

Examining the Curriculum Through a Liberatory Consciousness Framework Lens: Part I

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Feedback From Survey

How have these videos enhanced your knowledge about the Liberatory Consciousness Framework?

Feedback From Survey

- (1) Overall, everyone thought the videos were helpful.
- (2) Need more opportunities to discuss the strengths and limitations of the liberatory consciousness framework.

Feedback from Survey (Continued)

What additional information would you like to know about the liberatory consciousness framework?

- (1) How it is being applied to courses.
- (2) Specifics of how assignments will address the liberatory consciousness framework.
- (3) Is there a tool-kit available?
- (4) Knowledge about how other schools of social work have applied the liberatory consciousness framework.
- (5) How can it be applied to the implicit curriculum.



Feedback from Survey (Continued)

Courses where the liberatory consciousness framework is being used

- (1) Diversity and Oppression
- (2) Clinical Social Work: Addictive Behaviors II
- (3) Understanding Addictive Behaviors
- (4) CSW II: Health
- (5) HBSE
- (6) Strategic Program Planning
- (7) Loss Across the Lifespan



Looking at Your Syllabus from a Liberatory Consciousness Framework

- (1) Awareness: Review your syllabus to see what content is and is not included, with an eye towards identifying whose voices are not reflected in what students are required to read or view.
- (2) Analysis: Critical analysis and discussion about why certain content is and is not included. Discuss the importance of adding the content that was not included.



Looking at Your Syllabus from a Liberatory Consciousness Framework

(3) Action: Determine how you want to incorporate the content you have identified as not being included.

(4) Allyship/Accountability: How can you partner with those who teach in your area about what should be included? Ensure that all faculty who teach the course know how to teach the content that was added. Develop a plan to assess students' learning as it relates to the content that was added.



Example of an Assignment

Use the liberatory consciousness framework to analyze the mission statement of the agency where you are doing your field placement.

- (1) Awareness: Please identify what populations are and are not being served and what services are and are not being provided.
- (2) Analysis: Why do you think such populations are being or not being served?
Why do you think such services are or are not being provided?



Example of an Assignment

(3) Action: If the agency could provide such services, what would it need to do? If the agency could provide services to a different population than it is currently serving, what would it need to do?

(4) Allyship/Accountability: Whom would the agency need to partner with to provide such services or provide services to a different population than it is currently serving? How could the agency demonstrate its commitment to providing such services?



Example of an Assignment

(5) The final major D&O assignment is a 3-page Social, Racial, Economic, or Environmental Justice Reflection Paper. Students must identify a social, racial, economic, or environmental justice activity that they choose to participate in and write a 3-page reflection paper on this activity. Students must apply the liberatory consciousness framework in reflective practice, that is demonstrated in the knowledge, values, and skills of awareness, analysis, action, and accountability/ally-ship, to engage in practices that advance justice and equity when working with diverse groups as a social worker.



Example of an Assignment

Strategic and Program Planning

- Pick a “community” to focus on: Can be geographic/spatial or one defined another way (e.g., membership based on identity traits, shared experience)
- Plan a community issue identification process:
 - 1. Identify at least 5 sources of information about this community, as follows:
 - 2 of the 5 must be real-life people who you think qualify as “input constituency” members (Democratic Planning, per ben Asher)
 - 3. 1 of the 5 should be an “output constituency” member
 - 4. The two final sources should be non-people (e.g., archival records, social media information, community organization documents, publicly available “big dataset” data, other)
 - Create an interview guide that you will use to interview the 3 community members to gain insights on issues of importance to the community (interests, focuses, values, problems, concerns, needs, etc.)



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Example of an Assignment

- 4. Write up a reflection, in memo format, that incorporates the following, including the 4 A's from the Liberatory Consciousness Framework dimensions.
 - **Awareness**
 - The community issues you learned about – including similarities and contrasts across your different sources of information. What do you notice?
 - **Analysis**
 - Why do you think differences exist among respondents? What you suspect you *don't* know about yet – and why you don't know it (not talking to enough people? Or the “right” people? Or there being barriers to the people you talked with opening up to you? Other?)
 - **Action**
 - What your strategies would be to learn more about this community's issues?
 - **Accountability and Allyship**
- And – important! – what you're struggling with here, challenged by, not sure of; whose help might you need?