

UMB SSW Teaching Resources: Fall 2016

Social Work Publications: Diversity, Racism and Cultural Competence/Humility

NASW Standards and Indicators for Cultural Competence (2015)

<https://www.socialworkers.org/practice/standards/naswculturalstandards.pdf>

McSilver Institute for Poverty Policy and Research: The Trauma of Racism (2015)

<http://www.mcsilver.org/wp-content/uploads/2015/04/Trauma-of-Racism-Report.pdf>

NASW Foundation's Social Work Policy Institute (SWPI): Achieving Racial Equity: Calling the Social Work Profession to Action (2014)

<http://www.antiracistalliance.com/SWPIRacialEquityReport.pdf>

Institutional Racism Report, NASW (2007)

<https://www.socialworkers.org/diversity/institutionalracism.pdf>

Message from NASW CEO, Angelo McClain, Ph.D., LICSW, on Black Lives Matter

<http://www.socialworkers.org/pubs/news/2016/01/social-justice.asp>

Resources for Creating Inclusive Classrooms

National Center for Faculty Development and Diversity

<http://www.facultydiversity.org/page/Support>

Diversity in the Classroom. UCLA Diversity and Faculty Development

<https://equity.ucla.edu/wp-content/uploads/2016/06/DiversityintheClassroom2014Web.pdf>

Inclusive Teaching Resources & Strategies: University of Michigan

<http://www.crlt.umich.edu/multicultural-teaching/inclusive-teaching-strategies>

Harvard's Bok Center for Teaching: Managing "hot moments"

<http://bokcenter.harvard.edu/managing-hot-moments-classroom>

Creating a Gender-Affirming Classroom: Boston University

<http://www.bu.edu/sph/students/creating-a-gender-affirming-classroom/>

Creating Inclusive Classrooms for Trans* and Gender Expansive Students: UC Berkeley

https://groups.haas.berkeley.edu/CTE/teaching/Creating_Inclusive_Classrooms_for_Trans_and_Gender_Expansive_Students.pdf

Additional Resources

Kirwan Institute for the Study of Race and Ethnicity - “State of the Science: Implicit Bias review 2015” – summary of implicit bias research and de-biasing strategies

<http://kirwaninstitute.osu.edu>

UMB President’s Diversity Advisory Council (DAC) has developed a glossary of terms pertaining to “diversity” in a very broad sense.

<https://www.umaryland.edu/diversity/resources/glossary/>

Race Equity: Glossary of Terms. Center for the Study of Social Policy

<http://www.cssp.org/about/race-equity/GLOSSARY-OF-TERMS.pdf>

Ted talk entitled the “Danger of a Single Story”

<https://www.youtube.com/watch?v=D9Ihs241zeg>

YouTube “Hebrew Mamita”

<https://www.youtube.com/watch?v=yAeWyGGTdEE&sns=em>

Crowd sourced “Ferguson Syllabus”

http://www.theatlantic.com/education/archive/2014/08/how-to-teach-kids-about-whats-happening-in-ferguson/379049/?utm_source=SRA+Membership&utm_campaign=b1c5500bab-Heading_to_Minneapolis_The_SRA_Black_Liv7_21_2016&utm_medium=email&utm_term=0_bffb34478e-b1c5500bab-389696397

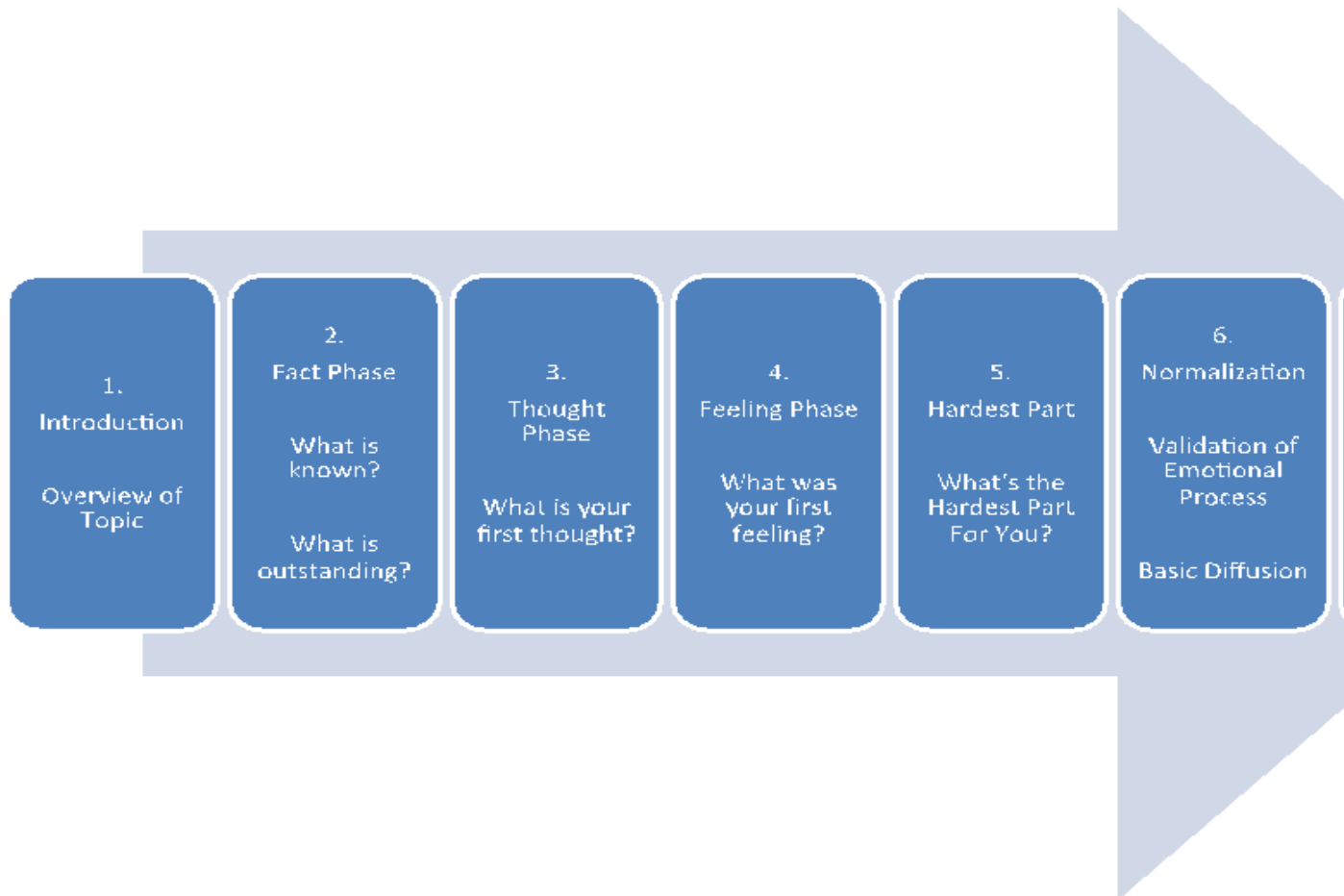
Processing Violent Events

The debriefing model below may be helpful to process violent events of this past year and those that may arise in the future. Many classroom discussions followed a similar model after the death of Freddie Gray, and faculty found such guide useful. Student feedback has indicated that students appreciated direct conversations in their classes about current events as they arose, even if brief.

In this model, it is important to take the time to process both individuals’ feelings about an event and the implications of the event for macro and clinical practice, as well as relate the event to the specific concepts covered in your class.

Also helpful, may be the video (found at the link below) created by the SSW's Drs. Tanya Sharpe and Geoff Greif, which discusses four key steps in successfully navigating/facilitating difficult classroom conversations and how to apply these steps in specific classroom scenarios. <https://www.youtube.com/watch?v=j5CTX0IyFhc>

Class Debriefing Model



Class Debriefing Model Discussion Overview

The following overview is offered as a potential framework and model to assist with guiding class discussions. Not all sections may be applicable, however it is important to follow the order of the sections as it effectively shifts from individual to big picture applications of critical events witnessed in the community as well as in the media. Please also pay attention to the level of homogeneity or heterogeneity within the group as this will certainly have an effect on the level of comfort that a student has with sharing their thoughts, feelings and voice.

I. Introduction

- a. Provide an overview of the topic
 - i. Specify the subject matter that your class will be discussing

II. Fact Phase

- a. What is known? What is outstanding?
 - i. Have participants take turns/ volunteer what “facts” they know
 1. What have they seen firsthand?
 2. What have they heard second hand?
 - ii. Use this as an opportunity to segment out fact from rumor
 - iii. If something is unknown resist the urge to speculate about the facts
 - iv. Verbalize a timeline for provision of additional information if available
 - v. If there are conflicting stories/ information, specify that there is conflicting information

III. Thought Phase

- a. A question to open to the group would be, “When you saw/ heard about _____, what is your first thought?”
- b. Participants should ideally begin their sentence with, “When I saw _____ (on TV, in person, etc.), my first thought was _____”
- c. This challenges participants to segment thought from feeling
- d. This also challenges participants to articulate what they are thinking
- e. The thought phase does not need to be “rational” or abide by “logic”
- f. Listen for thoughts that are attached to older memories
 - i. Articulation of older memories can be an indicator of a participant who is struggling to integrate this new stressor

IV. Feeling Phase

- a. A question to open to the group would be, “When you saw/ heard about _____, what was your first feeling?”
- b. Participants should ideally begin their sentence with, “When I saw _____ (on TV, in person, etc.), my first feeling was _____”
- c. This challenges participants to segment out their feelings
- d. This also challenges participants to articulate what they are feeling
- e. Feelings may be elaborate or seemingly basic
- f. Pay attention to key words – numb, angry, resigned
- g. Listen for feelings that are attached to older memories

- i. Articulation of older memories can be an indicator of a participant who is struggling to integrate this new stressor

V. Hardest Part (Reaction Phase)

- a. The goal of this phase is to solicit from participants what has been *most difficult*
- b. A question to open to the group would be, “Since _____ event, what’s been the hardest part for you?”
 - i. Common responses are: Getting back to a normal life; feeling like I have to constantly look over my shoulder; Feeling preoccupied/overwhelmed by _____.
 - ii. Listen for reactions that may include: “I just feel numb”, isolation, “I can’t stop crying,” or other very intense reactions (i.e. extreme anxiety, hypervigilance, extreme numbing etc.)
- c. Work to transition from Feeling to Reaction
 - i. How have the participants been doing, coping etc. within the last few days since the event
 - ii. Watch for participants who are having difficulty with putting some general space between themselves and the past event

VI. Normalization

- a. Validate emotional processes and provide basic diffusion
- b. Offer information on how participant responses are *normal* and *expected*
- c. Normalize the need to talk
- d. Normalize the practice of self-care and provide concrete examples of self-care (i.e. eating, sleeping, hydration, safe spaces etc.)
- e. Verbalize that this is *a normal response to an abnormal event*

VII. Strategy Phase

- a. Clinical/ MACRO Implications – What can we do now? What can we do together?
- b. Transition from individual perspective to group perspective
- c. Transition to applications to practice
- d. Reframe that exposure to intense events is often part of our work
- e. Reframe that part of what Social Workers must do is channel our *frustrations* into helping to facilitate positive social change
- f. Challenge participants to consider how their experiences and responses may be generalized to other populations and communities
- g. Challenge participants to consider how marginalized and oppressed communities practice resilience under times of extreme stress and conflict
- h. Challenge participants to consider engagement opportunities and methods of mobilization and support

VIII. Re-entry & Summation

- a. The goal of this phase is to provide some measure of closure
- b. Provide summary of event(s), reactions, strategies, opportunities for engagement
- c. Remind participants to seek out resources/ support if needed
- d. Again validate the importance of solicit support

e. Close the group