

ELA Reference Guide Addendum – Racial Equity in Field Education

Racial Equity: Racial Equity continues to be critical for social work education, especially in light of our current political situation. To support students integrating this knowledge and skill set into their social work practice, we have added content about racial equity to the ELA.

Students are asked to (we will provide examples later in this addendum.):

- Identify a racial equity goal with you to practice applying a racial equity lens in practice on the ELA.
- Integrate racial equity into learning goals for key competencies.

The Brown School Office of Field Education commitment to racial equity is guided by the following values and definitions.

Our Values

We embrace diverse people, identities, ideas, and points of view to continually improve our School, region, nation, and world. We are committed to creating internal and external contexts where outcomes are no longer predicted by identity, access to resources, or geography

How We Define Equity

Equity is realized when the outcomes of individuals, communities and populations are no longer impeded or predicted by identity, access to resources, or geography.

Washington University's Academy on Diversity, Inclusion & Equity offers these considerations: "Equity is an outcome. Equity is distinct from equality – equality means treating all members of the community the same. However, because of generations of unequal treatment throughout the history of our country, higher education generally, Washington University and the Brown School specifically, supporting equitable outcomes often call for giving different support to different groups." (p.1)

As the Office of Field Education, we are committed to racial equity, a state in which outcomes are not predicted by race.

Racial Equity in practicum placements requires the process of recognizing and addressing how levels of institutionalized and systemic oppression impact individuals, families, organizations and communities.

We use the following definitions:

An Anti-racist: someone who is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes the expression or ideas that racial groups are equals and do not need developing, and supporting policies that reduce racial inequity.

A racist is an individual supporting racist policy through their actions or inaction or expressing a racist idea.

SOURCE: Ibram X Kendi, How to be an Antiracist, Random House, 2019

We believe everyone has a role in address racial equity and this work happens on a continuum. We use the Forward through Ferguson continuum to teach students about this and you can refer to this tool as well.

New to the ELA is the question:

How will your practicum projects or deliverables advance racial equity or anti-racism at your site? Provide a two paragraph proposal (minimum of 150 words) on your racial equity/anti-racism project based on your practicum placement. Use SMART objectives to support your goals. NOTE this proposal should be a collaborative process with you and your field instructor.

Potential projects, and activities to support the racial equity goal can include opportunities to explore and examine how an organization/field placement address issues of structural and institutional racism that individuals, families, and communities. A list of potential ideas is provided below to help you get started. These are ideas that will can be expanded or tailored to fit your organizations situation and needs. These are a starting point and this an exhaustive list, please be creative!

- Create a resource guide/binder with resources, which specifically provides additional or specialized support to BIPOC individuals.
- Review existing resources for any agencies/services that have a history of disparate treatment or racism.
- Use supervision for conversations about the way that race can affect how we have conversations with clients; this will mean actively identifying and working through internal biases to provide the highest degree of client care.
- Review agency policies for areas that might not be supportive to BIPOC and offering recommendations
- Review agency webpages/collateral for representation of marginalized communities
- Develop common language for diversity, inclusion, equity tailored to organization culture a mission
- Develop a literature review on the clinical relationship that address the power imbalances, oppression, and racial identity
- Review intake processes for strengths and challenges for diverse communities
- Develop survey for staff and diversity, inclusion, equity issues
- Review interventions to see if they are cultural relevant/sensitive
- Review Forward Through Ferguson calls to action to see where there is overlap with organizations mission
- Develop racial equity statement for fundraising