

# Working With Racial/Ethnic Diversity

Making Research Count (MRC) has compiled the following list of resources for MRC members. We hope that they will be of interest to those working in, or with, social work and social care.

## Black Lives Matter: Social Work Must Respond With Action – Not Platitudes

This article by Wayne Reid, Professional Officer and Social Worker at British Association of Social Workers (BASW), appeared in *Community Care* on 12 June 2020.

*“There has been a weak response from social work leaders to George Floyd’s killing. Practitioners must re-evaluate their roles to act as effective allies for people from Black and ethnic minority groups.”*



Image courtesy of [Tony Webster](#)

To read the full article, click [here](#).

## Group Support for Transformational Social Work Education: A Study of the Black Academics Forum (BAF)

Tedam, P., Matoo, G., Mano, I. and Singh, S. Group support for transformational social work education: a study of the Black Academics Forum (BAF). *Groupwork*, 25(2), 89-111.

Abstract: The importance of formal and informal support for professional social workers cannot be overemphasised and this is true for social work academics who view themselves as belonging to minority groups. This paper outlines the development of the Black Academics Forum (BAF) within the Division of Social Work at the University of Northampton as a strategy to transform social work education for students, its members and ultimately for users of social work services. The benefits of BAF are considered within the context of feeling ‘lost inside space’ and providing a forum to self define whilst drawing upon the values of belonging, acceptance and trust. The challenges and limitations are considered alongside aspirations for the future of the group.

For the full text of this article, please contact: [mrc@beds.ac.uk](mailto:mrc@beds.ac.uk).

## Challenging Implicit Bias: Preparing Students to Practice with African American Families

Bruster, B. E., Lane, T. Y. and Smith, B. D. (2019). Challenging implicit bias: preparing students to practice with African American families. *Social Work Education*, 38:5, 654-665.

Abstract: The disparity of African American families in the foster care system is a concern in the field of child welfare services and the social work profession. African American families experience unique challenges related to discriminatory practices and implicit biases in the child welfare system and by mandated reporters. To address these inequalities, state and local agencies have implemented prevention and intervention services to support minority families. Additionally, child welfare agencies have invested in professional development training for their workers to alleviate possible intolerant practices. This article describes implicit biases and considers how they could contribute to the disparity of African American families involved in the child welfare system. Furthermore, the article presents approaches to help social work students to identify and challenge their implicit biases to support culturally sensitive practices while working with African American families. It concludes with implications for social work education.

To access full text of this article, click [here](#).



## Decrypting Cultural Nuances: Using Drama Techniques from the Theatre of the Oppressed to Strengthen Cross Cultural Communication in Social Work Students

Burroughs, L. and Muzuwa, B. (2019). Decrypting cultural nuances: using drama techniques from the theatre of the oppressed to strengthen cross cultural communication in social work students. *Social Work Education*. DOI: [10.1080/02615479.2019.1597039](https://doi.org/10.1080/02615479.2019.1597039)

Despite widening participation in social work education in the UK, social work students from black and minority ethnic (BME) backgrounds can find that they have less positive experiences on social work courses than their counterparts. This can happen when courses do not equip students to navigate the subtle rules of communication with service users that are premised on dominant UK values. As a consequence BME students can be assessed as having poor interpersonal skills and poor skills in engaging service users. However, the issue is often more one of cultural differences and high expectations of cultural integration than one of incompetence. This paper reports on a drama workshop using techniques from the Theatre of the Oppressed to foster awareness of the complexities of cross cultural communication that BME students may face. The workshop facilitates insight into the nuances of culturally informed values that differ from dominant UK values.

Drawing on student workshop evaluations, the authors highlight the positive use of techniques from the Theatre of the Oppressed as a pro-active pedagogical approach to equipping BME students with insight and skill to circumnavigate cross cultural communication in practice and develop awareness of empowering strategies to combat negative paradigms about BME cultures.

To access full text of this article, click [here](#).

## Why I'm No Longer Talking To White People About Race

Reni Eddo-Lodge (2018). *Why I'm No Longer Talking To White People About Race*. London: Bloomsbury Publishing.

THE SUNDAY TIMES BESTSELLER

**Reni Eddo-Lodge**

# WHY I'M NO LONGER TALKING TO WHITE PEOPLE ABOUT RACE

Includes a  
new chapter,  
AFTERMATH

BLOOMSBURY

In 2014, award-winning journalist Reni Eddo-Lodge wrote about her frustration with the way that discussions of race and racism in Britain were being led by those who weren't affected by it. She posted a piece on her blog, entitled: 'Why I'm No Longer Talking to White People About Race'.

Her words hit a nerve. The post went viral and comments flooded in from others desperate to speak up about their own experiences. Galvanised by this clear hunger for open discussion, she decided to dig into the source of these feelings.

Exploring issues from eradicated black history to the political purpose of white dominance, whitewashed feminism to the inextricable link between class and race, Reni Eddo-Lodge offers a timely and essential new framework for how to see, acknowledge and counter racism.

For more information, click [here](#).

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## A Qualitative Study of Marginalised Social Work Students' Views of Social Work Education and Learning

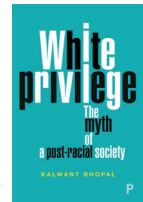
Bernard, C., Fairtlough, A., Fletcher, J. and Ahmet, A. (2014). A Qualitative Study of Marginalised Social Work Students' Views of Social Work Education and Learning. *British Journal of Social Work*, 44, 1934-1949.

Abstract: This article explores the experiences of social work students who viewed themselves to be multiply marginalised in universities in England. It draws on data from a Department of Health-funded study into Diversity and Progression that investigated the particular circumstances of black and ethnic minority, disabled, and lesbian, gay and bisexual students. In-depth interviews (forty-one) and focus groups (nine) were conducted with students and a wide range of social work education providers in eight universities in England to identify how individual and institutional factors interact to affect learning experiences on social work programmes. The results show that subtle manifestations of marginalisation are at play in the learning environment for these groups of students. Overall, the findings highlight the ways in which various forms of discrimination coalesce to disempower particular groups of students. The article concludes by considering the implications and challenges for social work educators in minimising such discriminatory processes.

For the full text of this article, please contact: [mrc@beds.ac.uk](mailto:mrc@beds.ac.uk).

## White Privilege: The Myth of a Post-Racial Society

Bhopal, K. (2018). *White Privilege: The Myth of a Post-Racial Society*. Bristol: Policy Press.



Why and how do those from black and minority ethnic communities continue to be marginalised? Despite claims that we now live in a post-racial society, race continues to disadvantage those from black and minority ethnic backgrounds. Kalwant Bhopal explores how neoliberal policy making has increased rather than decreased discrimination faced by those from non-white backgrounds. She also shows how certain types of whiteness are not privileged; Gypsies and Travellers, for example, remain marginalised and disadvantaged in society.

Drawing on topical debates and supported by empirical data, this important book examines the impact of race on wider issues of inequality and difference in society. For more information, click [here](#).

## How 'Racism' is Understood in Literature about BME Social Work Students

Jeyasingham, D. and Morton, J. (2019). How is 'racism' understood in literature about black and minority ethnic social work students in Britain? A conceptual review. *Social Work Education*, 38 (5), 563-575.

Abstract: This conceptual review interrogates a body of literature concerned with black and minority ethnic (BME) social work students in Britain since 2008. This period has coincided with an increasing focus on diversity in Higher Education, but also lower prominence being given to race in social work. In social work education, there has been increased attention to the needs and experiences of BME students. While most of this literature acknowledges racism, what constitutes racism and how it can be understood usually remain implicit. This review aimed to explore influential concepts in the literature and the ways these affected how racism is understood and identified. A search was carried out for articles in peer-reviewed academic journals between 2008 and 2018. In this article, we discuss four recurring concepts of racism in this literature: subtle racism, institutional racism, cultural difference and pedagogical solutions. The article analyses the assumptions underpinning these concepts, and the implications for how racism has been understood and investigated in this literature. The subsequent discussion calls for a more reflexive approach and identifies questions that future research could explore, which could lead to improved understandings of racism in social work education.

For the full text of this article, please contact: [mrc@beds.ac.uk](mailto:mrc@beds.ac.uk).



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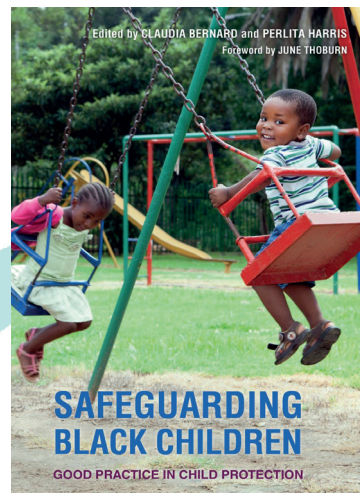


## Safeguarding Black Children: Good Practice in Child Protection

This book, edited by Claudia Bernard and Perlita Harris, provides guidance on the ways child protection services need to improve provision for black children and young people in need.

The book covers issues such as the effects of parental mental health problems, living with domestic violence, child maltreatment, and demonstrates how these might be understood differently for black children and young people. There are also chapters on topics such as female genital mutilation, witchcraft and forced marriage.

For a more detailed description, and/or to purchase this title, click [here](#).



## The Invisibility of White Privilege

American Psychological Association Podcast on YouTube



The protests against racial injustice that have made headlines over the past month may be prompting some white Americans to consider - perhaps for the first time - the advantages they've benefited from all their lives. Brian Lowery, PhD, a senior associate dean at Stanford University's Graduate School of

Business, studies the psychology of racial privilege in the United States. He discusses the factors that drive many white Americans to ignore and even deny that white privilege exists, and what he believes needs to be done to combat racial injustice.

To listen to this podcast, click [here](#).

## Natives: Race and Class in the Ruins of Empire

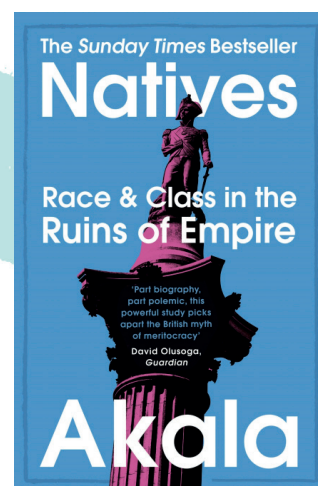
Akala (2018). *Natives: Race and Class in the Ruins of Empire*. London: Hodder and Stoughton.

A searing modern polemic and Sunday Times bestseller from the BAFTA and MOBO award-winning musician and political commentator, Akala.

From the first time he was stopped and searched as a child, to the day he realised his mum was white, to his first encounters with racist teachers - race and class have shaped Akala's life and outlook. In this unique book he takes his own experiences and widens them out to look at the social, historical and political factors that have left us where we are today.

Covering everything from the police, education and identity to politics, sexual objectification and the far right, *Natives* will speak directly to British denial and squeamishness when it comes to confronting issues of race and class that are at the heart of the legacy of Britain's racialised empire.

For more information, click [here](#).



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