

**GRADUATE SCHOOL OF SOCIAL WORK AND SOCIAL RESEARCH
(GSSWSR)
BRYN MAWR COLLEGE**

B586- Reproductive Justice & Social Work Praxis

Instructor: Lindsay Griffin, LCSW

E-mail: lngriffin@brynmawr.edu

Office hours: by appointment only

Course Description:

Welcome to Reproductive Justice and Social Work Praxis! I am excited to work with you during this summer! Reproductive Justice (RJ) is a critical intersectional framework focused on advancing reproductive health, bodily autonomy, and reproductive rights. RJ is a human rights movement that goes beyond the pro-life vs. pro-choice debate. Additionally, it is a movement that uplifts and centers the voices of marginalized communities in promoting issues of social justice. As social workers, it is important to consider how RJ's framework can inform social work practice and interventions with individuals, families, groups, and communities. This course will explore RJ as a theoretical framework and as a guide for practice for clinical and macro social workers.

In the first portion of this course, we will discuss a general overview of the RJ framework, the history of the RJ movement, theories at the foundation of the RJ framework, and how RJ aligns with the social work Code of Ethics. In the remainder of the course, we will explore the core tenets of the RJ framework more in-depth, and how the core tenets pertain to social work practice. In each session, we will explore what role social work has with supporting individuals, families, groups, and communities using the Reproductive Justice framework and a social work perspective.

Course Objectives:

1. Students will be able to discuss the three pillars central to the Reproductive Justice Framework. (knowledge)
2. Students will be able to identify how Reproductive Justice aligns with the social work profession and Code of Ethics. (knowledge, values)
3. Students will be able to identify the social work ethical principles aligned with Reproductive Justice. (knowledge, values)
4. Students will be able to discuss how Reproductive Justice can inform social work practice with individuals, families, groups, and communities. (knowledge)
5. Students will develop skills to analyze social problems using the RJ framework. (knowledge and skills)
6. Students will be able to identify how to implement Reproductive Justice informed interventions in their work with individuals, families, and communities. (knowledge, skills, values)

Course Policies

Zoom:

Our class will meet weekly on Zoom. During our meetings, it is expected to have your camera on at all times. When you are not speaking, please have yourself on mute. If you are unable to have your camera video on, please notify me immediately.

Absences:

Class attendance is recorded for each week. Students with **more than two absences**, for any reason, will be referred to the GSSWSR *Committee for Academic Progress and Support (CAPS)*.

Course Readings

All course readings will be accessible online on Moodle and through our online Bryn Mawr Library. There are no required texts to purchase.

Written Assignments:

All written work must be submitted per the individual instructor's specifications (hardcopy, Moodle upload or email). Students are expected to use American Psychological Association (APA) style for referencing sources and citations within text. Please consult the Publication Manual of the American Psychological Association, 7th edition or online at: <http://owl.english.purdue.edu/owl/resource/560/01/>

Plagiarism:

It is assumed that all written work will be completed independently, unless otherwise specified. Indication that the student's work has not been completed independently will result in referral to the *Committee on Academic Progress and Support (CAPS)*. Each student should become familiar with the College's guidelines on plagiarism (see student handbook) and with the National Association of Social Work Code of Ethics. The Code of Ethics is available online at <http://www.naswdc.org/code.htm>.

Grades

Grades for this course are "Satisfactory" (S), Satisfactory minus (S-) and "Unsatisfactory" in accordance with School policy. In order to achieve the intended outcomes for the course, the student must complete all work with an evaluation of Satisfactory. Late submission of assignments must be negotiated in advance with the instructor. Class Participation is a requirement of this course and represents 10% of your performance evaluation.

Accommodations

Students, who for any reason, believe that they may need accommodations in this course are encouraged to contact the Bryn Mawr College Coordinator of Access Services, at 610-526-7351 in Eugenia Chase Guild Hall, Room 103, to discuss their eligibility for accommodations. Early contact will help avoid unnecessary inconvenience and delays.

Assignments

Assignment 1: Current News Event (15%)

Students will sign up for a slot to talk to the class about a current news event and how it is relevant to RJ. Students will be given 5-10 minutes to present the news topic and discuss how they see this is connected to RJ. Students are also required to bring 1-2 questions to pose to the group that is related to the news/recent event.

Assignment 2: Weekly Reflection #1 (15%)

Write a 1-2 page (double-spaced) reflection on the following prompt: What is something new that you learned about Reproductive Justice from the first week of classes? What is something you may want to learn more about? Due Saturday, June 29th by 11:59 PM.

Assignment 3: Weekly Reflection #2 (15%)

Write a 1-2 page (double-spaced) reflection on the following prompt: What role(s) do you think that social workers have in supporting the first tenet of Reproductive Justice—The Right to Not Have a Child? Due Saturday, July 6th by 11:59 PM.

Assignment 4: Weekly Reflection #3 (15%)

Write a 1-2 page (double-spaced) reflection on the following prompt: What role(s) do you think that social workers have in supporting the 2nd tenet of Reproductive Justice—The Right to Have a Child? Due Saturday, July 13th by 11:59 PM.

Assignment 5: Final Presentation (30%)

Learning Objective: Analyze a current social problem using the Reproductive Justice framework and how this informs social work practice.

Students will prepare a 15-minute presentation to discuss and analyze a social problem that they care about using the Reproductive Justice framework. Approximately 5 minutes will be set aside for questions and comments from members of the class. Students should prepare a PowerPoint presentation that will be shared with the class. Students will be assessed on the following components of their presentation:

- ▶ Identifies and clearly defines a social problem including background of the problem: Discusses any relevant statistics and who may be impacted by this problem.
- ▶ Discusses the RJ tenet(s) that are relevant for framing and discussing the social problem
- ▶ Identifies relevant social work values, ethics, and/or principles to discuss why social workers should care about this problem
- ▶ Identifies either clinical/macro SW interventions, utilizing the RJ framework that may be proposed to help an individual/population experiencing this social problem
- ▶ Overall flow and organization of the presentation
- ▶ Reference page and APA citations in the slides

Grading for this course:

Class discussion & participation- 10 points

Current News Presentation- 15 points

Weekly Reflections (3 at 15 points each)- 45 points

Final Presentation- 30 points

Total= 100 points

85+ is a Satisfactory grade (S)

75-84 is a Marginal Satisfactory grade (S-)

Under 75 Points is an Unsatisfactory grade (U)

2022 EPAS Competencies Addressed in this Course**Competency 1: Demonstrate Ethical and Professional Behavior**

- Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities.
- Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice.
- Social workers recognize and manage personal values and the distinction between personal and professional values.
- Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior.
- Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work.
- Social workers make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

- Social workers understand that every person regardless of position in society has fundamental human rights.
- Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all.
- Social workers advocate for human rights at the individual, family, group, organizational, and community system levels.
- Social workers engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy.
- Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice.
- Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion.
- The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status.
- Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power.
- Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination.
- Social workers demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
- Social workers demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

- Social workers demonstrate knowledge about methods to assess reliability and validity in social work research.
- Social workers identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

- Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services.
- Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy.
- Social workers use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
- Social workers apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Social workers value the importance of human relationships.

- Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies.
- Social workers use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Social workers understand assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan.
- Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making
- Social workers demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice.
- Social workers engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
- Social workers incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes.
- Social workers critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Readings & Assignment Due Dates

A Social Work Introduction to Reproductive Justice Theory & Background

Session 1: June 24- Introductions & A Call to Action for Social Work

Review/Skim the NASW Code of Ethics online:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Alzate, M. M. (2009). The Role of Sexual and Reproductive Rights in Social Work Practice. *Affilia*, 24(2), 108–119. <https://doi.org/10.1177/0886109909331695>

Ross, L., & Solinger, R. (2017). *Reproductive Justice: An Introduction*. University of California Press. <http://ebookcentral.proquest.com/lib/brynmawr/detail.action?docID=4711991>.

Read: Introduction

Read the United Nations Universal Declaration of Human Rights

Optional (not required):

Ross, L. (2017). Conceptualizing reproductive justice theory: A manifesto for activism. In L. Ross, L. Roberts, E. Derkas, W. Peoples, & P. B. Toure (Eds.), *Radical reproductive justice: Foundation, theory, practice, critique* (First Feminist Press edition, pp. 170–232). Feminist Press, at the City University of New York.

History of RJ & Bodily Autonomy

Session 2: June 27- History & Overview of RJ in the 21st Century

Ross, L., & Solinger, R. (2017). *Reproductive Justice: An Introduction*. University of California Press. <http://ebookcentral.proquest.com/lib/brynmawr/detail.action?docID=4711991>.

Read: Chapters 1 & 2

For our second class- watch the below video starting at 6 PM. We will meet at 7 PM to discuss the video together.

Video to watch for class discussion: Loretta Ross: Reproductive Justice as a Human Right (<https://www.youtube.com/watch?v=mTVGGSli0mU>)

Trigger warning!! Video brings up rape, incest, and sterilization

Weekly Reflection #1 Due Saturday, June 29th by 11:59 PM.

The Right to Not Have a Child

Session 3: July 1 Abortion care & access

Dehlendorf, C., Harris, L. H., & Weitz, T. A. (2013). Disparities in abortion rates: A Public Health Approach. *American Journal of Public Health*, 103(10), 1772–1779. <https://doi.org/10.2105/AJPH.2013.301339>

Reamer, F. G. (2023). Ethical Practice in a Post-Roe World: A Guide for Social Workers. *Social Work*, 68(2), 150–158. <https://doi.org/10.1093/sw/swad004>

Ross, L., & Solinger, R. (2017). *Reproductive Justice: An Introduction*. University of California Press. <http://ebookcentral.proquest.com/lib/brynmawr/detail.action?docID=4711991>.

Read: Chap 3

Session 4: July 3 (Meeting Wednesday due to the holiday)- Access to birth control and education on sexual health and reproduction

Swan, L. E. T. (2021). The impact of US policy on contraceptive access: A policy analysis. *Reproductive Health*, 18(1), 235. <https://doi.org/10.1186/s12978-021-01289-3>

Hall, K. S., McDermott Sales, J., Komro, K. A., & Santelli, J. (2016). The State of Sex Education in the United States. *Journal of Adolescent Health*, 58(6), 595–597. <https://doi.org/10.1016/j.jadohealth.2016.03.032>

Sondag, K., Johnson, A., & Parrish, M. (2020). School sex education: Teachers' and young adults' perceptions of relevance for LGBT students. *Journal of LGBT Youth*, 19, 1–21. <https://doi.org/10.1080/19361653.2020.1789530>

Weekly Reflection # 2 Due Saturday, July 6th by 11:59 PM.

The Right to Have a Child

Session 5: July 8- Infertility & Eugenics: Stratified Reproduction & Sterilization

Bell, A. V. (2016). The margins of medicalization: Diversity and context through the case of infertility. *Social Science & Medicine*, 156, 39–46. <https://doi.org/10.1016/j.socscimed.2016.03.005>.

Ross, L., & Solinger, R. (2017). *Reproductive Justice: An Introduction*. University of California Press. <http://ebookcentral.proquest.com/lib/brynmawr/detail.action?docID=4711991>.

Read: Chap 4

Turner, K. A., Spurlin, E. E., & Jimenez, P. T. (2023). Disparities in Female Oncofertility Care in the United States: More Questions Than Answers. *Life*, 13(7), Article 7. <https://doi.org/10.3390/life13071547>

Recommended (not required):

Inhorn, M. C., Ceballo, R., & Nachtigall, R. (2009). Marginalized, invisible and unwanted: American minority struggles with infertility and assisted conception. In L. Culley, N. Hudson, & F. van Rooij (Eds.), *Marginalized reproduction* (pp. 181–195). Routledge

Payne, J. G., & Erbenius, T. (2018). Conceptions of transgender parenthood in fertility care and family planning in Sweden: From reproductive rights to concrete practices. *Anthropology & Medicine*, 25(3), 329–343. <https://doi.org/10.1080/13648470.2018.1507485>

Roberts, D. E. (2009). Race, Gender, and Genetic Technologies: A New Reproductive Dystopia? *Signs*, 34(4), 783–804. <https://doi.org/10.1086/597132>

Session 6: July 11- Pregnancy complications & birth injustice

Davis, D.-A. (2019). Obstetric racism: The racial politics of pregnancy, labor, and birthing. *Medical Anthropology*, 38(7), 560–573. <https://doi.org/10.1080/01459740.2018.1549389>

Trigger Warning

Listen to the podcast [Reproductive Injustice](#) (Episodes 2, 3, & 4) **Trigger Warning**

Optional:

Adebayo, C. T., Parcell, E. S., Mkandawire-Valhmu, L., & Olukotun, O. (2021). African American women's maternal healthcare Experiences: A critical race theory perspective. *Health Communication*, 0(0), 1–12. <https://doi.org/10.1080/10410236.2021.1888453>

Weekly Reflection #3 Due Saturday, July 13th by 11:59 PM.

The Right to Parent in Safe & Sustainable Communities

Session 7: July 15- Perinatal Mental Health, Family Leave Policies & Child Welfare

Gress-Smith, J. L., Luecken, L. J., Lemery-Chalfant, K., & Howe, R. (2012). Postpartum depression prevalence and impact on infant health, weight, and sleep in low-income and ethnic minority women and infants. *Maternal and Child Health Journal*, 16(4), 887–893. <https://doi.org/10.1007/s10995-011-0812-y>

Lee, B. C., Modrek, S., White, J. S., Batra, A., Collin, D. F., & Hamad, R. (2020). The effect of California's paid family leave policy on parent health: A quasi-experimental study. *Social Science & Medicine*, 251, 112915. <https://doi.org/10.1016/j.socscimed.2020.112915>

Miller, B. (2017). Mothering while poor: Utilizing the reproductive justice framework to build the capacities of young mothers. In L. Ross, L. Roberts, E. Derkas, W. Peoples, & P. Bridgewater (Eds.), *Radical reproductive justice: Foundation, theory, practice, critique* (pp. 355–360). The Feminist Press.

Optional (not required)

Harp, K. L. H., & Bunting, A. M. (2020). The racialized nature of child welfare policies and the social control of black bodies. *Social Politics*, 27(2), 258–281. <https://doi.org/10.1093/sp/jxz039>

Hunte, R., Klawetter, S., & Paul, S. (2021). Black nurses in the home is working: Advocacy, naming, and processing racism to improve black maternal and infant health. *Maternal and Child Health Journal*. <https://doi.org/10.1007/s10995-021-03283-4>

Keefe, R. H., Brownstein-Evans, C., & Rouland Polmanteer, R. S. (2016). Having our say: African-American and Latina mothers provide recommendations to health and mental health providers working with new mothers living with postpartum depression. *Social Work in Mental Health*, 14(5), 497–508. <https://doi.org/10.1080/15332985.2016.1140699>

Session 8: July 17- Environmental Justice & Implications of Poverty

Hoover, E. (2018). Environmental reproductive justice: Intersections in an American Indian community impacted by environmental contamination. *Environmental Sociology*, 4(1), 8–21. <https://doi.org/10.1080/23251042.2017.1381898>

Bovell-Ammon, A., Yentel, D., Koprowski, M., Wilkinson, C., & Sandel, M. (2021). Housing is health: A renewed call for federal housing investments in affordable housing for families with children. *Academic Pediatrics*, 21(1), 19–23. <https://doi.org/10.1016/j.acap.2020.06.141>

Optional:

- Brott, H., & Townley, G. (2023). Reproductive justice for unhoused women: An integrative review of the literature. *Journal of Community Psychology*, 51(5), 1935–1960. <https://doi.org/10.1002/jcop.22980>
- Jiménez, L., Johnson, K., & Page, C. (2017). Beyond the Trees: Stories and Strategies of Environmental and Reproductive Justice. In L. Ross, L. Roberts, E. Derkas, W. Peoples, & P. Bridgewater (Eds.), *Radical reproductive justice: Foundation, theory, practice, critique* (pp. 361–380). The Feminist Press.
- Suran, M. (2022). EPA takes action against harmful “forever chemicals” in the US water supply. *JAMA*, 328(18), 1795. <https://doi.org/10.1001/jama.2022.12678>
- Thomas, M. M. C., Miller, D. P., & Morrissey, T. W. (2019). Food insecurity and child health. *Pediatrics*, 144(4), e20190397. <https://doi.org/10.1542/peds.2019-0397>

Wrapping Up

Session 9: July 22- Assignment 3- Start final presentations (15 minutes)

Session 10: July 25- Finish Final presentations & Closing Out