

*Breakout Sessions IV, 9/24, 1:30-2:20 pm Eastern time (attendees choose one):*

**Intentional MSW Curriculum to Adopt Anti Oppressive Pedagogy, Experience, Knowledge, and Practice**

Presenter Name(s): Diana Franco, DSW, LSCW-R (NY), LISW/LCSW (NM) and Michelle Sunkel, DSW, LICSW, LAC, MBE

Presenter Affiliations: Colorado Mesa University & Loyola University Chicago

Social Work literature continues to explore and expand the concepts of anti-oppressive social work pedagogy; however, due to the lack of overt, effective curriculum changes, our educational standards have mostly remained the same; egocentric to the dominant culture. Social work statistics have also remained the same with 80% of social workers identifying as female and 57% identifying as white. As our population changes, so will our professional social work demographics and social work clients. It is imperative that we teach our future leaders, who are many races, ethnicities, genders, and cultures, to lead effectively and efficiently. We must intentionally engage in anti-racist pedagogy, experiences, knowledge and practice.

This presentation is an evaluation of anti-oppressive pedagogy through the application of critical race theory, intersectionality, and feminism. The curriculum in social work education will need to include critical consciousness, caucusing, and empowerment to all of our future social work leaders. This presentation will include specific experiential learning guides, tools, and discussions to use in your course. Additionally, we will discuss how to include first-hand, lived experiences from populations who identify as oppressed and marginalized and educate on how to fight against normative ideologies such as cisgender, middle class, white concepts in a multicultural classroom. Additionally, the MSW curriculum needs to expand to address white fragility, power and privilege from an intersectional perspective, and create a professional and appropriate learner environment to learn from one another. This means moving beyond what is comfortable and being able to discuss uncomfortable topics, experiences, and biases. This means learning to listen to our colleagues, peers, and clients and engaging them as the expert in their lived experience. Additionally, incorporating the historically oppressed communities across the curricula to fully understand multiple perspective and dialogues. Overtly discussing and changing curriculum is the start to changing the experience and knowledge in MSW programs, and is part of intentionally engaging in anti-oppressive language, behaviors, and practice.

Social Work faculty will engage in case studies from an intersectional and culturally humble lens and assist in the conceptualization of moving towards addressing our social injustice by providing a voice to people of color who are in professional social work roles and leadership positions. This models to our future students and clients, how to engage in just social work, cultural humility, and change. This information provides new learning opportunities to our current curriculum to expand and be inclusive, supportive, and authentic. This presentation will advance social justice work from an academic lens into practical skills.

## **Developing an Anti-racist Consciousness through Community-based Partnerships and Intentional Curricula: Lessons Rooted in Humility**

Presenter Name(s): Tanden Brekke, Ed.D.; Eydie Dyke-Shypulski, Ph.D., MSW, LICSW and Sande Traudt, MSW, LICSW

Presenter Affiliations: Bethel University, St. Paul, Minnesota

Problem: Social work education has long-lasting consequences for the field, its scholars, students, practitioners, policymakers, and clients. As leaders of BSW and MSW programs in a diverse urban setting, consideration of how to integrate anti-racist practices and pedagogies into the heart of a social work program and curriculum is critical. This brings additional and complex challenges in PWIs where leadership, faculty, and staff are not equipped with the skills and resources necessary to respond. Additionally and all too often, diversity work is an add-on rather than at the center of the departmental agenda.

Social work educators and faculty will present their journey of engaging and sustaining collaborative, community partnerships; the challenges of guiding students through justice-informed field experiences; and efforts to introduce and live out anti-racist pedagogy within departmental contexts and BSW/ MSW curriculum.

Presenters will first explore how a group of social work educators and community leaders utilize place-based community partnerships to create multiple engagement opportunities for students. The presentation will explore how through these diverse experiences with community partners/ co-educators, students develop anti-racist consciousness, cultural humility and equity focused learning. Second, presenters will give an overview of principles and practices for advancing equity in field placements that promote student learning experiences, centered in anti-racist practice models. Supporting students, faculty liaisons and field instructors as they learn to address individual, social and structural systems that deny or hinder addressing racial injustice is key to fostering justice-informed practitioners. Finally, best practices to advance and encourage the development of personal and pedagogical commitments to equity and anti-racism in social work higher education will be explored. Practical examples include the development of a justice-informed, anti-racist pedagogy in an MSW program.

## **Healing City Baltimore: A perspective of micro and macro social work practice**

Presenter Name(s): Melissa E. Buckley, PhD

Presenter Affiliations: Coppin State University

Baltimore city has historically been plagued by trauma and violence. There have been many grassroots efforts to address this legacy and there have been varied results. In 2019, following a Baltimore city school shooting, Healing City Baltimore, a local grassroots initiative was formed to confront the trauma and violence. Healing City introduced the Elijah Cummings Healing City act, city legislation that will hold the city of Baltimore and local service agencies accountable to

address trauma and create opportunities for healing in the city. The Coppin State Department of Social Work is a Healing City Baltimore partner. This partnership affords students with rich micro and macro exposure.

Social work education tends to offer rich learning experiences in individual or micro practice. Rarely do students graduate from social work programs feeling they have had adequate exposure to community practice. Additionally, social work pedagogy on a whole has not done a good job of embracing antiracist pedagogy leaving emerging social workers ill equipped to offer services and support to their clients of diverse backgrounds.

The Healing City and Coppin State University partnership empowered the social work students to engage in trauma informed work in their city not only as Baltimore residents but also as emerging social work professionals. Social work education tends to offer rich learning experiences in individual or micro practice. Rarely do students graduate from social work programs feeling they have had adequate exposure to community practice. Additionally, social work pedagogy on a whole has not done a good job of embracing antiracist pedagogy leaving emerging social workers ill equipped to offer services and support to their clients of diverse backgrounds. The Healing City and Coppin State University partnership empowered the social work students to engage in trauma informed work in their city not only as Baltimore residents but also as emerging social work professionals.