

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
Master Syllabus**

Course Number:

Instructor:

Office:

Office Hours:

E-mail:

Term:

Telephone:

Course Outline

I. Catalog Course Description:

This course will highlight theories to enhance the students' understanding of "Person-in-Environment" to be inclusive of the physical environment. Students will develop a paradigm regarding the interconnection of social work and environmental justice with an understanding of the bi-directional relationship of people and nature. Students will examine social work history and create an emerging perspective of social workers' role with respect to the environment. This course will help students achieve the updated Council on Social Work Education (CSWE) competency "**Advance Human Rights and Social, Economic, and Environmental Justice**" by developing awareness of ecological crises, environmental injustices, and movements that are intended to serve marginalized populations. Students will discuss how social workers can increase equality through advocacy, education, and action.

II. Course Overview:

This course will be based on a partnership between instructor and students in collaboration and commitment to mutual learning. Lectures, discussions, experiential exercises, and assignments will be the learning tools of the Environmental Justice and Social Work course. Students are expected to actively participate in class and attendance is mandatory. A critical goal of this course is to provide a safe environment for discussion of various points of view. Therefore differences in values, beliefs, and opinions expressed in the classroom will be respected.

III. Place of Course in Curriculum:

This course is an elective available to all MSW students as part of the generalist portion of the curriculum. This elective uncovers concepts about ecology and sustainability to expand social work education, and subsequently practice, to be inclusive of environmental justice. No co or pre-requisites are required.

IV. Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:
CSWE Competencies:

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

V. Course Learning Goals:

1. Students will develop a working knowledge of theories, conceptual frameworks and diverse, culturally competent, perspectives related to social work and environmental justice.
2. Students will evaluate the impact of environmental injustice on marginalized populations.
3. Students will apply the discipline of social work to further environmental justice using social work values, knowledge and skills.
4. Students will evaluate the use of micro, mezzo and macro practice when addressing issues related to environmental justice.
5. Students will incorporate environmental justice as an integral part of social work while prioritizing cultural competency.
6. Apply principles of environmental justice to establish a practice foundation, develop skill sets, and foster the development of a just social workers.*
7. Establish a multicultural lens to engage with communities in the name of inclusion, diversity, and anti-oppression.*
8. Be prepared for practice in dynamic contexts of current and future social work settings.*

*Drawn from 2020 RUSSW Strategic Plan

Additionally, the Code of Ethics of the National Association of Social Workers (1999, standard 1.05, p.9) mandates that social workers pursue knowledge about effective micro and macro practice with diverse and oppressed clients and the social systems with which they interact. As a result of this course, students are expected to begin a career-long process of learning and incorporating an understanding of culture and oppression into their practice.

VI. School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate ethical and professional behavior;
2. Engage diversity and difference in practice; and
3. Engage, assess, and intervene with individuals, families, groups, organizations, and communities

VII. Required Texts and Readings

Dominelli, L. (2012). *Green social work: From environmental crises to environmental justice*. Polity.

Gray, M., Coates, J., & Hetherington, T. (Eds.). (2012). *Environmental social work*. Routledge.

Other required readings (separate from textbooks) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

For further instructions [please click here for a video tutorial](#)

Useful Websites:

- Green Social Work Podcast - <http://www.podsocs.com/podcast/green-social-work/>
- Global Alliance for a Deep Ecological Social Work-
http://www.ecosocialwork.org/index.php?option=com_content&view=article&id=47&Itemid=54
- Dr. Michael Yellow Bird video “Decolonizing the Mind” - <https://vimeo.com/86995336>
- American Academy of Social Work & Social Welfare: Grand Challenge “Create Social Responses to a Changing Environment” - <http://aaswsw.org/grand-challenges-initiative/12-challenges/create-social-responses-to-a-changing-environment/>

VIII. Course Attendance and Participation Policies

Attendance is required and impacts your class participation grade. Absence, early departure, or lateness to class is acceptable only for compelling reasons, such as illness. Students may not miss class without a valid excuse. Valid excuses include illness with medical documentation, death of a loved one, or attending conferences as long as prior permission is obtained from the instructor. Students lose two points on final grade per unexcused absence. Students who miss more than three classes with or without a valid excuse may receive one course grade lower than their final grade when points are totaled. Students are expected to have their cameras on, unless other arrangements are made with the instructor.

IX. Diversity Statement

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

X. Assignments and Grading

Below is the grading scale for the MSW program

A 92-100

B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

*Scores to be rounded up at .5

Assignment Value

Assignments and Grading Scale:

Students are expected to do all required readings. Students will also be given assignments that will enhance the experiential learning. Grades for the course will be based on the following assignments. Percentage values for each assignment represent the maximum credit available.

Assignments	Points	Due
EJ Application Model worksheet and written summary	20	Week 4
Mind Maps themed on Environmental Justice and written summaries	20	Week 2 and Week 15
Intervention Paper	35	Week 12
Intervention Presentation	15	Weeks 11-14
Participation/Attendance	10	
Sum of all points	100 points	

Description of Assignments:

Participation is measured by a combination of attendance, engagement and demonstration of having read weekly assignments.

- **Reading Summary (part of participation):** Students will lead discussions. Discussion can be generated by creative methods including, but not limited to, asking questions, relating it to field placement, or conduct an activity focused around a student-created worksheet or vignette. Students are assigned readings at the beginning of the semester.
- **EJ Application Model worksheet AND Summary:** Students will complete the worksheet with at least two examples in each of the 12 categories. The completed worksheet should include a written summary answering the following questions:
 - How did you feel and what were your reactions when completing the worksheet? Was it difficult or easy? Why?
 - Which theory/perspective resonated most with them. Why?
 - Which category would be most realistic to make real/apply? Why?

The summary should be no more than two pages, double space with one-inch margins, and all other APA format requirements. Students should use at least three scholarly sources, which can include course material. Please write concisely to fit all the responses in two pages.

- **Mind Map** is a visual depiction of a concept using words and images to organize thoughts. Students will create an image that displays their concept and understanding environmental justice.

Students will complete an EJ themed mind map in week 1 and week 15. Both mind maps must be submitted with a written summary.

For the summary of the 1st mind map (due week 2), students should answer one or both of the following questions:

- How did you feel and what were your reactions when completing the worksheet? Was it difficult or easy? Why?
- Describe any noteworthy aspects of your process as you completed the mind maps? (Such as experiences you had or insights you gained.)

For the second of the 2nd mind map (due week 15), students should answer the following question:

- How has your understanding of environmental justice changed?

Both summaries should be no more than one-page, double space with one-inch margins, and all other APA format requirements. Students should use at least three scholarly sources, which can include course material. Please write concisely to fit all the responses in two pages.

Examples of various themed mind maps can be viewed:

[Mind Map for Religion Peace and Justice](#)

- **Intervention Paper** will be 10-15 pages proposing or describing a social work intervention that promotes environmental justice. Must have one-inch margins, double space, Times New Roman font size 12 and all other APA format requirements. Students should use at least six scholarly sources. Student must identify the client/client system. Describe the theory/theories related to the intervention. The student will explain how environmental justice, marginalized populations, and the health of the environment are considered within the intervention. Students must conduct an assessment of the intervention, analyzing strengths, limitations and potential areas of growth. This intervention must address issues discussed during this course or in the readings as it relates to social work and environmental justice.
- **Intervention Presentation** Students will concisely describe the intervention subjected in the student's intervention paper. Create an informative and engaging presentation using

Prezi or other online presentation software about an environmental issue and its respective intervention, using information from the course readings, your research, and other resources.

Each presentation will be 20 minutes or less. Points will be deducted from presentations that are longer than 20 minutes.

XI. Academic Resources

Library Research Assistance

Meredith Parker is the social work the social work librarian on the New Brunswick Campus meredith.parker@rutgers.edu p. 848-932-6124 ; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

All MSW Students

All MSW SSW students: New Brunswick, Camden, Newark, Intensive Weekend, online and blended are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring is available.

<https://rlc.rutgers.edu/student-services/writing-tutoring>

Newark Students Only

The Newark writing center is available for MSW students on the Newark campus by appointment. Online tutoring may be available.

<http://www.ncas.rutgers.edu/writingcenter>

Additional Online Resources

APA Style

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7th edition (2020). It can be purchased at [APA Manual 7th Edition](#).

The following website provide assistance with APA style:

Purdue OWL <https://owl.english.purdue.edu/owl/resource/560/01/>

Purdue OWL Mechanics, grammar, organization

<https://owl.english.purdue.edu/owl/section/1/>

XII. Course Evaluation

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

XIII. Academic Integrity

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution: Paraphrasing without proper attribution, i.e., presenting in one’s

own words another person's written words or ideas as if they were one's own, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution."

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.***

XIV. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://webapps.rutgers.edu/student-ods/forms/registration>.

XV. Other Resources

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 848.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

XVI. Active Shooter Resources:

Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in case there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus- <http://rupd.rutgers.edu/shooter.php>

XVII. Course Outline:

**Week 1 – Introduction to Social Work and
the Physical Environment and Related Theories**

Weekly outline/learning objectives:

- Review syllabus and course expectations/assignments
- Establish class community
- Introduce students to social work and environmental justice
- Identify theories that will be discussed in the course

Dominelli, L. (2012). Introduction. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp.1-9). Malden, MA: Polity Press.

Dominelli, L. (2012). A professional crisis within social and environmental calamities. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp. 24-42). Malden, MA: Polity Press.

Gray, M., Coates, J., & Hetherington, (Eds.). (2012). Introduction. *Environmental Social Work* (pp.1-28). New York, NY: Routledge.

Week 2 - Social Work and the Physical Environment and Related Theories Continued

Weekly outline/learning objectives:

- Examine theories related to social work and the environment
- Evaluate the similarities and differences of the theories

Belcher, J. R., & Mellinger, M.S. (2016). Integrating spirituality with practice and social justice: the challenge for social work. *Journal of Religion & Spirituality in Social Work: Social Thought*, 35 (4), 377-394.

Dominelli, L. (2012). Interrogating worldviews: from unsustainable to sustainable ways of reframing peoples' relationships to living environments. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp. 150-170). Malden, MA: Polity Press.

Peeters, J. (2017). Chapter 11: Promoting sustainability by a paradigm shift towards commons. In M.C. Powers & M. Rinkel, M. (Eds.), *Social Work Promoting Community and Environmental Sustainability: A Workbook for Global Social Workers and Educators* (pp. 146-160). Berne, Switzerland: International Federation of Social Workers.

Week 3 - Cultural Lens on Environment

Weekly outline/learning objectives:

- Examine Indigenous perspective on the environment and human relationships
- Compare Indigenous ideologies with Western framework
- Develop an anti-oppressive, culturally competent approach to social work and the environment

Mishra, P. J., (2016). Spiritualised social work as an Indian way of life. *International Journal of Multidisciplinary Approach and Studies*, 3(5), 113-117

Houston, S., & Gray, M., (2016). Falling in love outwards: eco-social work and the sensuous event. *Journal of Social Work*, 16(4), 412-428.

Yellow Bird, M (2012). Chapter 15: Neurodecolonization: applying mindfulness research to decolonizing social work. In Coates, J., Grey, M., Hetherington, T. & Yellow Bird, M. (Eds.), *Decolonizing Social Work* (pp. 293-310). New York, NY: Routledge.

Week 4 – “Sustainability”

Weekly outline/learning objectives:

- Define “sustainability”
- Understand the role of “sustainability” in social work and the environment
- Discussion of short paper defining environmental justice

Dylan, A. (2012). 3 Environmental sustainability, sustainable development, and social work. In M. Gray, J. Coates, & T. Hetherington, (Eds.), *Environmental Social Work* (pp.62-101). New York, NY: Routledge.

Teixiera, S. & Krings, A. (2015). Sustainable social work: an environmental justice framework for social work education. *Social Work Education*, 34(5), 513-527.

Powers, M. & Slominski, E. (2017). Chapter 20: Threadbare: the role of social work in addressing ecological injustices of the fashion industry. In M.C. Powers & M. Rinkel, M. (Eds.), *Social Work Promoting Community and Environmental Sustainability: A Workbook for Global Social Workers and Educators* (pp. 258-274). Berne, Switzerland: International Federation of Social Workers.

Week 5 – Environmental Justice

Weekly outline/learning objectives:

- Define “environmental justice”
- Overview of national and international issues of environmental justice
- Sharing of Mind Map

Dominelli, L. (2012). Climate change, renewable energy and solving social problems. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp. 84-104). Malden, MA: Polity Press.

Besthorn, F. H. (2012). 1 Radical equalitarian ecological justice: a social work call to action. In M. Gray, J. Coates, & T. Hetherington, (Eds.), *Environmental Social Work* (pp.31-45). New York, NY: Routledge.

Bullard, R. (2000). Environmental justice in the 21st century. *People of color environmental groups. Directory*, 1-21.

Alston, M. (2015). Social work, climate change and global cooperation. *International Social Work*, 58(3), 355–363.

Week 6 – Global Citizenship

Weekly outline/learning objectives:

- Define “global citizenship”
- Analyze the relationship between people, communities, nations and the environment
- Introduce the differential experiences of marginalized populations

Lysack, M. (2012). 12 Emotion, ethics, and fostering committed environmental citizenship. In M. Gray, J. Coates, & T. Hetherington, (Eds.), *Environmental Social Work* (pp.231-245). New York, NY: Routledge.

Misiakszek, G. W. (2015). Ecopedagogy and citizens in the age of globalisation: connections between environmental and global citizenship education to save the planet. *European Journal of Education*, 50(3), 280-292.

Hawkins, C.A. (2009). Global citizenship: a model for teaching universal human rights in social work education. *Critical Social Work*, 10(1), 116-131.

Week 7- Environmental Diversity - Urban, Suburban and Rural

Weekly outline/learning objectives:

- Identify the various ecological settings and respective needs of and opportunities to serve people and the environment
- Compare and contrast the environmental injustices in each setting
- Identify the groups-at-risk for environmental injustices in each setting

Dominelli, L. (2012). Reclaiming industrialization and urbanization from people. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp. 42-62). Malden, MA: Polity Press.

Scherchi, J. (2015). Rural community transition and resilience: what now for social work?. *Contemporary Rural Social Work*, 7(1), 56-70

Nhapi, T., & Mathende, T. (2017). Chapter 7: The Social Work Change Agent Role: Building Capacity in Rural Communities for Sustainable Natural Resource Management. In M.C. Powers & M. Rinkel, M. (Eds.), *Social Work Promoting Community and Environmental Sustainability: A Workbook for Global Social Workers and Educators* (pp. 89-106). Berne, Switzerland: International Federation of Social Workers.

Week 8 – Migration and Basic Human Rights: Food and Housing

Weekly outline/learning objectives:

- Discuss the limited opportunities in obtaining housing and food; discuss how these issues are connected to environmental justice
- Discuss the challenges of the marginalized populations in obtaining these resources
- Discuss the role of social work in addressing these issues

Dominelli, L. (2012). Environmental crises, social conflict and mass migration. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp. 105-126). Malden, MA: Polity Press.

Hayward, R.A., Himmelheber, S., Kaiser, M. L., & Miller, S. (2015). Cultivators of change: food justice in social work education. *Social Work Education*, 34(5), 544–557.

Week 9 –Health and Basic Human Rights: Water

Weekly outline/learning objectives:

- Discuss the limited opportunities in obtaining water; discuss how this issue is connected to environmental justice
- Discuss the challenges of the marginalized populations in obtaining water
- Discuss the role of social work in addressing these issues

Dominelli, L. (2012). Industrial pollution, environmental degradation and people's resilience. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp. 63-83). Malden, MA: Polity Press.

Tester, F. (2012). 5 Climate change as a human rights issue. In M. Gray, J. Coates, & T. Hetherington, (Eds.), *Environmental Social Work* (pp.102-118) . New York, NY: Routledge.

Impana, S., Josy, A., Lalit, P. & Yesudhas, R., (2014). Water and sanitation in Mumbai's slums: education through inquiry based learning in social work. *The Qualitative Report*, 9, Article 89, 1-10.

Week 10 – Resource Crises and Conflict

Weekly outline/learning objectives:

- Review and identify environmental resource distribution and conflicts created between the privileged and marginalized populations
- Analyze the multidirectional relationships between the privileged, marginalized and the environment
- Examine the role of social workers in addressing environmental crises

Dominelli, L. (2012). Scarce natural resources and inter-country conflict resolution. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp.150-170). Malden, MA: Polity Press.

Strier, R. (2013). Responding to the global economic crisis: inclusive social work practice. *Social Work*, 58(4), 344-353

Boetto, H., (2017). A transformative socio-social model: challenging modernist assumptions in Social Work. *British Journal of Social Work* 47, 48-67.

Week 11 - The Experiences of Women and Children

Weekly outline/learning objectives:

- Introduce Ecofeminism frameworks and compare to previously discuss theories

- Examine experiences of environmental injustices as they pertain to socio-economic status
- Examine experiences of environmental injustices as they pertain to age and gender
- Create a social work and the environment justice framework that is inclusive of all experiences
- Begin Intervention Presentations

Dominelli, L. (2012). Environmental degradation, natural disasters and marginalization. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp. 127-149). Malden, MA: Polity Press.

Hetherington, T., & Boddy, J. (2012). 2 Ecosocial work and marginalized populations. In M. Gray, J. Coates, & T. Hetherington, (Eds.), *Environmental Social Work* (pp.231-245). New York, NY: Routledge.

Alston, M., (2013). Environmental social work: accounting for gender in climate disasters. *Australian Social Work*, 66(2), 218-233.

Rogge, M.E. & Combs-Orme, T. (2003). Protecting children from chemical exposure: social work and U.S. social welfare policy. *Social Work*, 48(4), 439-450.

Besthorn, F. H., & McMillen, D. P., (2002). The oppression of women and nature: ecofeminism as a framework for an expanded ecological social work. *Families in Society: The Journal of Contemporary Human Services*, 83(3), 221-232

Week 12 – Incorporating Environment into Clinical Practice

Weekly outline/learning objectives:

- Review clinical interventions incorporating environmental elements
- Discuss the practicalities of infusing such practice in current clinical work
- Continue Intervention Presentations

Risley-Curtiss, C., Rogge, M.E., & Kawam, E. (2013). Factors affecting social workers' inclusion of animals in practice. *National Association of Social Workers*.

Legge, M. M. (2016). The role of animal-assisted interventions in anti-oppressive social work practice. *British Journal of Social Work*, 46, 1926–1941.

Rabb, H. (2017). Chapter 10: Sustainable wellbeing and social work with children: promoting our connectedness with nature through nature- assisted interventions. In M.C. Powers & M. Rinkel, M. (Eds.), *Social Work Promoting Community and Environmental Sustainability: A Workbook for Global Social Workers and Educators* (pp. 133-145). Berne, Switzerland: International Federation of Social Workers.

Week 13 – Incorporating Environment into Macro Practice

Weekly outline/learning objectives:

- Review macro interventions addressing environmental issues
- Discuss the practicalities of implementing such practices
- Continue Intervention Presentations

Besthorn, F. H. (2013). Vertical Farming: Social Work and Sustainable Urban Agriculture in an Age of Global Food Crises. *Australian Social Work*, 66(2), 187-203.

Norton, C.L., (2012). Social Work and the Environment: An ecosocial approach. *International Journal of Social Welfare*, 21, 299-308.

Norton, C. L., Holguin, B., & Manos, J. (2012). 9 Restoration no incarceration: an environmentally based pilot initiative for working with young offenders. In M. Gray, J. Coates, & T. Hetherington, (Eds.), *Environmental Social Work* (pp.172-192). New York, NY: Routledge.

Ross, D. (2012). 10 Social work and the struggle for corporate social responsibility. In M. Gray, J. Coates, & T. Hetherington, (Eds.), *Environmental Social Work* (pp.193-210). New York, NY: Routledge.

Week 14 – History of Social Work and Innovative Interventions for Current Environmental Issues

Weekly outline/learning objectives:

- Examine the origins of the social work and original incorporation of ecological issues
- Discuss the historical shift to a focus on a social environment
- Devise opportunities in which the social work profession can include environmental issues with innovative solutions
- Continue Intervention Presentations

Okpych, N. O., (2017). A historical perspective on the future of innovation in social work. *Research on Social Work Practice*, 27(2), 150-153.

Turner, D., Bennison, G., Megele, C., & Fenge, L., (2016). Social work and social media: best friends or natural enemies?, *Social Work Education*, 35(3), 241-244.

Forbes, R. (2017). Chapter 18: Using Social Media to Communicate Environmental Justice in Rural Spaces. In M.C. Powers & M. Rinkel, M. (Eds.), *Social Work Promoting Community and Environmental Sustainability: A Workbook for Global Social Workers and Educators* (pp. 238-245). Berne, Switzerland: International Federation of Social Workers.

Week 15 – Review Environmental Ethics and Conclusion

Weekly outline/learning objectives:

- Revisit and solidify environmental ethics discussed throughout the course
- Reflect on lessons learned and identify future opportunities to include environmental justice in social work practice
- Wrap-up

Dominelli, L. (2012). 10 Conclusions: green social work. *Green Social Work: From Environmental Crisis to Environmental Justice* (pp.193-207). Malden, MA: Polity Press.

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Gray, M. & Coates, J. (2011). Environmental ethics for social work: social work's responsibility to the non-human world. *International Journal of Social Welfare*, 21, 239–247.

Casal-Sanchez, L. (2017). Chapter 16: Social and environmental sustainability as ethical values to guide social work practice. In M.C. Powers & M. Rinkel, M. (Eds.), *Social Work Promoting Community and Environmental Sustainability: A Workbook for Global Social Workers and Educators* (pp. 214-222). Berne, Switzerland: International Federation of Social Workers.