due to the lingering effects of the pandemic. In addition, you may be experiencing a range of other issues that can create barriers to learning, such as tense relationships, anxiety, alcohol/drug issues, feeling down, difficulty concentrating, or lack of motivation. These mental health concerns or stressful events may lead to weakened academic performance or a decreased ability to participate in daily life. UWSP is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, please be aware that services are available.

You can learn more about the broad range of confidential mental health services available on campus here: https://www3.uwsp.edu/counseling/Pages/default.aspx?gclid=Cj0KCCQjw3JanBhCPARIsAJpXTx5C5xE0P51z-IDP9ezUMZjVU8P-tEvUdbYTLDjrMJB4Ho2O1L3Wt6MaAptmEALw_wcB

For physical health concerns, please see information here: <https://www3.uwsp.edu/stuhealth/Pages/default.aspx>

As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Best Practices for Course Learning

Learning how to learn effectively is a skill unto itself! To get the most out of our course learning experience, I recommend the following:

- Attend class; this is truly the best way to increase your knowledge and learning.
- Take notes on what you read, either directly in the book or somewhere else, and jot down all of the questions you have.
- Test yourself on what you have read by trying to summarize key points without looking back at the text.
- Ask questions! During class, in office hours, and asynchronously over email or Canvas. I welcome all questions and will address them individually with you, or collectively during class or via a Canvas announcement.

Review these [Online Learning Resources](#) from UWSP's Tutoring and Learning Center (TLC).

What is Student Time?

This is an opportunity for us to meet one-on-one or in small groups to discuss assignments, attendance, concepts covered in the textbook or mini-lectures, future career goals, etc. I enjoy meeting with students one-on-one so please take advantage of this time. My office hours are Wednesdays: 12-12:45 and 3-4pm, or by appointment.

Attendance and Class Participation

You are expected to **attend class sessions** and **read all assignments** before the class for which they are assigned. It is important that you **attend every class session** due to the way the course is structured.

Our classes will be highly interactive. I may lecture for about 15-20 minutes throughout class, but it will be predominantly discussion based. This will be a space for us to dig into ethical issues to further our understanding of ethical dilemmas and case studies.

Different students have different learning styles; as such, I take an inclusive view of participation which includes verbal and non-verbal participation, active engagement with all required texts and materials, and participation in small and large group discussions. Participation is more than asking a question or making a comment in the large group discussion. Participation is actively completing in-class assignments, engaging with your peers in group work, and cooperating in creating a supportive, respectful environment.

Late assignments

You are expected to complete course work by the date that it is due. You are responsible for contacting me to negotiate for an alternate due date; you must do this **BEFORE THE DUE DATE**. Please be aware that I do not check email consistently on the weekends; as such, if you want to request an extension you will want to send that request prior to Friday at 4pm. Requesting an extension does not automatically mean that you will receive one. **No assignments will be accepted if they are turned in more than two weeks past the due date.**

With all of this in mind, please note that I am flexible and understanding of people's situations that might prevent an assignment from being turned in on time. Please keep the lines of communication with me open!

Workload Expectation

This class is mostly in-person learning (70%) but does contain an asynchronous learning component. Our in-person learning will occur every week on Wednesday; for the asynchronous portion of the course, you will watch documentaries related to readings and course content and develop your weekly question. Be sure to watch all assigned documentaries as we will discuss them in class.

Expect to spend approximately 6+ hours per week on this course:

2 hours = class time

1 hour = time to watch assigned documentaries and craft your weekly question

3+ hours = reading, major assignments

Professional Communication

Please use professional writing skills when communicating with me by email. Professional communication via email includes: an email with a greeting and closing, spell check, and grammar review. Students who send emails that are received between 8 AM and 4:00 PM, Monday through Friday, can expect a response by the close of the following business day; *if you do not receive a response from me after 48 hours, please resend the email*. Please keep in mind that I rarely check emails after 4:00 PM on weekdays or over the weekend.

If you would like to chat in Zoom or in person, you may send me an email to set that up. However, if your question is related to a more general matter, consider asking it during class so that all may benefit. I welcome the opportunity to meet with students via Zoom, cell, or email to discuss assignments and/or course content.

Civility and Respect for Diversity

To have meaningful, rich, and substantive dialogue in our small and large group discussions, please keep the following in mind:

- Keep an open mind with respect to others' opinions. We want a robust dialogue which can only be fostered and achieved if a minority viewpoint can be expressed without hesitancy.
- Effective discussions often involve some risk taking. I strive to make the classroom a safe place to practice this kind of risk taking; you are expected to assist in attaining this goal.
- Demonstration of ethical behavior is expected in all aspects of academic performance. Professional/ethical behavior is expected during class and in the completion of assignments. Social workers and human service professionals work with vulnerable populations who must be able to depend on the ethical standards of behavior from the professionals from whom they seek assistance.

There is an expectation that everyone will do their best to use non-sexist, non-racist, gender-neutral, and non-stigmatizing language during discussions and in written work. Some useful guidelines for accomplishing this include:

- When referring to ethnic and racial groups, use the language that is presently acceptable to that group. (you may have to do some research, or connect with me, to achieve this.)
- When referring to people who have intellectual / cognitive and / or emotional challenges, individuals who are homeless, individuals experiencing poverty, etc., present this in a way that does not stigmatize them. Avoid using terms like "the mentally ill", "the disabled", "illegal aliens" or "the homeless". Instead use person-centered language, such as "individuals experiencing mental illness", "people with disabilities", undocumented immigrant or worker, etc. The use of person-centered language is a hallmark of the social work profession.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu.

I commit to doing my part as well by keeping myself informed on the most recent research and practices that best support inclusive learning. I last completed UWSP's Safe Zone training in Spring, 2020.

Confidentiality

The classroom is a safe place for learning, inquiring, and expression; as such, there will be a professional standard of confidentiality maintained in the classroom. Maintaining confidentiality is of utmost importance in the social work profession.

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Canvas you can:

- Connect with the [Tech Essentials Program](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
 - IT Service Desk Phone: 715-346-4357 (HELP)
 - IT Service Desk Email: techhelp@uwsp.edu

UNIVERSITY POLICIES AND PROCEDURES



First Nation Land Acknowledgement

We must recognize that the University of Wisconsin-Stevens Point occupies the lands of the Ho Chunk and Menomonee people. Please take a moment to acknowledge and honor this ancestral Ho Chunk and Menomonee land, and the sacred lands of all indigenous peoples.



This course will offer resources and learning experiences to enhance our understanding of the First Nation peoples' experiences in this country. I encourage you to explore this topic more deeply to examine your biases and increase your knowledge of the Native American community.

University Supports

The Dean of Students Office provides resources and referrals for students experiencing any personal issues or challenges: <https://www.uwsp.edu/dos/Pages/stu-personal.aspx>.

Rights and Responsibilities

For information on policies and resources associated with being a student at UWSP, please see the Student Handbook at: <https://www.uwsp.edu/dos/Pages/handbook.aspx>

Severe Weather

In the case of inclement weather, please check your email and Canvas announcements to determine if class will be held in-person or virtually. If the class is cancelled, you may receive instructions to complete a short alternate assignment to keep the content for that week fresh. Please view UWSP's information about severe weather here: <https://www.uwsp.edu/emergency/Pages/severe-weather.aspx>

Policy Related to Sexual Violence on the UWSP Campus

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. <https://www.uwsp.edu/titleix/Pages/default.aspx>

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability Resource Center \(DRC\)](#) to complete an Accommodations Request form.

Email: drc@uwsp.edu; Phone: 715-346-3365
108 Collins Classroom Center (CCC)
1801 4th Ave.
Stevens Point, WI 54481

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student; work integrity is also an expectation within the social work practice community. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a UW-Stevens Point student, it is essential to exhibit the highest level of personal honesty and respect for the

intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. Please see this document for guidance: <https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

Unless specifically mentioned in a course assignment, AI generated submissions, such as ChatGPT, are not permitted and will be treated as plagiarism.

Recording and Sharing Recorded Class Content

Lecture materials and recordings for UWSP classes are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

READING, ASSIGNMENTS, AND CLASS TOPICS

Please be aware that due dates and assignments may need to be changed; you will be made aware of any changes to the course schedule as soon as possible.

READING TIPS

To help you prepare for each class meeting, it is useful to consider each of these questions as you complete assigned readings:

- What are the main points of the reading?
- What points, if any, do you like, agree with, or find helpful in terms of understanding issues related to diversity, racism, oppression, and resilience? Why?
- What points, if any, do you dislike, disagree with, or find unhelpful? Why?
- Based on your personal experiences and other readings (academic and non-academic), what other perspectives on the issue might be out there?

I recommend taking handwritten notes while you are doing the readings. This article in Scientific American (06-03-14) suggests that handwritten notes help with learning and deepen understanding of a topic: [A Learning Secret: Don't Take Notes with a Laptop](#)

SEPTEMBER 6: Week 1 September 5 - 10

Introductions, syllabus, and course overview

Complete: Information Sheet during class

SEPTEMBER 13: Week 2 September 11 - 17

Culture

Cultural Diversity, Oppression, and Action

Content Focus: CSWE Competency 1, 2, and 3

Read: Chapters 1 and 2 by September 13th

Watch: *Urban Rez* (54 min) prior to class on September 13th

Submit: Weekly question related to chapters/documentary (if assigned) by Tuesday evening

SEPTEMBER 20: Week 3 September 18 - 24

The Intersectionality of Race and Ethnicity with Other Factors

Content Focus: CSWE Competency 2 and 3

Read: Chapter 3 by September 20th

Watch: *Crash* (1 hour, 52 minutes) prior to class on September 20th

Submit: Weekly question related to chapters/documentary (if assigned) by Tuesday evening

SEPTEMBER 27: Week 4 September 25 – October 1

Intersecting Social and Cultural Determinants of Health and Well-Being

Content Focus: CSWE Competency 2, 3, and 4

Read: Chapter 4 by September 27th

Submit: Weekly question related to chapters/documentary (if assigned) by Tuesday evening

Due: October 1, Cultural Identity Paper

OCTOBER 4: Week 5 October 2 - 8

Evolutionary and Structural Functionalist Classical Theories

Theoretical Perspectives on Diversity

Content Focus: CSWE Competency 2, 3, and 4

Read: Chapter 6

Recommended reading: Chapter 5

Submit: Weekly question related to chapters/documentary (if assigned) by Tuesday evening

OCTOBER 11: Week 6 October 9 - 15

Social Work Perspectives: Social Context, Consciousness, and Resiliency

Content Focus: CSWE Competency 2 and 3

Read: Chapter 7

Watch: *Crip Camp* (1 hour, 46 minutes) prior to class on October 11th

Submit: Weekly question related to chapters/documentary (if assigned) by Tuesday evening

OCTOBER 18: Week 7 October 16 - 22

The Formation and Legacies of Racial and Ethnic Minorities

Content Focus: CSWE Competency 2 and 3

Read: Chapter 8

Watch: *13th* (1 hour, 40 minutes) prior to class on October 18th

Submit: Weekly question related to chapters/documentary (if assigned) by Tuesday evening

OCTOBER 25: Week 8 October 23 - 29

No class; Reading day

Develop anti-racism and diversity project

Due: October 29, 1st Anti-racism and Diversity Project Essay (news source)

NOVEMBER 1: Week 9 October 30 – November 5

Gender and Sexual Orientation

Content Focus: CSWE Competency 2 and 3

Read: Chapters 9 and 10

We will watch *Raised Without Gender* (30 min) in class

Submit: Weekly question related to chapters/documentary (if assigned) by Tuesday evening

NOVEMBER 8: Week 10 November 6 - 12

Cultural Norms and Social Work Practice

Content Focus: CSWE Competency 1, 2, 3, and 6-9

Read: Chapter 11

Watch: *CrazyWise* (1 hour, 22 minutes) by November 8th

Submit: Weekly question related to chapters/documentary (if assigned) by Tuesday evening

Due: November 12, 2nd Anti-racism and Diversity Project Essay (podcast or documentary)

NOVEMBER 15: Week 11 November 13 - 19

Culturally Grounded Methods of Social Work Practice

Content Focus: CSWE Competency 1, 2, 3, and 6-9

Read: Chapter 12

Submit: Weekly question related to chapters/documentary (if assigned) by Tuesday evening

NOVEMBER 22: Week 12 November 20 - 26

No class

Happy break!

NOVEMBER 29: Week 13 November 27 – December 3

Culturally Grounded Community-Based Helping

Content Focus: Competency 1, 2, 3, and 6-9

Read: Chapter 13

We will watch *Split Horn* (58 min) in class

Submit: Weekly question related to chapters/documentary (if assigned) by Tuesday evening

Due: December 3, 3rd Anti-racism and Diversity Project Essay (data source)

DECEMBER 6: Week 14 December 4 - 10

Social Policy and Culturally Grounded Social Work

Content Focus: CSWE Competency 2, 3, and 5

Read: Chapter 14

Submit: Weekly question related to chapters/documentary (if assigned) by Tuesday evening

Due: December 10, 4th Anti-racism and Diversity Project Essay (peer reviewed journal article)

DECEMBER 13: Week 15 December 11 - 17

Culturally Grounded Evaluation and Research

Content Focus: CSWE Competency 2, 3, 4, and 9

Read: Chapter 15

Recommended reading: Culturally Grounded Social Work and Globalization, chapter 16

Submit: Weekly question related to chapters/documentary (if assigned) by Tuesday evening

Due: December 17, Anti-racism and Diversity Project Infographic

HAPPY WINTER!

Attendance & Class Participation 65 points

CSWE Content Focus: Competency 1

Ongoing.

You are expected to come to class prepared, engaged, and participatory. Readings and assignments are to be completed on time. The practice of professionalism in the classroom provides a foundation for future social work practice. Attendance will be taken each class.

Weekly Question (12 @10 points each) 120 points

CSWE Content Focus: Competency 1-9

Due Tuesday evening prior to class

To facilitate active involvement in the classroom, you will develop a critical thinking/discussion question pertaining to the week's readings and/or documentary. Some weeks there is a documentary paired with a chapter and other weeks you'll read just one chapter. Do your best to construct one question related to all readings/documentaries.

The questions will be developed with an eye toward stimulating conversations and to encourage your peers to critically consider the issues addressed. It's also a way for me to gauge if there are any concepts that need more focus.

Some possible topics include:

- A concept in the book that you found particularly interesting
- A concept that you want to discuss to gain further understanding
- Strengths/weakness/limitations of the reading
- A topic area that you think would stimulate an interesting conversation
- A contemporary issue related to the textbook reading

You will post your question to the Canvas discussion board on Tuesday night.

Cultural Identity Paper 85 points

CSWE Content Focus: Competency 1 and 3

Due October 8

The purpose of this assignment is to self-reflect on your own cultural group, intersectionality, ethnicity & race, and identity. As you reflect on your own identity, you are developing your own culturally humble perspective and culturally grounded practice. For this assignment, you will interview a family member to explore your own cultural background and personal identity.

Anti-racism and Diversity Research Project, 4 @ 40 points each = 160 points

CSWE Content Focus: CSWE Competency 1, 2, 3, and 4

The purpose of this assignment is to expose you to various ways you can gain knowledge about your client system's identity. Our first approach in learning about a client's identity is to ask them as they are the experts; however, this is not always possible in a social work setting due to language barriers, crisis situations, and fatigue an individual may feel around explaining the ins and outs of their identity. As such, this assignment provides more outlets and opportunities for seeking knowledge and understanding.

For this assignment you will practice cultural humility and examine racism as it relates to social work practice and issues. You will choose a culturally diverse population that you want to learn more about; the paper must focus on a population that is subjected to racism. This could be as broad as the Hmong population in the United States or as specific as Black males who identify as queer; just note that a very specific focus may pose challenges as you search for documentaries, data sources, etc. Please use this opportunity to broaden your understanding about a culturally diverse group with whom you might engage in your future career as a social worker.

To increase your exposure to your chosen population, you will write an essay using the following sources:

- Current news media source (October 29)
- Documentary/Podcast (November 12)
- Data Source (December 3)
- Peer-reviewed Research Article (December 10)

Guidance for Examining Research Paper Sources

- Each essay will be a minimum of 3 full pages
- APA format: double-spaced, 1 inch margins, Times New Roman font, 12 point
- Use headings
- References: 1. The source 2. The textbook

As you gather and analyze your sources, you will formally and critically evaluate (not simply summarize) what you have read, watched, and examined related to your chosen population. Take notes on the following as you examine your sources:

- What is the main point of the text, database, documentary, or podcast? Summarize the source.
- What issue(s) connected to oppression, racism, diversity, and resiliency did the material raise for you as the reader?
- Discuss how the source illustrates how this population is affected by racism.
- Link the content of your chosen medium to class readings; does the content support or contradict the readings?
- Overall, how would you (not the author), explain what you learned and how the content of your source might affect social work practice or policy? Be specific.

Anti-racism and Diversity Infographic 70 points Content Focus: CSWE Competency 1 and 3

Due December 17th

The purpose of this assignment is to practice disseminating information in a clear, concise, and engaging way. You will take information you learned from your 4 Anti-racism and Diversity Research Project sources and create an infographic. More details will be shared in class; we'll also have a workshop in class prior to the due date.

Guidelines for All Writing Assignments

- ◆ Please write all assignments in APA format; this includes providing a reference list, if required. Information about APA paper format can be found here: https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/general_form_at.html
- ◆ If you are referencing someone else's work in your paper, you must provide an in-text citation. Guidance for APA in-text citations can be found here: https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html#:~:text=When%20using%20APA%20format%2C%20follow,the%20end%20of%20the%20paper.
- ◆ When outside sources are used, ALL references must appear in a reference list at the end of the paper in APA formatting. Information about APA style reference lists can be found here: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html
- ◆ Papers will be graded on accuracy, breadth of content, consideration of social work principles, development of ideas, spelling, and grammar.
- ◆ It's always a good idea to use headings in your papers so that your reader can follow the points you are making.
- ◆ Spelling and grammar should be checked prior to submitting assignments and discussion posts. Please do not rely on spell and grammar check as your only editorial tools.
- ◆ The UWSP Writing Center can provide support: [https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-\(OWL\).aspx](https://www.uwsp.edu/tlc/Pages/Online-Writing-Lab-(OWL).aspx)
- ◆ I am happy to provide support around APA style and writing format.