

ILLINOIS STATE UNIVERSITY		SCHOOL OF SOCIAL WORK	
<i>ISU sits on land belonging to Kickapoo and other first nations</i>			
Instructor	Dr. Deneca Winfrey Avant	Course	SWK 444
Semester	Fall 2025	Office	Rachel Cooper 201
Day	Wednesday	Office Phone	309-438-4498
Time	5:30pm – 8:20pm	Office Hours	By Appointment
Location	Fairchild Hall 301	Email	dwinfre@ilstu.edu

PROMOTING SOCIAL JUSTICE WITH DIVERSE POPULATIONS

CATALOG DESCRIPTION

Examines the impact of discrimination and oppression on development and delivery of social work services to diverse populations. 3 semester hours.

Prerequisites: Graduate standing.

COURSE DESCRIPTION

SWK 444 is a foundation course that promotes culturally competent practice. Privilege and oppression are defined and understood from both a socio-historical and socio-political perspectives. The consequences of oppression, prejudice, discrimination, and powerlessness for individuals, groups, and communities are examined. Changes in thought and behavior necessary for culturally competent and responsive social work practice in a pluralistic society are identified.

The course encourages critical self-examination through individual and group activities. Lecture, discussion, guest presentations, experiential exercises, and course assignments provide opportunities to examine the consequences of growing up and living in a discriminatory society, and the changes necessary for cultural competence.

RELATIONSHIP TO OTHER COURSES

SWK 444 is required for all MSW foundation students. The course goals and the student learning objectives delineated for SWK 444 promote competencies that cut across the entire curriculum.

COURSE GOALS

The goals for this course are to:

1. Provide an understanding of the concepts of privilege, oppression, and power as it is manifested in social institutions in our society.
2. Provide an opportunity for students to analyze the concepts of privilege, oppression, and discrimination and their interrelationships.
3. Increase knowledge of the socio-historical and socio-political sources of oppression and discrimination.
4. Provide students with the opportunity to explore their own perspectives about social difference, power, privilege, and oppression.
5. Provide students with an opportunity to explore perspective different from their own on a social issue involving power, privilege, and oppression.
6. Develop an appreciation for diversity and multi-culturalism.
7. Encourage critical self-reflection.

STUDENT LEARNING OBJECTIVES

Upon completion of the course students are able to engage in the following:

1. Articulate your perspective on a diversity issue analyzing your beliefs and assumptions that underlie this world view.
2. Articulate a perspective different from one's own analyzing the beliefs and assumptions that underlie this world view.
3. Analyze the concept of difference from a hierarchical and lateral perspective.
4. Analyze the concept of privilege as it is manifested by persons in different positions of power.
5. Analyze the concept of oppression as it is manifested by persons in different positions of power.
6. Analyze the interrelationship of power, privilege, and oppression as it applies to a social issue involving difference.
7. Articulate one's position on a major social issue involving the interrelationship between power, privilege, and oppression.
8. Articulate a position that is different from one's own on a major social issue involving the interrelationship between power, privilege, and oppression.
9. Articulate a plan to reconcile conflicts between competing perspectives on a social issue.

REQUIRED READING(S) AND TEXTBOOK

- Finn, J. (2020). *Just practice: A social justice approach to social work* (4th ed.). New York, NY: Oxford University Press.

Additional required readings as identified in syllabus.

COURSE FORMAT

This course will be presented in a hybrid format (combination in-person and Asynchronous). For this format to be successful, it is of the utmost importance that each student participate to the fullest extent.

All in-person classes are scheduled for Wednesdays from 5:30pm to 8:20pm. Specific dates for **in-person** class sessions are as follows:

- **August 20, 2025**
- **August 27, 2025**
- **September 17, 2025**
- **October 8, 2025**
- **October 29, 2025**
- **November 5, 2025**
- **December 3, 2025**

For asynchronous classes, weekly Modules are set to automatically populate within Canvas on the Tuesday prior to class. All initial Canvas posts or assignments will be due by **10:00pm on Sundays** with all response posts due by **10:00pm on Tuesdays** (unless otherwise stated), which closes out the Module week.

EXPECTATIONS OF STUDENTS

Self-directed Learning: Throughout this course, students are expected to take charge of their own learning within acceptable curricular parameters. Students are expected to identify their educational goals, find the resources needed to complete the requirements, and to ask for assistance when they need it.

Attendance and Participation: Students are expected to attend and participate in all class sessions whether face-to-face or online. A student should not be enrolled in a course if other obligations will interfere with getting to class sessions regularly and punctually. Since our course will be conducted as a hybrid, missing a class should not be an issue.

More than one face-to-face absence will result in a lowered grade. Repeated tardiness, or leaving class early, and “tech absences” (being present but utilizing technology) will accrue toward an absence, and may result in a departmental referral.

This class is designed to be highly interactive, participation in class discussions and course activities is mandatory. Students will learn as much from each other’s questions, ideas, and personal examples as they do from the instructor. Any absence or lack of participation represents the loss of your contribution to the success of the class, thus negatively impact your final grade. Participation include conferring your critical analysis

of weekly readings, themes, etc. as well as reflections or insights. Informed disagreement is both anticipated and welcomed. Difference in values, opinions, and ideas with other class participants (including the instructor) should be respected.

Bereavement: See <http://policy.illinoisstate.edu/students/2-1-27.shtml>

Communicable Disease: See <https://policy.illinoisstate.edu/students/2-1-30.shtml#:~:text=If%20a%20student%20is%20required,class%20will%20be%20considered%20excused>

Class Preparation: You are expected to have prepared thoroughly for each session. Preparation include reading and/or watching the assigned materials prior to class, summarizing the content, and being prepared to discuss it either in class or via the discussion forum; listing questions or reactions to the material; and making connections between concepts in current and earlier readings. Informed disagreement is both anticipated and welcomed. Discussions will entail the following:

- a. Identify what stimulated your interest from the reading?
- b. What did you agree or disagree with and why?
- c. How the policy affects students and families?
- d. Identify a related current event
- e. How might you use the information in your future practice?

Students are strongly encouraged to read other related materials, make notes on readings and visual material, prepare study questions based on readings, case material, and instructor presentation/lecture materials; discuss readings and class lecture material with other students, form study groups, explain concepts to others, and schedule consultation time with the instructor as needed.

Class Participation: It is of the utmost importance that students participate to the fullest extent. Points will be allocated based on the following description:

- 10-12 points = Demonstrates exceptional preparation to fully contribute to class discussion. Offers substantive insights, challenges, as well as direction for the class by asking questions, giving feedback, sharing ideas, thoughts, and feelings. Takes initiative and responsibility for own learning. If this person were not a member of the class, the quality of discussion would be diminished markedly.
- 7-9 points = Demonstrates adequate preparation to contribute to class discussion as noted above. Offers insights, challenges, as well as direction for the class by generally asking questions and sharing ideas, thoughts and feelings. Takes some initiative for own learning. If this person were not a member of the class, the quality of discussion would be diminished.
- 4-6 points = Demonstrates minimal preparation to contribute to class discussion as noted above. Offers marginal insights or challenges to the class due to rarely

sharing ideas or thoughts. Appears hesitant to participate, even at instructor's request.

- 1-3 points = Contributions in class reflect inadequate preparation. This person says little or nothing in class. Ideas offered are seldom substantive as integrative comments are absent. This person may physically be in class, but not connected.

Canvas Expectations: Canvas is the learning management system for Illinois State University. You will use Canvas for accessing material, submitting work, Gradebook, and for many other features. You can access Canvas by installing the mobile app, through the Canvas tab in My Illinois State, and at <https://canvas.illinoisstate.edu/>.

Your responsibility as a member of this class is to check Canvas regularly (approximately twice times per week) to be aware of updates on course happenings and class meetings, to respond to assignments on time, and to be active via online discussion forums by posing questions and responses. Not doing so may result in missing out on updated information and resource material that you will find helpful throughout the semester.

All assignments will be discussed in detail during in-class meetings and possibly published on Canvas so that your colleagues will benefit from your insight. Please consider your assignments as your professional contribution as that is how your colleagues and instructor will be regarding them.

Weekly Modules: Modules will automatically populate within Canvas on the Tuesday prior to class. Modules may consist of reading identified chapters of our texts or provided readings noted in the COURSE SCHEDULE, responding to questions within our discussion forums, and/or completing activities or quizzes. Students may also be required to review a power point presentation which will include a discussion forum. Students may be required to listen for the questions and enter their responses throughout the power points. Please note that responses are public, thus classmates will be able to read them. Therefore, students must build upon the previous answers given and avoid being repetitive.

Netiquette Guidelines: To help guide online interactions, ISU requires both students and faculty demonstrate appropriate netiquette (i.e., internet etiquette). That is, interacting in a positive, cooperative, and supportive manner, displaying respect for the privacy and rights of others. This policy is inclusive of, but not limited to the following guidelines:

- Keep your questions and comments relevant to the discussion topic. If another participant posts a comment or a question that is off topic, do not reply. The instructor will reply in private to the participant.
- Be courteous and treat co-learners with respect, modeling the same standards of behavior online you would follow in a face-to-face discussion.
- Be respectful and open to opinions and ideas that differ from yours. Being deliberately hostile and insulting online, (i.e., flaming), is not appropriate under

any circumstance. When responding to messages or posts made by others, address the ideas not the person.

- All course communication should be conducted in Standard American English to ensure understanding among diverse participants.

Note – Instructors reserve the right to remove posts that are not collegial or fail to meet netiquette guidelines.

Electronics: All cell phones, pagers, laptops, tablets, and other electronics (unless the student has a documented need for assistive technology) should be turned off during in-person class to fully engage in discussions and demonstrate respect.

Assignments: Promptness in completing modules, assignments, and readings is a requirement. All assignments must be submitted via **Canvas only**; please double check your assignments to ensure they are properly uploaded. Promptness in completing class assignments and required readings is a requirement. Should an extenuating circumstance occur, appropriate arrangements for late work must be made with the instructor, in advance. Only in extraordinary circumstances will late work be accepted, and if accepted, late work will be given a new due date and reduced grade of one letter (10% of the earned grade).

Technical Difficulties: Students having technical difficulties (i.e., computer issues) can contact the Technology Support Center at 438-HELP, or visit their website at <http://www.helpdesk.ilstu.edu/>, for assistance.

If you are having difficulties with Canvas, you should review the help resources provided, check with university technology support, and inform the professor immediately via email.

Late Work: Late assignments will not be accepted. The module week closes on Tuesdays at 10pm.

Missed Work: You will be responsible to review any missed readings or course content during in-person classes. Missed in-class work generally *cannot* be made up. Make-up examinations, as a rule, will *not* be permitted.

A grade of incomplete (I) will be given only in rare circumstances. A student who has received a grade of incomplete is not in academic good standing and cannot enter practicum until the incomplete has been successfully cleared.

Written Work: Your written work should show thoroughness, accuracy, clarity, and professionalism. Such writing generally requires first writing, then review, then editing and rewriting.

- All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar, and punctuation.

- All papers written must include citations following the style requirements of the 2020 *Publication manual of the American Psychological Association* (7th ed.). School of Social Work and Milner have APA manuals available for use. Find further information at <https://guides.library.illinoisstate.edu/apa>
- All work must be typed, double-spaced, with numbered pages. Each assignment should be titled, dated, annotated with your name, and stapled or placed in a binder.
- Papers should use standard margins. The Microsoft Word default setting for margins is 1" top, 1" bottom, and 1" each left and right. The header and footer default setting is 0.5" from the edge.
- Papers should use the standard Times New Roman 12-point font.

Campus Writing Supports: The Julia N. Visor Academic Center provides *free* one-on-one writing assistance for any course, in Vrooman 012 between Manchester and Hewett Residential Halls. You may contact the Visor Center at 309-438-7100 or at www.ucollege.IllinoisState.edu/tutoring/writing. There is also writing assistance available for more complex graduate-level work at [Graduate Student Writing Support: Allow at least 10 days for the process!](#)

Academic Misconduct: Plagiarism, cheating, and all other forms of academic misconduct are not only considered a violation of university regulations, but are also a serious breach of the ethical code of conduct for the social work profession. Students are expected to abide by the ethical standards of the profession. The National Association of Social Workers (NASW) Code of Ethics is available on the Internet: <http://www.naswdc.org/>.

Artificial Intelligence (AI): While students might use generative AI tools to support independent study practices (e.g., creation of extra practice problems or brainstorming of ideas), content created in whole or in part by AI may not be incorporated into any assigned coursework.

In this course, the use of generative AI tools (such as ChatGPT or Adobe Firefly) is not permitted during the completion of any assigned work. Use of a generative AI tool to complete assigned work in whole or in part may be referred under the Code of Student Conduct academic dishonesty provisions for further action by the Dean of Students Office. Students may use generative AI tools to support their independent study of course topics, but should do so with the understanding that generative AI tools may not be trustworthy.

Contacting the Professor: Email communication via dwinfre@ilstu.edu is the best way to contact me; I will do my best to respond within a 24-hour time frame. When you email me, please indicate our course number (SWK 444) in the subject line along with your topic. Please know that I do not always check email on weekends. If you have not heard from me within 36 hours on weekdays, please assume your email was not received or read, thus send a second email. Frequently asked questions are purposefully addressed within our syllabus, please review it thoroughly prior to connecting.

Nondiscriminatory Language: Oral presentations and written work should use non-sexist, non-racist, and non-stigmatizing language. Faculty may return papers for revisions in language prior to grading. Be sensitive to your use of language.

Special Needs: Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 308 Fell Hall, (309) 438-5853, or visit the website at StudentAccess.IllinoisState.edu.

Title IX Protections: Illinois State University's Title IX Coordinator is available to assist students with coordinating specific actions, including reasonable modifications, to ensure equal access due to pregnancy or related conditions. This applies to pregnancy, childbirth, termination of pregnancy (either naturally or through medical means), lactation, and conditions related to or recovery from pregnancy, childbirth, termination, and lactation. The Title IX Coordinator can be reached in the Office of Equal Opportunity and Access at (309) 438-3383, EqualOpportunity@IllinoisState.edu, or by mail at Campus Box 1280, Normal, IL 61790-1280.

Student Counseling Services: Life at college can get overly complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. Student Counseling Services helps students cope with difficult emotions and life stressors. Student Counseling Services is staffed by experienced, professional psychologists and counselors, who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at Counseling.IllinoisState.edu or by calling (309) 438-3655.

Campus Safety: Illinois State University is committed to maintaining a safe environment for the University community. Please take a few moments to (1) make sure you are signed up for [emergency alerts](#) and (2) to note the information posted in each classroom about emergency shelters and evacuation assembly areas (both are indicated on stickers inside every classroom). Additional safety information is available on the [Campus Safety and Security](#) website.

ASSIGNMENTS

The following assignments are designed to measure progress on the learning objectives for this course. Please see instructor's handout for writing guidelines and grading criteria.

Diversity and Oppression Assessments (30 points each)

Due: August 20, 2025; November 19, 2025

You will complete a pre and post assessment intended to help you gain the most in terms of professional development. Honest self-examination will get you started on the advancement concerning your readiness to work with people from different cultures.

Many questions will facilitate a process of deep reflection that you will find professionally rich and rewarding.

Self-Assessments Exercise (165 points)

Due: September 10, 2025

You are to think of the categories you individually belong to (i.e., race, ethnicity, religion, sexual orientation, gender/gender identity, age, ability, or other category) and respond to the questions below. Please note that certain questions specifically request a response regarding ethnic or racial background. Given the importance of intersectionality, I encourage your response to also incorporate multiple dominant categories within your identity as they may play a valuable role in who you are.

1. What is your ethnic or racial background? What has it meant to belong to this group?
2. What are the values of your racial or ethnic group?
3. What is your earliest memory of race or color? What emotion did you experience? With whom did you discuss this experience? And what are your current feelings about being a member of this group?
4. Where did you grow up (city and state) and what other groups (i.e., social locations noted about) resided there?
5. Did your family see itself as similar or different from other groups?
6. What was your first experience with feeling different?
7. How do you think people who are from the social locations opposite of your “group” feel about their identity? Explain.
8. How have you recognized ways your personal biases can influence your thoughts, actions, or interactions with others who are different from you? Share an example.
9. How have you experienced a sense of power or lack of power in relation to your group identity? Explain.

Culturally Humble Paper/Presentation (250 points)

Due: November 5, 2025

An important focus of this course is to explore diversity. Student groups of TWO will select a certain population (per instructor approval) that you have limited knowledge about. Your assignment is to learn as much about this group as possible, concentrating on the information that would be helpful to social workers working with this group. After seeking information from both the literature and a person with lived experience as a member of this group, students will be expected to submit an 8-15 page paper to the instructor and create a power point presentation to share with classmates. Power points (with references) and papers must be uploaded onto Canvas **by 5pm** November 5, 2025.

Your presentation should include:

The Cultural Background and Context of the Group for your interviewee:

1. The historical background of the group (e.g., identify the sub groups within the culture, socio-demographics, major trends, religion, and traditions).
 - a. How are these sub groups relevant to social work practice?
2. An analysis of how the group has been treated and experienced privilege or oppression in the United States (i.e., legal, political, economic, and educational).
 - a. Any personal examples that your interviewee feels comfortable sharing?
 - b. What are your reactions to the various social injustices: racism, sexism, classism, etc. that they encounter.
3. An overview of values, strengths, and stereotypes (positive and negative) about the group.
4. How has the experience of privilege or oppression shaped your chosen person's development? What impact has this had on their life?
5. What coping mechanisms or adaptations has your chosen person made due to experiences of privilege or oppression?

Culturally Competent Social Work Intervention:

1. What information or advice does your chosen person have regarding the social issues that social workers should be aware of when working with someone from this group? What can social workers do at the macro level to resolve these issues?
2. Any current events relative to this group?
3. Information from your chosen person as to why social workers should be concerned about serving this group. How does the literature support or reject this claim?
4. What are the barriers to treatment involving this group? How likely is this group to seek out social work assistance? How would you encourage this group to seek/accept help?
5. What are the most effective methods of approaching this particular group?
6. Where can social workers obtain more information about this group?
7. What actions are necessary to develop an appreciation of diversity and multiculturalism regarding this group?
8. What are areas recommended for further research on this group?

Self-Reflection Impact:

1. Discuss any changes in perspective that you might have in regard to this group or new realization that this assignment helped you to be aware of.

Critical Reflectivity Exercise (90 points)

Due: November 12, 2025

Considering the possibility that there may be alternative interpretations of reality, you are to explore the significance and impact of your interactions with others. This exercise evaluates how you perceive and interact with people who are different from yourself. Questions reflect the spirit of critical reflectivity and present a meaningful way to identify unconscious attitudes and/or biases.

1. What do I do on a day-to-day basis that might contribute to inequality?
2. What have I learned about how to perceive or relate to members of my own group, and what is the source of that learning?
3. What do I know about how to interpret the behavior of others who occupy social locations (i.e., class, gender, race/ethnicity, sexual orientation, ability, religion) that are different from my own, and what is the source of that learning?
4. What do I know about my conscious intentions when I interact with a client who occupy social locations (i.e., class, gender, race/ethnicity, sexual orientation, ability, religion) that are different from my own?
5. Why do the consequences or outcomes of my actions not always match my good intentions?

Diversity and Oppression Assessment Reflection Paper (20 points)

Due: November 19, 2025

After completing your post Diversity and Oppression Assessment, write a 1-2 page paper reflecting on your personal growth over the semester. While comparing your pre and post assessments, your reflection should include the following:

1. Acknowledge differences within your pre and post assessment scores. Discuss which areas indicate significant movement or growth, and why you think that occurred.
2. Discuss the importance of measuring learning about diversity and oppression according to the requirements of the Council of Social Work Education.
3. Discuss why diversity, equity, and inclusion is essential for your personal and professional development.

Culturally Competent Work Plan (185 points)

Due: December 3, 2025

Continuing to reflect on your personal growth this semester, you will write a 6-8 page paper examining the types of clientele you might find particularly challenging, stimulating, and beneficial to work with due to your own background, values, and relationship style. You will also identify action steps to enhance your future practice as a culturally responsive social worker.

Your plan must include:

1. Describe the level of cultural competence you had when you started the course.
2. Describe a population that you feel particularly competent to work with and why? Discuss how what you learned about cultures and families relate to your work experience.
3. Describe any population with which it may be difficult for you to work with. Analyze the reason for this. Discuss whether this is something that you feel that

- you could overcome, and whether you should do something to make it easier for you to work with this population.
4. What groups and culture do you want to learn more about to effectively provide social work services?
 5. Discuss some of the ways that knowledge could be effectively acquired. Document your statement with information you have acquired about certain populations, societal need, and resources for developing cultural competence.
 6. Discuss concepts and information from our course (i.e., readings, assignments, activities, and/or discussions) which you found thought provoking and enlightening.
 7. What topics during this course challenged your preconceptions? Why?
 8. What piqued your curiosity and made you want to learn more? What questions were aroused in your mind that would merit further investigation and exploration?
 9. What do you believe you still need to do in order to demonstrate competence working with diverse populations?
 10. Discuss changes in perspective related to being a culturally competent social worker from the beginning of the semester until now and new realizations that this class helped you to become aware of.
 11. List three to five actions that are reasonable and feasible for you to do that will enhance your future practice as a culturally responsive social worker.

GRADING

Grades will be determined by the following scale:

A = 900 - 1000 points
 B = 800 - 899 points
 C = 700 - 799 points
 D = 600 - 699 points
 F = 599 and below

Assignment	Points	Due Date
1. Pre-Diversity and Oppression Assessment	30	August 20, 2025
2. Self-Awareness Exercise	165	September 10, 2025
3. Culturally Humble Presentation	250	November 5, 2025
4. Assessment of Group Participation	50	November 5, 2025
5. Critical Reflectivity Exercise	90	November 12, 2025
6. Post-Diversity and Oppression Assessment and Reflection	50	November 19, 2025
7. Culturally Competent Work Plan	185	December 3, 2025
8. Class Discussion and Participation	180	Ongoing
Total	1000	

COURSE SCHEDULE *(Subject to change)*

Session 1:	<i>Overview of the Course; Discussion of syllabus</i>
Date	August 20, 2025
Format	In-Person
Readings	Finn (2020). Chapter 1
Activity	Introductions Review Syllabus, Assignments, and Canvas Class Expectations Class Contributions Diversity and Oppression Pre-Assessment

Session 2:	<i>Understanding Racism, Prejudice, and White Privilege</i>
Date	August 27, 2025
Format	In-Person
Readings	Finn (2020). Chapter 2 McIntosh, P. (2003). White privilege: Unpacking the invisible knapsack. In S. Plous (Ed.), <i>Understanding prejudice and discrimination</i> (pp. 191–196). McGraw-Hill.
Suggested Reading	Che J. (2017). The Core of Oppression: Why is it wrong? <i>Social Theory and Practice</i> , 43(2), 421–441.
Activity	Cage of Oppression Select Culturally Humble Partner

Session 3:	<i>Cultural Competence and Self-Awareness; Values, Ethics, and Visions</i>
Date	September 3, 2025
Format	Asynchronous
Readings	Finn (2020). Chapter 4 Avant, D. W. (2022). When privilege and oppression become “real” in the life of emerging social workers. <i>Journal of Teaching in Social Work</i>. 42(1), 1-14, https://doi.org/10.1080/08841233.2021.2008089 Feize, L. & Gonzalez, J. (2018). A model of cultural competency in social work as seen through the lens of self-awareness. <i>Social Work Education</i>, 37(4), 472-489. ISBE Culturally Responsive Teaching and Leading Standards
Activity	Complete Module Cultural Characteristics Cultural Competence Standards Harvard Implicit Association Test

	Submit Culturally Humble Populations
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Session 4:	<i>White Like Me: Race, Racism, and White Privilege in America</i>
Date	September 10, 2025
Format	Asynchronous
Reading	Wright, K. C., Carr, K. A., & Akin, B. A. (2021, Summer). The Whitewashing of Social Work History: How Dismantling Racism in Social Work Education Begins with an Equitable History of the Profession. <i>Advances in Social Work</i> , 21(2/3), 274-297, doi:10.18060/23946
Activity	Complete Module Receive Culturally Humble Populations
Assignment	Self-Awareness Exercise due

Session 5:	<i>Engagement; Cultural Humility; Collaborative Writing</i>
Date	September 17, 2025
Format	In-Person
Readings	Finn (2020). Chapter 6 Mosher, D. et al. (2017). Cultural Humility: A therapeutic framework for engaging diverse clients. <i>Practice Innovations</i> 2(4), 221–233.
Activity	Case Study Two Cultural Groups Exercise Writing Refresher Discuss Upcoming Assignments

Session 6:	Groupwork on Culturally Humble Presentations
Date	September 24, 2025
Format	Asynchronous
Activity	Meet in groups for Culturally Humble Presentations

Session 7:	<i>The Social Context; Just Thinking</i>
Date	October 1, 2025
Format	Asynchronous
Reading	Finn (2020). Chapter 5 Kolivoski, K.M., Weaver, A., & Constance-Huggins, M. (2015). Critical race theory: Opportunities for application in social work practice and policy. <i>Families in Society: The Journal of Contemporary Social Services</i> , 95(4), 269-276. Doi: 10.1606/1044-3894.2014.95.36
Activity	Complete Module

Session 8:	<i>Competency regarding Sex, Gender, and Sexual Orientation</i>
Date	October 8, 2025
Format	In-Person
Reading	Russell, G. M. (2012). When the political and the personal collide: Lesbian, gay, bisexual, and transgender people as political targets. In S. H. Dworkin & M. Pope (Eds.), <i>Casebook for counseling lesbian, gay, bisexual, and transgendered persons and their families</i>. (329-340). Alexandria VA: American Counseling Association. Diagram of Sex and Gender http://www.culturalbridgestojustice.org/resources/written
Activity	Internalized Sexism Inventory

Session 9:	<i>Sex Roles and Masculinity</i>
Date	October 15, 2025
Format	Asynchronous
Reading	Aguilar, J. V. (2010). Boys don't cry, a movie review: Implications for counseling persons who are transgendered. <i>Journal of Creativity in Mental Health</i>, 5, 440-446. Bell, M. & Bayliss, N. (2015). The tough guise: Teaching violent masculinity as the only way to be a man. <i>Sex Roles</i>, 72, 566-568. https://doi.org/10.1007/s11199-015-0479-8
Activity	Watch the movie "Boys Don't Cry" or "Tough Guise 2" Complete Module Mid-term Check-in

Session 10:	<i>The Process of Teaching-Learning</i>
Date	October 22, 2025
Format	Asynchronous
Reading	Finn (2020). Chapter 7 Provided Reading: ISBE Culturally Responsive Teaching and Leading Standards
Activity	Complete Module

Session 11:	<i>Competency regarding Ability, Older Adults, and Spirituality</i>
Date	October 29, 2025
Format	In-Person
Reading	Provided Reading: Pena, E., Stapleton, L., Schaffer, L. (2016). Critical perspectives on disability identity. <i>New Directions for Student Services</i>. 154, 85-96. DOI: 10.1002/ss

	Sue, D.W. & Sue, D. (2013). <i>Counseling the Culturally Diverse: Theory and Practice</i>. Hoboken, NJ: Wiley. Chapter 23 Counseling Older Adult Clients English, L & Cameron, P. (2016). Social justice and spirituality: Educating for a complicated workplace. <i>New Directions for Adult & Continuing Education</i>. 152, 19-27. DOI: 10.1002/ace.20209
Activity	Discuss Upcoming Assignments

Session 12:	<i>Culturally Humble Presentations</i>
Date	November 5, 2025
Format	In-Person
Activity	Group Presentations Return Diversity and Oppression Pre-Assessment
Assignment	Culturally Humble Paper and Presentations due at 5pm Assessment of Group Participation due

Session 13:	<i>Promoting Mental Health; Action and Accompaniment</i>
Date	November 12, 2025
Format	Asynchronous
Readings	Finn (2020). Chapters 8
Activity	Complete Module
Assignment	Critical Reflectivity Exercise due

Session 14:	<i>Evaluating, Reflecting on, and Celebrating Our Efforts</i>
Date	November 19, 2025
Format	Asynchronous
Reading	Finn (2020). Chapter 9
Activity	Complete Module Cultural Accessibility Audit Diversity and Oppression Post-Assessment
Assignment	Diversity and Oppression Post-Assessment and Reflection due

Session 15:	<i>No Class: Thanksgiving Break</i>
Date	November 26, 2025
Activity	

Session 16:	<i>Last Chance for Eden</i>
Date	December 3, 2025
Format	In-Person

Activity	Course Evaluations Watch film/Discussion Questions
Assignment	Culturally Competent Work Plan due

HELPFUL WEBSITES AND RESOURCES

The Disability Rights Movement

The Smithsonian National Museum of History has an interactive Web page with some audio files on the history of the disability rights movement.

<http://americanhistory.si.edu/disabilityrights/welcome.html>

Cultural Bridges to Justice

Training and resources to building just communities.

<https://culturalbridgestojustice.org/written-materials/>

The Human Rights Commission

This is probably the best-known organization dedicated to issues affecting the lesbian, gay, bisexual, and transgender communities. The site has current updates on the status of laws affecting the LGBT community, such as domestic partnership benefits, gay marriage, and civil unions.

<http://www.hrc.org>

Learning Across Teams: The Role of Communities of Practice in Team Organizations by Richard McDermott

This article does an excellent job of discussing the learning group process from the student perspective.

<http://www.co-i-l.com/coil/knowledge-garden/cop/learning.shtml>

National Association of Social Workers Standards for Cultural Competence

<http://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf>

National Center for Cultural Competence

<http://www11.georgetown.edu/research/gucchd/nccc/>

National Organization for Women

This organization have worked on women's issues for decades; on the site are historical timelines on issues related to sex and gender, the latest news and information, and links to related organizations.

<http://now.org/>

Timeline of Race

http://www.pbs.org/race/003_RaceTimeline/003_00-home.htm