DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY

WKU	**Cultural Competency in Social Work Practice**		
	SWRK 501-100/700	**3 credit hours**	**Fall 2022**

Instructor: Lynn M. Hazlett, MSW, CSW   **Office:** Academic Complex 101A
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Office Hours: Monday, Tuesday, and Thursday from 9:00am – 1:00pm CST
Zoom Link: https://wku.zoom.us/lynnhazlett

Class Meeting Dates (SATURDAYS): 8/27, 9/10, 9/24, 10/08, 10/29, 11/19
Class Meeting Times: 10:45am – 12:45pm CST
Class Meeting Location: Academic Complex (AC) Room 203

Prerequisites
Admission into the first year traditional (foundation) MSW Program or permission of instructor.

Course Description
Expands culturally competent standards of practice used in making effective assessments and providing interventions across cultures, including rurality. Note: not appropriate for advanced standing MSW students.

Course Information
Students will be introduced to the *NASW Standards for Cultural Competence in Social Work Practice* along with other tools for cultural competency. This process of moving toward cultural competence requires learning new skills and applying these skills in appropriate settings. Each student will be required to initially do a cultural self-assessment and to be conscious of the dynamics inherent when cultures interact. This course introduces a variety of cultural assessments, communication, frameworks, and immersion experiences. The importance of a milieu of cultural respect with regard to individuals, agencies, and communities is also emphasized.

Required Texts
Lum, D. (2011). *Culturally competent practice: A framework for understanding* (4th ed.). California: Brooks/Cole, Cengage Learning

Sloan, L., Joyner, M., Stakeman, C., & Schmitz, C. (2018) *Critical multiculturism and intersectionality in a complex world* (2nd. ed.). New York: Oxford University Press.

Note: both required textbooks are available in the course Blackboard site through First Day Access

Instructor approved readings for the Book Review Assignment (choose one)
Alexander, M. (2020). *The new jim crow: Mass incarceration in the age of colorblindness* (10th anniversary ed.). New Press.

Armenta, A. (2017). *Protect, serve, and deport: The rise of policing as immigration enforcement.* University of California Press.

Bernstein, H. (2008). *The invisible wall: A love story that broke barriers.* Ballantine Books.

Conley, G. (2017). *Boy erased: A memoir of identity, faith, and family.* Riverhead Books.

Duberman, M. (2019). *Stonewall: The definitive story of the LGBTQ rights uprising that changed America.* Plume.

Edelman, P. (2019). *Not a crime to be poor: The criminalization of poverty in America.* The New Press.

Gustafson, K. (2012). *Cheating welfare: Public assistance and the criminalization of poverty.* NYU Press.

Kendi, I.X. (2019). *How to be an antiracist.* One World.

Kivel, P. (2011). *Uprooting racism: How white people can work for racial justice.* (Revised & Expanded 3rd ed.). New Society Publishers

Mask, D. (2020). *The address book: What street addresses reveal about identity, race, wealth, and power.* St. Martin's Press

Mogul, J.L., Ritchie, A.J., & Whitlock, K. (2012). *Queer (in)justice: The criminalization of LGBT people in the United States.* Beacon Press.

Oluo, I. (2019). *So you want to talk about race.* Seal Press.

Reynolds, J., & Kendi, I.X. (2020). *Stamped: Racism, antiracism, and you.* Little Brown Books for Young Readers

Rothstein, R. (2018). *The color of law: A forgotten history of how our government segregated America.* Liveright.

Thomas, A. (2018). *The hate u give.* Balzer + Bray.

Required Link

National Association of Social Workers. (2007). *Indicators for the achievement of the NASW standards for cultural competence in social work practice.* Retrieved from
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

COVID-19 Statement/WKU Healthy on the Hill

All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

MSW Mission Statement

The mission of the MSW program at WKU is to prepare students for advanced professional social work practice to meet the needs of increasingly diverse rural population in the community, in Kentucky, and in a global society.

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for MSW Education

The Council on Social Work Education defines Generalist Practice as the following:

> Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate [or the master's foundation year] program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice. (EPAS, 2015, p. 11)

CSWE EPAS Core Competencies for MSW Education

The Educational Policy and Accreditation Standards (EPAS) core competencies taught in all Council on Social Work Education (CSWE) accredited MSW programs are included in the **Appendix A** of this syllabus. Core competencies addressed in this class are defined as follows:

2015 Competencies Addressed in Course	Course Assignments Assessing Behaviors	Course Learning Outcomes	Competency Dimension
Competency 1: Demonstrate Ethical and Professional Behavior	Professionalism	3, 6	Values, Cognitive & Affective Processes (C & A)
	Self-Study Paper	1, 2	Knowledge, Values
	Final Exam	1, 2,5,6	Knowledge, Values, Skills, C & A
	Discussion Board Assignments (DB)	3,4,5, 6	Knowledge, Values, Skills, C & A
	Cultural Sensitivity Project	1,3,6	Knowledge, Values, C & A
Competency 2: Engage Diversity and Difference in Practice	Final Exam	1,2,5,6	Knowledge, Values, Skills, C & A
	Quizzes	1, 2	Knowledge
	Self-Study Paper	1, 2	Knowledge, Values
	In-Class and Blackboard Discussions	2, 3, 4, 5	Knowledge, Values, Skills
	Cultural Sensitivity Project	1,3,5, 6	Knowledge, Values, Skills, C & A
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Cultural Sensitivity Project	1,3, 5, 6	Knowledge, Values, Skills, C & A
	Quizzes	1, 2	Knowledge
	Discussion Board Assignments (DB)	3, 4, 5, 6	Knowledge, Values, Skills, C & A

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Professionalism	3, 6	Values, C & A
	In class simulations & Discussions	2, 3, 4, 5	Knowledge, Values, Skills,
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	In class simulations & Discussions Podcasts	2, 3, 4, 5	Knowledge, Values, Skills
	Final Exam	1,2,5,6	Knowledge, Values, Skills, Cognitive & Affective Processes
	Cultural Sensitivity Project	1,3,5,6	Knowledge, Values, Skills, C & A
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	In class simulations	2, 3, 4, 5	Knowledge, Values, Skills
	Podcasts & DB	3, 4, 5	Values, Skills, C & A
	Cultural Sensitivity Project	1,3,6	Knowledge, Values, C & A

Learning Outcomes

Upon successful completion of this course, students should be able to:

Knowledge
1. Articulate an understanding and awareness of their own cultural experiences, biases, and values
2. Demonstrate an understanding of the consequences of realities of diversity within a rural community setting

Values
3. Demonstrate a professional working relationship with group members that fosters respect for other diverse ideas and contributions

Skills
4. Demonstrate application of theories of diversity that explain and show characteristics of culturally competent practice
5. Identify and critique oppressive language, gestures and behaviors that are used negatively to refer to other diverse cultural groups

Cognitive & Affective Processes
6. Reflect and analyze cultural barriers related to competent practice (discrimination/oppression, ideological perspectives, economic, political, social, and legal policies) while examining personal values that may impact practice in rural areas.

Brief Description of Course Assignments (full description & rubric along with a separate course calendar with due dates for all assignments will be available in Blackboard)

Discussion Board Exercises (5 x 20 = 100 points)
Discussion Board exercises (completed on Blackboard) are designed to assess course preparation such as reviewing course readings, video lectures, video clips, podcasts, and other materials. Students complete 10 postings during the semester, and they are worth 10 points each.

These exercises help students to learn and apply core components of the major theories and perspectives covered in this course. The supplemental video clips relate to the major theories and are relatively short. They are intended to provide students with visual examples of major theories and concepts discussed in this course. Completion of these exercises will also help students to prepare for the final exam.

Quizzes (5 x 20 = 100 points)
There will be 5 quizzes over the course of the semester. Each quiz will include T/F and multiple choice questions. Please check Blackboard for more information.

Self-Study Paper (75 points)
The Self-Study Paper is designed to heighten awareness of your own cultural identity and other cultural groups. It addresses the questions: Who am I? Who do others think I am? How do I imagine others see me? What judgments do I imagine they make about what they see? How do I feel about others' reactions to me?

Final Exam (100 points)
Students will experience a final exam in this class. This exam will be taken via Blackboard. The exam must be taken within the timeframe listed in the course site or he/she/they will receive a zero for the exam.

Book Review (50 points)
Refer to Rubric and submit a 3-page paper responding to the list of questions provided.

Cultural Sensitivity Project (150 points)
The purpose of the Cultural Sensitivity Project is twofold: First, you will become more cognizant of the oppression of certain cultural groups by **observing and recording** oppressive language, gestures, and behaviors aimed at them. Second, you will have a cultural experience/encounter with a group or area that you are unfamiliar with (and preferably have some biases about) and then reflect on the experience. Both exercises will help you become a more culturally competent social work practitioner, as they involve directly encountering the realities of multicultural clients.

Professionalism (25 points)
The Professionalism Rubric on Blackboard outlines 10 behaviors indicative of professionalism (i.e., attendance & punctuality, communication, respect & collegiality, self-awareness, diversity awareness, initiative & responsibility, responsiveness to feedback, and compliance with professional requirements).

Evaluation & Grading
Course grading is based on the following criteria:

Assignment	Points
Discussion Boards (5)	100
Quizzes (5)	100
Self Study Paper	75
Cultural Sensitivity Project	150
Final Exam	100
Book Review	50
Professionalism	25
Total Points Possible	600

Grading Scale
90% - 100% = A
80% -89% = B
70% -79% = C
69% and below = F

Academic Support
Most of us find that we need some academic support and direction during our time at the university. WKU offers many resources that can help you be successful in this course. These are listed below.

Regular and Substantive Interaction (Online Courses Only)
The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage.

In this course, regular and substantive interaction will take place in the following ways:

- Availability for synchronous sessions with faculty and students during office hours,
- Faculty participation in discussion boards,
- Weekly announcements,
- Setting assignment due dates that are spread throughout the term of the class, and
- Timely and detailed feedback on assignments provided within one week of submission.

Student Accessibility Resource Center
In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in DSU Room 1074 in the Downing Student Union. The phone number is 270-745-5004. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.

Writing Center Assistance
The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. WKU's writing tutors have been trained to provide helpful feedback to students at all phases of a writing project. They can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions on the Writing Center website for making online or face-to-face appointments. Or call (270) 745-5719 during the Writing Center's operating hours (also listed on the website) for help scheduling an appointment.

Off Campus Library Support
The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to the Extended Campus Library Support website. Turn-around time can be anywhere from a few days to two weeks, so plan ahead!

Policy
Students are expected to adhere to all policies contained with the MSW Handbook and the Code of Student Conduct at Western Kentucky University.

Professionalism
The NASW Code of Ethics is a guiding framework and source for identifying professional performance. Students are expected to practice in an ethical manner while in the classroom or completing assignments pertaining to this course in accordance with the MSW *Student Handbook*, WKU *Student Code of Conduct* and the NASW *Code of Ethics.* Behaviors especially under consideration are those related to professional practice, mental illness and/or substance use, illegal activity and classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review. Students are expected to understand the policy, in its entirety, found in the MSW Student Handbook.

Social Media
Privacy, confidentially, and professional boundaries must be examined as professional social workers, especially in the age of technology. Professional standards found in the NASW *Code of Ethics* must be strictly followed concerning social media. Students using social media sites are expected to use the highest privacy settings on their social media profiles, so field agency

personnel and/or clients cannot access photographs and private information. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. In the event that a student's social media profile or linkage is considered a poor professional practice or an ethical violation, the issue will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review.

Plagiarism and Academic Dishonesty

Plagiarism and cheating are prohibited. Academic dishonesty is prohibited by the MSW *Student Handbook*, the University *Code of Student Conduct* and is also counter to social work values and ethics included in the NASW *Code of Ethics*. Students are expected to be familiar with these policies and ethical guidelines and to follow them at all times. Any instances of academic dishonesty will mean a grade of "zero" for the assignment and/or course failure. Students should review the "Academic Offences" section of the WKU Student Handbook and "Acknowledging Credit" sections of the 1999 Code of Ethics, National Association of Social Workers.

APA

Students are expected to use APA style (7th ed.) for writing, citing and listing references. This is for all course work including papers, pamphlets, and online assignments. Online assignments must include in text references and full text references at the end of the assignment just as all other written documents in this course.

Attendance

Students are expected to participate in developing a positive learning environment with the desire to learn. Class participation is required and includes taking part in online class discussions through active listening and/or verbal comments. Class discussion is a turn-taking activity; participation includes *not talking out-of-turn and not monopolizing the discussion*. Given that we have six (6) face-to-face sessions, students may miss one class **for any reason**. Students who miss more than one class period will note a 10% deduction from the final grade percentage for this class. **After missing a total of three classes, the student will automatically receive a grade of an F for this course.**

In the event of a real emergency that precludes a student from coming to class, the professor expects to be contacted in a timely manner. It is up to the discretion of the professor as to whether the absence is excused (with documentation) and if in-class graded assignments can be made up.

Assignment Completion

Students are expected to turn all assignments in on time. Assignments, which are late, will be reduced at a rate of 10% per day. Therefore, if you would have received 50 points on an assignment, which is three days late, the score will be reduced by a total of 15 points. Discussion Board exercises will be penalized 3 points per day late. After one-week, late assignments will no longer be accepted for credit but must be turned in to complete the course.

*All assignments must be submitted in order to pass the course (no exceptions)!

<u>Disclaimer</u>
All class schedules and activities are subject to change in the event of extenuating circumstances. The instructor **reserves the right to make changes** to the syllabus as needed with reasonable notice and accommodations.

References

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ed.). New York: Routledge.

Appleby, G., Colon, E., & Hamilton, J. (2007). *Diversity, oppression, and social functioning:*

Person-in-environment assessment and intervention (2nd ed.). Boston: Pearson/Allyn &

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36(2), 261-278.

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Sciences 6(2), 204-208.

Garcia, B., & Van Soest, D. (2006). *Social work practice for social justice: Cultural competence*

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and diversity practice. In E. Geva, A. Barsky, & F. Westernoff (Eds.), *Interprofessional*

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    Diversity. In Carrie Jefferson Smith, Jeffrey Gabriel, Bill Lott, and Miyo Hirano (Eds),

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    VA: CSWE Press.

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    Bird (Eds.), *Indigenous social work around the world: Towards culturally relevant*

    education and practice (pp. 1-10). London: Ashgate.

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    populations (2nd ed). Chicago: Lyceum Press.

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Council on Social Work Education (CSWE)
2015 Educational Policy and Accreditation Standards (EPAS)

Core Competencies
In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy. (EPAS, 2015, p. 4)

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:
- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

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 identify. 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.

Competency 4: Engage in Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social works understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy and service delivery.

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at

the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve clients and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:
- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individual, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:
- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes, and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Appendix B
Rubric for Cultural Sensitivity Project Paper

SWRK 501: Cultural Sensitivity Project Paper **C1:** Demonstrate Ethical and Professional Behavior**; C2:** Engage Diversity and Difference in Practice**;** **C3:** Advance Human Rights and Social, Economic, and Environmental Justice; **C6**: Engage with Individuals, Families, Groups, Organizations, and Communities; **C7** Assess with Individuals, Families, Groups, Organizations and Communities.						
Dimension	**1** **Beginning**	**2** **Developing**	**3** **Marginal**	**4** **Proficient**	**5** **Exemplary**	**Score/** **Comments**
Items 1 & 2 - C3: Advance Human Rights and Social, Economic, and Environmental Justice						
1. **Creation and Reflection of a Log of collected "Ism's"**	Vaguely defines and describes the ism; AND does not include a discussion of any of the following: Were you personally affected by the incident? If so, in what way? Were any **false stereotypes** about certain cultural groups promoted by the incident? If other people witnessed the incident, what were their reactions? Did you **do anything to confront** the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you? What did the person or group	Vaguely defines and describes the ism; AND includes a discussion of less than 3 of the following: Were you personally affected by the incident? If so, in what way? Were any **false stereotypes** about certain cultural groups promoted by the incident? If other people witnessed the incident, what were their reactions? Did you **do anything to confront** the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you? What did the person or group	Weakly defines and describes the ism; And includes a discussion or reflection of 4-5 of the following: Were you personally affected by the incident? If so, in what way? Were any **false stereotypes** about certain cultural groups promoted by the incident? If other people witnessed the incident, what were their reactions? Did you **do anything to confront** the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you? What did the person or group	Thoroughly defines and describes the ism; And includes a discussion or reflection of 6-7 of the following: Were you personally affected by the incident? If so, in what way? Were any **false stereotypes** about certain cultural groups promoted by the incident? If other people witnessed the incident, what were their reactions? Did you **do anything to confront** the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you? What did the person or group	Thoroughly defines and describes the ism; And completely answers the following: Were you personally affected by the incident? If so, in what way? Were any **false stereotypes** about certain cultural groups promoted by the incident? If other people witnessed the incident, what were their reactions? Did you **do anything to confront** the oppressive situation (such as telling someone that a racist remark was inappropriate)? If so, how did they react to you? What did the person or group	____ Score earned **X 7** ____ **Score earned**

	making the offensive remark or gesture seem to hope to gain from being racist or sexist? How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group? How will the incident impact your **future interactions** with the cultural group being marginalized?	making the offensive remark or gesture seem to hope to gain from being racist or sexist? How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group? How will the incident impact your **future interactions** with the cultural group being marginalized?	making the offensive remark or gesture seem to hope to gain from being racist or sexist? How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group? How will the incident impact your **future interactions** with the cultural group being marginalized?	making the offensive remark or gesture seem to hope to gain from being racist or sexist? How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group? How will the incident impact your **future interactions** with the cultural group being marginalized?	making the offensive remark or gesture seem to hope to gain from being racist or sexist? How does the incident you observed relate to prior incidents you have witnessed concerning this particular cultural group? How will the incident impact your **future interactions** with the cultural group being marginalized?	
2. **Types and Categories of Isms**	Includes 0-4 incidents of isms in 1 different categories and across 1 different mediums	Includes 5-9 incidents of isms in 2 different categories and across 2 different mediums	Includes 10-14 incidents of isms in 3 different categories and across 3 different mediums	Includes 15-19 incidents of isms in 4 different categories and across 4 different mediums	Includes at least 20 incidents of isms in at least 5 different categories and across 5 different mediums Categories of isms include: racism, sexism, ableism, ageism, heterosexism, classism, religious prejudice, etc.	____ Score earned **X 3** ____ **Score earned**
Item 3 - C6: Engage with Individuals, Families, Groups, Organizations, and Communities						
3. **Identification and attendance of a culturally different experience for immersion**	Did not seek approval prior to attending event; AND only observed	Get approval prior to attending event; BUT only observed	Get approval prior to attending event; AND engaged with 1 person	Get approval prior to attending event; AND engaged with 2-3 people	Get approval prior to attending event; AND engaged with more than 3 people	____ Score earned **X 5** ____ **Score earned**

Item 4 - C2: Engage Diversity and Difference in Practice						
4. Description of the experience	Thoroughly discusses 1 of the following: Context/Setting (e.g., physical space, etc.) Demographics (e.g., number of people, race, ethnicity, etc.) Emotional climate (e.g., warm, inviting, etc.) Culture (e.g., group dynamics, traditions, etc.)	Thoroughly discusses 2 of the following: Context/Setting (e.g., physical space, etc.) Demographics (e.g., number of people, race, ethnicity, etc.) Emotional climate (e.g., warm, inviting, etc.) Culture (e.g., group dynamics, traditions, etc.)	Thoroughly discusses 3 of the following: Context/Setting (e.g., physical space, etc.) Demographics (e.g., number of people, race, ethnicity, etc.) Emotional climate (e.g., warm, inviting, etc.) Culture (e.g., group dynamics, traditions, etc.)	Thoroughly discusses ALL 4 of the following: Context/Setting (e.g., physical space, etc.) Demographics (e.g., number of people, race, ethnicity, etc.) Emotional climate (e.g., warm, inviting, etc.) Culture (e.g., group dynamics, traditions, etc.)	Thoroughly discusses ALL 4 of the following: Context/Setting (e.g., physical space, etc.) Demographics (e.g., number of people, race, ethnicity, etc.) Emotional climate (e.g., warm, inviting, etc.) Culture (e.g., group dynamics, traditions, etc.) AND demonstrates a deep analysis of the environment	____ Score earned **X 5** ____ **Score earned**
Items 5 - C7: Assess with Individuals, Families, Groups, Organizations and Communities						
5. Assessment of Cultural Experience	Thoroughly addresses 1 of the following questions: • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the cultural group that you investigated? • What stereotypes	Thoroughly addresses 2-3 of the following questions: • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the cultural group that you investigated? • What stereotypes	Thoroughly addresses 4-5 of the following questions: • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the cultural group that you investigated? • What stereotypes	Thoroughly addresses 6 of the following questions: • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the cultural group that you investigated? • What stereotypes	Thoroughly addresses the following 7 questions: • How was this experience different for you? • Did it force you to think outside of your comfort zone? • What did you learn that you did not know about the cultural group that you investigated? • What stereotypes	____ Score earned **X 5** ____ **Score earned**

	about the group were confirmed or rejected by your experience? • How will you relate to this cultural group differently based on your attendance at the event or function? • How will this be different in both your personal and professional life? • What is your perception of the overall learning from this exercise?	about the group were confirmed or rejected by your experience? • How will you relate to this cultural group differently based on your attendance at the event or function? • How will this be different in both your personal and professional life? • What is your perception of the overall learning from this exercise?	about the group were confirmed or rejected by your experience? • How will you relate to this cultural group differently based on your attendance at the event or function? • How will this be different in both your personal and professional life? • What is your perception of the overall learning from this exercise?	about the group were confirmed or rejected by your experience? • How will you relate to this cultural group differently based on your attendance at the event or function? • How will this be different in both your personal and professional life? • What is your perception of the overall learning from this exercise?	about the group were confirmed or rejected by your experience? • How will you relate to this cultural group differently based on your attendance at the event or function? • How will this be different in both your personal and professional life? • What is your perception of the overall learning from this exercise?	
Items 6 & 7 - C1: Demonstrate Ethical and Professional Behavior						
6. **Oral Presentation to classmates**	Does not clearly articulate EITHER the content (e.g., setting and meaning) OR the process; AND appearance is not reflective of own personal culture	Clearly articulates EITHER the content (e.g., setting and meaning) OR the process; BUT appearance is not reflective of own personal culture	Clearly articulates EITHER the content (e.g., setting and meaning) OR the process; AND appearance is reflective of own personal culture	Clearly articulates BOTH the content (e.g., setting and meaning) AND the process; BUT appearance is not reflective of own personal culture	Clearly articulates BOTH the content (e.g., setting and meaning) AND the process; AND appearance is reflective of own personal culture	____ Score earned **X 3** ____ **Score earned**
7. **Writing and APA**	Paper has more than 10 spelling and/or grammar errors. OR more than 10 APA errors;	Paper has 7-10 spelling and/or grammar errors; or 7-10 APA errors;	Paper has 4-6 spelling and/or grammar errors; OR 4-6 APA errors;	Paper has 2-3 spelling and/or grammar errors; OR 2-3 APA errors;	Paper has 0-1 spelling and/or grammar errors; OR 0-1 APA errors;	____ Score earned **X 2**

	AND is conceptually and/or logically unsound.	AND lacks flow and is not logically presented.	AND lacks flow but is conceptually sound.	AND paper is presented logically so that ideas flow nicely.	AND paper is logically and conceptually sound.	_____ **Score earned**

Total Score: _____/150