

# **graduate COMMITTEE curriculum PROPOSAL FORM**

## A. Cover page (rover over text for more instructions- please delete red instructions)

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| A.1[. Course or program](#_acknowledge) | SWRK 524: Intersection of oppression and social justice |  |
| Academic Unit | School of Social Work |  |  |
| A.2. [Proposal type](#type) | Course: creation |  |  |
| A.3. [Originator](#Originator) | Jenn Meade | [Home department](#home_dept) | MSW Department |
| A.4. [Rationale](#Rationale)Additional Information for [new programs](#type) | The MSW program Is accredited by the Council on Social Work Education (CSWE). In June 2022, CSWE changed the Educational Policy and Accreditation Standards (EPAS). In response to the changes, the MSW program faculty launched a curriculum redesign process in September 2022. This proposal seeks approval for the first round of changes voted by the SSW faculty to ensure compliance. Based on the timeline proposed by CSWE, the date of our next self-study and reaccreditation site visit, the MSW program must transition to operating under the new EPAS by Fall 2024. In this proposal we are seeking the approval of a new Introductory course to prepare students to understand the effects of privilege and oppression and the process of building empathy that enables the effective pursuit of social justice in professional social work. It also explores the concepts of intersectionality, social identify construction, and systemic oppression, as well as anti-racism and anti-oppressive social work.  |
| A.5. [Student impact](#student_impact) | Students will have an enhanced curriculum  |
| A.6. [Impact on other programs](#impact) | None |
| A.7. [Resource impact](#Resource) | [Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.):  | The current faculty are able to teach this course |
|  | [Library:](#library) | None |
|  | [Technology](#technology) | None |
|  | [Facilities](#facilities): | None |
| A.8. [Semester effective](#Semester_effective) | Fall 2023 | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10 [Changes to the website](#Signature_2) | Catalog changes only  |

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| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include all relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” on the graduate committee’s website <https://www.ric.edu/department-directory/graduate-curriculum-committee/forms-and-information>Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal, making sure that program totals are correct when adding or deleting course credits. |

## B. NEW OR REVISED COURSES

|  | Old ([for revisions only](#Revisions))ONLY include information that is being revised, otherwise leave blank | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
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| B.1. [Course prefix and number](#cours_title)  |  | SWRK 524 |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | Intersection of Oppression & Social Justice |
| B.4. [Course description](#description)  |  | This course focuses on the effects of privilege and oppression. It explores the concepts of intersectionality, social identity construction, systemic oppression, and anti-racism social work.  |
| B.5. [Prerequisite(s)](#prereqs) |  |  |
| B.6. [Offered](#Offered) | Fall | Spring | Summer |Even years | Odd years | Annually[Alternate Years](file:///C%3A%5CUsers%5Cjfuentes_4972%5CDownloads%5CAlternate%20Years)  | As needed |  | Spring | Summer | |
| B.7. [Contact hours](#contacthours)  |  | 3 |
| B.8. [Credit hours](#credits) |  | 3 |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  | Letter grade  | Letter grade |  |
| B.11. [Instructional methods](#instr_methods) | Fieldwork | Internship | Laboratory | Lecture | Practicum | Seminar | Small group | Individual | Studio work |  | | Lecture | | Small group |  |
| B.11.a [Delivery Method](#instr_methods) | On campus | Distance learning | [% Online](#Online) | Asynchronous |Hybrid | On campus | | |Hybrid |
| B.12.[Categories](#required) | Required for program |Restricted elective for program | Free elective | Required for Certification  | Required for program |  |
| B.13. [How will student performance be evaluated?](#performance) | Attendance | Class participation | Clinical work | Exams | Fieldwork | Presentations | Papers | Class Work | Interviews | Quizzes |Performance Protocols | Projects | | Reports of outside supervisor | Studio work | Attendance | Class participation | | | Presentations | Papers | Class Work | || |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  |

| B.16. [Course learning outcomes](#outcomes): List each outcome in a separate row | [Professional organization standard(s)](#standards), if relevant  | [How will each outcome be measured?](#measured) |
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| 1. Build awareness of self and personal/professional boundaries and gain a deeper understanding of privilege and intersectionality.
 | Council on Social Work EducationCompetency 2: Advance human rights and social, racial, economic, and environmental justice.Competency 3: Engage in Anti-racism, diversity, equity, and inclusion in practice. | Papers, reflections |
| 1. Gain tools to build partnerships with diverse populations to better understand unique needs and lived experiences from the community’s perspective.
 | Competency 6: Engage with individuals, families, groups, organizations, and communities. | Papers, reflections |
| 1. Understand the unique needs and lived experiences of diverse populations.
 | Competency 6: Engage with individuals, families, groups, organizations, and communities. | Papers, reflections |
| 1. Expand awareness of the systems of oppression and privilege to deepen understanding of structural racism, racist policies, and the impact on diverse communities.
 | Competency 2: Advance human rights and social, racial, economic, and environmental justice.Competency 3: Engage in Anti-racism, diversity, equity, and inclusion in practice. | Papers, reflections |
| 1. Demonstrate an understanding of intersectionality, power, privilege, oppression, and social justice.
 | Competency 3: Engage in Anti-racism, diversity, equity, and inclusion in practice.Competency 4: Engage in practice-informed research and research-informed practice. | Papers, reflections |
| 1. With an ethical lens, evaluate the concepts of oppression, class, privilege, and social justice and the impact on clients and communities.
 | Competency 1: Demonstrate ethical and professional behavior. | Papers, reflections |
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| B.17. [Topical outline](#outline): Please do not include a full syllabus |
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| **Introduction:** Review syllabus, group expectations, graduate school expectations, course overview, self-awareness exercise, and introduction to unpacking power, privilege, and oppression.**Prejudices, stereotypes, assumptions, and the role of microaggressions.** Explore the effects of “isms” across life-cycle development.**Understanding self-awareness and use of self**: Explore the use of self and self-awareness. Examine the implications of working with diverse populations and evaluate the understanding of self-awareness and how to effectively engage in the use of self. Assess readiness to engage in use of self with diverse populations.**Frameworks, Models and Theories for understanding power, privilege, and oppression Part I:** Critical Race Theory, Person in Environment and Strengths Perspective through a culturally adaptive framework.**Frameworks, Models and Theories for understanding power, privilege, and oppression Part II:** Unique identity development models.**The Role of Cultural Humility in Social Work****Intersectionality of power, privilege, and oppression: Race, Ethnicity, and Racial Justice****Intersectionality of power, privilege, and oppression: Class****Intersectionality of power, privilege, and oppression: Gender, Sexual Orientation, and Gender Identity****Intersectionality of power, privilege, and oppression: Religion, Spirituality, Faith, and Worldview****Intersectionality of power, privilege, and oppression: Age and Ability****Intersectionality of power, privilege, and oppression: Immigrants, Migrants, and Refugees****Intersectionality of power, privilege, and oppression: Native Cultures and Colonization****Intersectionality of power, privilege, and oppression: Organizational and Community Change****Intersectionality of power, privilege, and oppression: Environmental Justice**  |

## D. Signatures

##### D.1. Approvals:

##### Required from department chairs, program directors, and deans from the academic unit originating the proposal.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Jennifer Meade | Chair of School of Social Work | /s/ Jennifer Meade | 4/14/2023 |
| Jayashree Nimmagadda | Dean of Social Work  | /s/ Jayashree Nimmagadda | 4/7/2023 |

##### D.2. [Acknowledgements](#acknowledge):

##### Required from all departments (and corresponding dean) impacted by the proposal. Signature does not indicate approval. Concerns should be brought to the attention of the graduate committee chair for discussion.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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