2015 CSWE STANDARDS

INSTRUCTOR'S GUIDE TO COMPETENCY BEHAVIORS

WITHIN THE TEXT AND RELATED CLASS EXERCISES

## Chapter 6. Minority Groups and the Impact of Oppression

*Competencies 2a and 2c are covered throughout all sections of this chapter.*

*Competency 2a*: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

*Competency 2c*: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Oppression

Privilege

White Privilege

Heterosexual Privilege

Male Privilege

Intersectionality

Systemic Examples of Oppression

Oppression in the Economic System

*Competency 3a*: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Disparities in the Health Care System

Environmental Oppression

*Competency 3a*: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

*Competency 3b*: Engage in practices that advance social, economic, and environmental justice.

Oppression in the Criminal Justice System

*Competency 3a*: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Progress and Backlash

Progressive Policies

*Competency 4b*: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

*Competency 6a*: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

*Competency 7b*: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

*Competency 8c*: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

*Competency 9b*: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

*Competency 9c*: Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Women’s Rights

*Competency 3a*: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

*Competency 3b*: Engage in practices that advance social, economic, and environmental justice.

Affirmative Action

*Competency 3a*: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

LGBT Rights

*Competency 3a*: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

*Competency 3b*: Engage in practices that advance social, economic, and environmental justice.

Backlash Against Minority Group Advancement

*Competency 3a*: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Anti-Immigrant Backlash

The Antifeminist Backlash Against American Women

Backlash Against Women in Health Care

The Global Dimensions of Backlash Against Women

*Competency 3a*: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

*Competency 5b*: Assess how social welfare and economic policies impact the delivery of and access to social services.

**Thinking Su**st**ainably**

Work of UN Women

*Competency 3a*: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Positive Developments in International Law

Competency 3a: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.

Culturally Competent Social Work Practice

*Competency 2b*: Present themselves as learners and engage clients and constituencies as experts of their own experiences.

*Competency 3b*: Engage in practices that advance social, economic, and environmental justice.

*Competency 6b*: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Summary and Conclusion

Critical Thinking Questions

*Competency 2b*: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

*Competency 7c*: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

**Individual Exercises**

*Competency 2: Engage Diversity and Difference in Practice*

1. Review an online newspaper and select a story profiling a successful public figure of your choice from a minority background, such as Sonia Sotomayor. In considering the story, identify any American ideologies presented in this chapter that are identified or implied in this story.

2. Rapid changes are taking place related to the acceptance of same-sex marriage. Go to the website at [http://www.pewforum.org](http://www.pewforum.org/2008/11/13/states-with-voter-approved-constitutional-bans-on-same-sex-marriage-1998-2008/) to review opinions on this issue and changes over time. Compare progress on the various states and federal government on this issue. What is the latest Supreme Court decision on this human rights issue? Compare and contrast the similarities and differences between the reasons given in support of these laws. Are there any ideologies or reasons given which were previously cited in banning interracial marriages?

**Group Exercises**

*Competency 2: Engage Diversity and Difference in Practice*

1. Stereotyping. To define stereotypes; to become more aware of where we find stereotypes and how they are reinforced; e.g., by the media. Stereotypes are defined by: generalizations, based on some fact, attributes, or categories and label.

Ask the group to complete the following statements on a separate sheet of paper. Group members can answer according to their own personal opinions or according to what they think "everybody knows" about the particular groups mentioned.

a. "Almost everyone would agree that intelligent, educated, assertive American women today are ."

b. "Some consistent, personal characteristics of people over the age of 65 are ."

c. "It is common knowledge that Blacks raised in the ghetto are ."

d. "Some of the problems with Asian Americans are ."

e. (True or False) "Almost everyone belonging to a minority group would agree that most middle class whites are racist."

2. Have each group member complete statements and hand papers in to facilitator.

3. Have several volunteers read the answers to each question, while group monitors make observations of the answers. Also have one volunteer for each question take notes on the answers and be ready to facilitate a discussion later.

4. Discuss each statement for about 15 minutes beginning with the volunteer who took notes. Focus on key words in each statement and on questions dealing with where we got the answers, how does the media influence the development and maintenance of stereotypes?

1. Assertive women are often confused with being masculine, aggressive, and "women’s libbers."
2. Just what do we mean by consistent, personal characteristics? Do old people begin to act in certain manners because we expect them to?
3. How many people are familiar enough with a Black ghetto to have an idea of what life is like there? Where does the word "ghetto" come from? What do we mean by ghetto? How does the media influence our "expectations" that Blacks and ghettos go hand in hand?
4. How do we define Asian Americans? Really, what are some of the problems that Asians themselves identify as being part of a minority in the U.S.? Who has the problem?
5. What is a middle class white? How do we define the word racist?

2. Ask students in the classroom to discuss a book they read growing up in which the child was of a different race or ethnicity than themselves or a member of an oppressed category. Was the reading of this book a turning point in some way for the student? Did it help the student have empathy for someone who was different from themselves? How was it an eye-opener?

**Films and DVDs.**

*Competency 2: Engage Diversity and Difference in Practice*

**1.** *Daughter from Danang* (2003, PBS). This video follows a young woman who was sent away at age 6 from war-torn Vietnam by her mother during Operation Babylift to the United States and now she is returning to her native land. Students can discuss issues raised in this journey involving adoption and family obligation.

Similarly, the theme of identity and international adoption of pursued in the haunting film by Changfu Chang-- *Ricki's Promise*, released in 2015. Information is available at: http://www.rickispromise.com/. The story is of an 18-year-old Asian woman raised in the U.S. who returns to China to live with her birth parents during summer vacation. Family struggles ensue.

2. To take viewers into the world of conservative families who discover a loved one is gay, play the TV film *Prayers for Bobby*, a powerfully moving family film based on a true story that uniquely focuses on the teachings of religious fundamentalism. Available at the Internet Movie Base at <http://www.imdb.com/title/tt1073510>), For an award winning documentary share with students *For the Bible Tells Me So* available at First Run Features (<http://firstrunfeatures.com/forthebibletellsmesodvd.html>) for around $18. This film reveals that religious anti-gay bias is based almost solely upon a misinterpretation of the Bible, and interviews people of faith who tell how they handle the realization of having a gay child or family

member.

3. Two films of interest on immigrant life and diversity in an Iowa town are PBS’s [*Postville: When Cultures Collide*,](http://www.iptv.org/series.cfm/9695/postville_when_cultures/ep:0/episodes) 2001 (available at <http://www.der.org/> ) and the follow-up after the mass raid at PBS *Frontline: Guatemala: In the Shadow of a Raid: U.S. Immigration Raid Leaves History Mark*, 2009 (16 minutes, download for free at <http://www.pbs.org/frontlineworld/rough/2009/07/guatemala_a_tal.html> )