

## SECTION III. MEZZO LEVEL SOCIAL WORK PRACTICE

### SOCIAL WORK THEORIES – MEZZO LEVEL SOCIAL WORK PRACTICE ACTIVITIES

Section III focuses on mezzo social work practice. Mezzo social work practice is defined as practice with organization and formal (Miley, O'Melia, & DuBois, 2017) groups (Kirst-Ashman & Hull, 2018).

Readers should focus on the role of social workers with and in formal and informal groups and organizations. This may include leading, coordinating, or facilitating a formal or informal team or being a team member within a group context.

Section III requires foundation and advanced students to apply four theoretical frameworks to the *Boonrueng and Chen* family scenario. Foundation activities focus on and Empowerment and Discrimination, oppression, and/or xenophobia perspectives. Advanced activities focus on Biculturalism and Asiancrit Framework.

Empowerment	<p>Asian immigrants and refugees are often powerless in American society (Hirayama &amp; Cetingok, 1988). Coping with anti-Asian discrimination and stress may be particularly challenging for Asian-origin refugees. Refugees with limited English proficiency face difficulty reporting harassment or seeking assistance in their preferred languages. Refugees with lower socioeconomic status have reduced access to support services and coping resources both due to cost and also due to competing demands, such as work schedules. Refugees from Asia are less likely to seek mental health services due to stigma regarding mental illness. Refugee communities often have large populations of essential workers who are unable to work from home, so they may be exposed to harassment at worksites or when traveling to and from work. Further, refugees with a perceived risk of COVID-19 exposure, may experience discrimination and stigmatization by individuals fearful of infection (Zhang, Gurung, Anglewicz, Baniya &amp; Yun, 2021). Thus, client empowerment should be a major goal in working with this population group. Workers should help these clients adapt to their environment without abandoning their ethnic heritage, values, and beliefs (Hirayama &amp; Cetingok, 1988).</p> <p>Empowerment includes individual factors, like self-esteem, self-efficacy, and mastery. It also includes interpersonal aspects, like forming relationships and gaining respect from others. Sociopolitical empowerment includes aspirations, desire, and willingness to change structures and environments through collective action (Morgaine &amp; Capous-Desyllas, 2019).</p>
-------------	---

<p>Discrimination, oppression, and/or xenophobia</p>	<p>Xenophobia, the “fear and hatred of strangers or foreigners,” is similar to racism. Racism is prejudiced thoughts and discriminatory actions based on differences in race or ethnicity. A person can be both racist and xenophobic. Xenophobia affects both foreign-born and U.S.-born individuals. The negative impact of xenophobia is felt whenever someone is told to “go back to your country,” or experiences the hateful rhetoric used to describe SARS-COV-2, which was first identified in Wuhan, China, and linked to the historic rise in reported hate crimes against Asian Americans since March 2020. Nearly three in ten Asian Americans report experiencing racial slurs or jokes since the start of the pandemic, over 6,600 incidents of hate crime (including physical attacks on Asian elders) have been reported nationwide, and six women were murdered at three Asian-owned spas in Georgia in March 2021 (National Cancer Institute, 2021).</p> <p>A month earlier, a 61-year-old Filipino American was slashed across the face with a box cutter and left bleeding inside a New York City subway train as his assailant fled (The Columbus Dispatch, 2021).</p> <p>And in late January, an 84-year-old Thai immigrant in San Francisco was violently shoved to the ground and died after what his family called an attack "driven by hate" and prosecutors said was horrific and senseless (The Columbus Dispatch, 2021).</p>
--	---

**FOUNDATION LEVEL ACTIVITY:**

As Achara’s social worker at your local high school, you are the facilitator of a youth Empowerment and Tolerance group on campus. After the killing of George Floyd by police officers in 2020 and the acquittal of Kyle Rittenhouse who shot and killed two Caucasian Black Lives activists, race relations in the high school have been compromised. It is your job to create curriculum aimed at bridging cultures and helping students engage in transforming the climate and culture of the campus. You want to highlight Asian communities, especially because of recent episodes of Asian anti-hate graffiti written on campus.

Write two curriculum objectives countering notions of xenophobia:

---



---



---



---

Write three empowerment strategies, centering voices of Asian students, you will include in the curriculum.

---



---



---



---



---

<p>Biculturalism</p>	<p>People experience biculturalism when are exposed to and internalize two cultures (Harris &amp; Tanksley, 2021). Phan and Liu (2020) and Berry (1997) define the four types of biculturalism:</p> <ol style="list-style-type: none"> <li>1. Integrated - high levels of U.S. orientation and also high levels of heritage orientation</li> <li>2. Separated - being immersed in their heritage culture but not the mainstream U.S. culture</li> <li>3. Assimilated - highly oriented toward the mainstream U.S. culture but not their heritage culture</li> <li>4. Marginalized - detached from both their heritage and mainstream U.S. cultures (p. 485).</li> </ol> <p>Mancini et al., 2018, add to the definition of biculturalism by including a context. According to them, a person exhibiting alternate-biculturalism emphasizes the culture of origin or the host culture depending on the specific situation at hand (p. 78).</p>
<p>Asiancrit Framework</p>	<p>Borrowing from tenets of Critical Race Theory, the Asiancrit framework centers the realities and lived experiences of Asian Americans (Chang, 1993).</p> <p>The tenets of the Asiancrit Framework are:</p> <ol style="list-style-type: none"> <li>1. <i>Asianization</i> - people within the US only become ‘Asian’ because of White Supremacy and racialization. White Supremacy and pervasive nativistic racism in the US result in Asian Americans being racialized as perpetual foreigners.</li> <li>2. <i>Transnational contexts</i> - Critical analyses of ways past and present global, economic, political, and social processes shape conditions of Asian Americans is essential to understand how racism influences Asian American experiences.</li> <li>3. <i>(Re)constructive history</i> - Asian Americans are typically invisible and voiceless in US history. Thus, (re)constructive history focuses on transcending invisibility and silence and creating a collective Asian</li> </ol>

	<p>American narrative that reanalyzes existing histories to include voices and contributions of Asian Americans.</p> <p>4. <i>(anti)essentialism</i> - builds on the argument that race is a social construct shaped by economic, political, and social forces. (anti)essentialism recognizes and counters the ways White supremacy racializes Asian Americans as a monolithic group in the US, and it also emphasizes Asian Americans can and do actively intervene in the racialization process as well.</p> <p>5. <i>Intersectionality</i> - White supremacy and other systems of oppression and exploitation (e.g., imperialism, colonialism, sexism, heterosexism, ableism, etc.) intersect to mutually shape conditions within which Asian Americans exist.</p> <p>6. <i>Story, theory, and praxis</i> - This tenet centers Asian American experiences to offer an alternative epistemology that is represented through stories and can inform theories and praxis in meaningful ways.</p> <p>7. <i>Commitment to social justice</i> - AsianCrit is dedicated to advocating the end of all forms of oppression and exploitation. That is, AsianCrit aims to eradicate racism, sexism, heterosexism (Azhar et al., 2021; Iftikar and Museus (2018), pp. 940-941).</p>
--	--

**ADVANCED LEVEL ACTIVITY:**

As the social worker, you recommend the high school celebrate Asian Pacific Heritage Month in May with campus-based activities, culminating a big bash at the end of the year. The Empowerment and Tolerance group recommends a famous Asian rapper who will perform in front of the entire student body. You need to pitch this rapper’s performance to the school administration and Parent-Teacher Association (PTA).

Select three out of the seven Asiancrit components, write a pitch to the administration and PTA that includes elements of the definitions as your rationale for selecting the rapper.

---



---



---



---



---